

SOUTHBOURNE INFANT SCHOOL – Pupil Premium Strategy September 2024 – July 2027 (3 Years)

See page 9 for Impact December 2025.

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	Sept 2024 30 17% Sept 2025 37 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3
Date this statement was published	December ‘24
Date on which it will be reviewed	December ‘25 December ‘26 December ‘27
Statement authorised by	Lucy Whiffin
Pupil premium lead	Lucy Whiffin
Governor / Trustee lead	Carina Dobbs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year September 24 – July 25	£44,400 Service £1,360 Total £45,760
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£45,760

Part A: Pupil premium strategy plan

Statement of intent

Our goal at Southbourne Infant School is to ensure ALL children, irrespective of their background or the challenges they face, receive the support that they need to become creative, independent, enthusiastic and responsible learners, who achieve well.

We are committed to raising the achievement of vulnerable groups of children, and those eligible for Pupil Premium, by striving to develop a love of learning and the skills and knowledge that enable them to reach their full potential.

High quality teaching and learning is at the heart of our intent for these children. Improving our Quality First Teaching and universal offer for all children. This will advantage the disadvantaged and ensure that all children have equality of opportunity, and equity of access to achieve the same outcomes as their peers.

Our ultimate objectives for our disadvantaged pupils are:

Every child is a reader

Every child is a mathematician with number and calculation secure

Every child has had a rich and wide primary curriculum learning experience

Every child has raised aspirations and expectations of themselves for their future

We aim to do this through:

- A whole school culture, where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.
- To provide all teachers with high quality CPD to ensure all children access effective quality first teaching
- Acting early to intervene at the point where needs are identified and provide high quality, targeted early intervention for children identified as under-performing
- Continued SEMH support to develop resilience and ensure emotional well-being is not a barrier to learning.
- Entitlement and enrichment. A culturally rich education that goes beyond academic development through the provision of extracurricular activities that will enhance educational entitlement and personal development

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Outcomes in English</p> <p>Our assessments and observations indicate that the attainment of many of our disadvantaged children do not achieve as well as their peers. English including reading, writing and spoken language opens doors into education and children who struggle with English are effected in all areas of their learning. Some of our disadvantaged children have under-developed language acquisition, and limited vocabulary. This subsequently affects their use of phonics and slows their progress and ability to communicate effectively. Poor phonics and spelling skills prevent some children attaining Early Learning Goals and ARE in reading and writing. Some of our disadvantaged children have poor comprehension and inference skills, which prevents them attaining ELGs and ARE in reading and writing.</p>
2	<p>Social, emotional and mental health needs</p> <p>Some of our disadvantaged children need greater support with their social, emotional and mental health needs (self-esteem, self-confidence and self-regulation). They may find it a challenge to articulate their emotions and feelings, and to respond to these; their emotional intelligence can be under-developed, which can in turn affect their capacity to learn. Our Year R children’s baseline in 2023 demonstrated that the children’s PSED scores are particularly low, especially in ‘Self-Regulation’ and ‘Managing Feelings’.</p>
3	<p>Enrichment Experiences</p> <p>Most of our disadvantaged children do not have as many rich and varied experiences beyond their community (Cultural Capital) as non-Pupil Premium children Accessing trips and clubs etc</p>
4	<p>Attendance for some of our disadvantaged children attendance is below expectation and some are persistently absent with attendance below 90%</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. Improved reading and writing outcomes for our disadvantaged children.</p> <p>Improved universal offer for all children through developing Quality First Teaching</p>	<ul style="list-style-type: none"> • 'First and best' approach and a strengthened 'universal offer' for all through quality first teaching will enable pupil premium children to make as good progress as all children • Accelerated progress from their starting points, closing the gap between those in receipt of disadvantaged and all children • Targeted and effective interventions such as precision teaching and 'keep up' phonics. • Barriers to writing identified for all disadvantaged children and focused teaching based on individual needs.
<p>2. All children to receive exceptional social and emotional support at Southbourne Infant School</p>	<ul style="list-style-type: none"> • Staff will be trained in Emotional Based School Avoidance (EBSA). These staff to understand and support disadvantaged children with emotional school avoidance • Early identification of children with emotional and social needs. • Emotional Literacy Support Assistant (ELSA) to work with disadvantaged children to support emotional needs • Pastoral TAs to support disadvantaged children in year 1 and 2 • Drawing and talking therapy to support children with attachment needs • De-escalation training is used by all staff to support children who are showing challenging behaviour
<p>3. Our disadvantaged children have rich and wide cultural experiences and enrichments</p>	<ul style="list-style-type: none"> • All disadvantaged children to attend trips which are subsidised where appropriate • All disadvantaged children to have access to a range of inspiring visits and events (Dance festival, curriculum workshops • Disadvantaged children given the option to attend after school clubs funded
<p>4. Disadvantaged attendance improves</p>	<ul style="list-style-type: none"> • Effective support for non-attendance working closely with families • Good use of attendance data • Overall attendance rate being no less than 95% and the attendance gap of disadvantaged being reduced from (In the previous year Sep 2023 – July 2024) All children = 94% PP children = 90% • Overall persistently absent rate being below 15% and the persistently absent gap of disadvantaged being reduced from (In the previous year Sep 2023 – July 2024) All children 18% PP children = 34% • Use of EBSA (Emotional Based School Avoidance) interventions

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on Quality First Teaching	<p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the pupil premium to improve the teaching quality benefits all children and has a particularly positive effect on children eligible for the pupil premium'</p> <p>'Research tell us that high quality teaching can narrow the disadvantaged gap' EEF</p> <p>EEF teaching and learning toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>EEF Early years toolkit https://educationendowmentfoundation.org.uk/early-years/toolkit</p>	1 2 4
Development of Southbourne Infants curriculum	<p>Ofsted</p> <p>Small steps in a curriculum as part of QFT will ensure the best teaching.</p> <p>Mary Myatt curriculum books</p>	1 2 4
CPD of teaching assistants	<p>There is evidence that training support staff can lead to improvements in children's independence and attitudes to learning – EEF</p>	1 2 4
Upskilling subject leaders with knowledge of adaptations and scaffolds in specific subject areas	<p>A high quality curriculum is proven to support outcomes for all children</p>	1 2 4
De-escalation Training for all staff	<p>Behaviour is communication.</p>	2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted and effective Speech and Language interventions to improve English – School start and Talk Boost	Ofsted research Kagan research into the importance of oracy, language acquisition and early reading	1 2 4
Disadvantaged children to read daily in school	Ofsted research Kagan research into the importance of oracy, language acquisition and early reading	1 2 4
HLTA targeted support in phonics – reading and writing	Children need to understand how interventions are connected to the whole class instruction (teaching)	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school clubs to be made available for disadvantaged children	'When implementing aspiration interventions, school might consider including: Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy.	3 4
ELSA used to address social and emotional needs of individuals and groups of children	'Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year' EEF	1 2 3 4
EBSA tool to be used to identify reasons for low attendance	Children need to feel comfortable and listened to at school to attend	1 2 3 4

Pastoral support staff support children with EBSA needs		
Educational trips, uniform and equipment if needed	If a uniform policy is in place it is important to consider how to support families that may not be able to afford it' – EEF	1 2 3 4
Embedding principles of good practice set out in the DfE's guidance on 'Working together to improve school attendance'	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	4 1 2 3

Total budgeted cost: £45,760

Part B: Review of the previous academic year (September 2024 – July 2025) published December 2025

Outcomes for disadvantaged pupils

1. Intended outcome - Improved reading and writing outcomes for our disadvantaged children.

Success Criteria

- Improved universal offer for all children through developing Quality First Teaching 'First and best' approach and a strengthened 'universal offer' for all through quality first teaching will enable pupil premium children to make as good progress as all children
- Accelerated progress from their starting points, closing the gap between those in receipt of disadvantaged and all children
- Targeted and effective interventions such as precision teaching and 'keep up' phonics.
- Barriers to writing identified for all disadvantaged children and focused teaching based on individual needs.

IMPACT

Training has been completed on Quality First Teaching, this is with Teachers and Support staff though INSET days and additional training times. The school has developed our own approach to QFT which supports the best teaching and learning experiences for all children. This has begun to be seen across the school but is not yet having a direct impact on outcomes as is not yet fully embedded. Precision teaching and keep up phonics is having an impact on reading outcomes particularly in year 1.

July 2025 Data	Year Group	PP children
Reading Attainment Year R	72%	38% (4 children)
Reading Attainment Year 1	49%	44% (19 children)
Reading Attainment Year 2	63%	33% (13 children)

July 2025	Year Group	PP Children
Writing Attainment Year R	67%	38% (4 children)
Writing Attainment Year 1	33%	17% (19 children)
Writing Attainment Year 2	37%	20% (13 children)

New planning format ensures that teachers are identifying PP children in every lesson and targeting support for them.

Next Year

- Improvements to writing include a new handwriting scheme and Writing schemes of work from The Literacy Tree.
- Targeted additional teacher using pupil premium funds in year 2 for writing sessions (Spring and Summer term 2026)
- Additional TA funded for Spring term to support PP children in year 2.

2. Intended outcome - All children to receive exceptional social and emotional support at Southbourne Infant School

Success Criteria

- Staff will be trained in Emotional Based School Avoidance (EBSA). These staff to understand and support disadvantaged children with emotional school avoidance
- Early identification of children with emotional and social needs.

- Emotional Literacy Support Assistant (ELSA) to work with disadvantaged children to support emotional needs
- Pastoral TAs to support disadvantaged children in year 1 and 2
- Drawing and talking therapy to support children with attachment needs
- De-escalation training is used by all staff to support children who are showing challenging behaviour

IMPACT

As a school we have developed an approach to social and emotional needs across the school. We have a referral system in place with different provision being used to support different emotional needs. Our school ELSA has supported 8 of our disadvantaged children this year through ELSA sessions – usually 6 – 10 weeks of a weekly support session. The pastoral TA has supported 3 children with EBSA and improved their attendance.

In learning walks Senior Leaders have seen staff using the deescalation strategies that they have now all been trained in. The number of suspensions for our disadvantaged children has significantly dropped since Spring 2025.

	Autumn 24	Spring 25	Summer 25	Autumn 25
Number of Suspensions	5	11	4	1
Number of Permanent Exclusions	0	0	0	0

Funding has been used to provide Play Therapy, which is having a positive impact on emotional development. This has also ensured a reduction in suspensions for violent behaviour at school.

Next Year

- Training for the ELSA/Pastoral TA on EBSA
- Additional member of staff trained on Drawing and Talking Therapy

3. Intended outcome - Our disadvantaged children have rich and wide cultural experiences and enrichments

Success Criteria

- All disadvantaged children to attend trips which are subsidised where appropriate
- All disadvantaged children to have access to a range of inspiring visits and events (Dance festival, curriculum workshops)
- Disadvantaged children given the option to attend after school clubs funded

IMPACT

Funding has been used to ensure all disadvantaged children have been able to access all trips and workshop visits.

Funding used to purchase a pantomime company for a special Christmas pantomime experience for all children.

5 disadvantaged children joined the locality dance workshop in the Summer term 2025.

2 of our disadvantaged children have been accessing wraparound care paid for with PP funding. This has had a significant impact on their parent's ability to be able to work and improve their family income.

Next Year

- Provide further wraparound care for families if needed

4. Intended outcome - Disadvantaged attendance improves

Success Criteria

- Effective support for non-attendance working closely with families

- Good use of attendance data
- Overall attendance rate being no less than 95% and the attendance gap of disadvantaged being reduced from (In the previous year Sep 2023 – July 2024)
All children = 94% PP children = 90%
- Overall persistently absent rate being below 15% and the persistently absent gap of disadvantaged being reduced from (In the previous year Sep 2023 – July 2024)
All children 18% PP children = 34%
- Use of EBSA (Emotional Based School Avoidance) interventions

IMPACT

Attendance of our pupil premium children continues to be a focus area for the school.

	Spring 2025	Summer 2025	Autumn 2025
Pupil Premium	90.1% - 29 children	90.1% - 29 children	91% - 36 children
Whole School	93.8%	94%	94.6%

As a school we have used a variety of interventions including meeting with families, sending attendance letters, offering wraparound care and daily phone calls. Attendance of our Pupil premium children has improved 1%, however this is based on 37 children (Autumn 2025)

Persistent Absence rates have not improved.

Jan 2025 – Dec 2025 = All children 17% PP children = 45%

This is due to 3 children being on reduced timetables due to their complex SEN needs. Since September 2025 the amount of children qualifying for PP has also increased which changes the data.

Next Year

- New attendance tracking program – Insight provides a more detailed account of attendance. Monthly attendance checks for PP children.
- Work with RISE project through the DfE to improve attendance.
- Use out pastoral TA to liaise more with families and improve this relationship.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider