

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	South Lake Primary School
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2023-2026)
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Butler-Willis
Pupil premium lead	Mrs Vicky Thorpe
Governor / Trustee lead	Mr Stephen Vegh

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£84,568
Recovery premium funding allocation this academic year	£3,842
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At South Lake, all members of staff and the governing body take responsibility for 'disadvantaged pupils' and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. It is essential that we enable each child to develop a love of learning and acquire skills and abilities, which will benefit them into adult hood allowing them to reach their full potential.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. Children to make accelerated progress.
- ✓ To narrow the language gap between disadvantaged and non-disadvantaged pupils.
- ✓ To bring attendance of pupil premium children in line with national expectations.
- ✓ To increase cultural capital opportunities, to further develop language and mental well- being.

We aim to do this through:

- ✓ Drawing on evidence based research to ensure the initiatives we adopt will have significant impact.
- ✓ **Quality first adaptive teaching**, ensuring that the teaching and learning meets the needs of all pupils. Feedback is vital to enabling children to make progress.
- ✓ High profile pupil premium focus, where we adopt a pupil premium first culture.
- ✓ Pupil progress meetings, which enable barriers to be discussed and SMART targets to be set and reviewed in the form of personal learning plans.
- ✓ Data tracking is rigorous and identifies children not making sufficient progress.
- ✓ Support staff also trained on whole school initiatives such as Oracy and phonics.
- ✓ Whole school oracy focus where every voice is valued.
- ✓ Small group tuition focused on closing any gaps in phonics and or Maths/English.
- ✓ Children given equal access to enrichment opportunities.
- ✓ Support surgeries with parents to improve attendance. Also guidance from MHST.
- ✓ Attendance meetings

Challenges

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

Challenge number	Detail of challenge																
1	<p>Disadvantaged pupils are twice as likely to be persistent absentees. Whilst our attendance overall is broadly in line between disadvantaged and non-disadvantaged our disadvantaged persistent absentees is an area for further monitoring and intervention.</p> <p>From the time of writing this 25% of our disadvantaged are PA compared with 8.4% of non-disadvantaged this is having a negative impact on their wellbeing and attainment across the curriculum. It is also the wellbeing of parents that is a contributory factor towards persistent absenteeism.</p>																
2	<p>Weak language and communication skills</p> <p>Communication and language EYFS data, discussions with pupils indicates underdeveloped oral language skills and vocabulary gaps among many of the disadvantaged pupils. Although oracy strategies are embedded, Rosenshine strategies and tier 2/3 vocabulary need to be a focus.</p> <div><p>Listening, Attention and Understanding - EYFSP</p><p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p><table><tr><td>Disadvantaged</td><td>7 pupils - Average: 1.7</td><td>29%</td><td>71%</td></tr><tr><td>Not Disadvantaged</td><td>52 pupils - Average: 1.9</td><td>13%</td><td>87%</td></tr></table><p>Speaking - EYFSP</p><p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p><table><tr><td>Disadvantaged</td><td>7 pupils - Average: 1.7</td><td>29%</td><td>71%</td></tr><tr><td>Not Disadvantaged</td><td>52 pupils - Average: 1.9</td><td>13%</td><td>87%</td></tr></table></div>	Disadvantaged	7 pupils - Average: 1.7	29%	71%	Not Disadvantaged	52 pupils - Average: 1.9	13%	87%	Disadvantaged	7 pupils - Average: 1.7	29%	71%	Not Disadvantaged	52 pupils - Average: 1.9	13%	87%
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3	<p>Through observations and analysis of CPOMS data it is evident that children would benefit from Metacognition and self-regulation approaches. Teaching children to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <div><p>cognition – the mental process involved in knowing, understanding, and learning</p><p>metacognition – often defined as ‘learning to learn’; and</p><p>motivation – willingness to engage our metacognitive and cognitive skills</p></div> <div><p>Implementation cost ⓘ</p><p>Evidence strength ⓘ</p><p>Impact (months) ⓘ</p><div><p>£ £ £ £ £</p><p>🔒 🔒 🔒 🔒 🔒</p><p>+7 months</p></div></div>																

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Attainment gap between disadvantaged and non-disadvantaged in Writing is evident when looking at assessment data. 41% of disadvantaged are working towards or below the expected standard compared to 26% non- disadvantaged.

Writing

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data

Disadvantaged 56 pupils - Average: On-track	<div><div></div><div></div><div></div><div></div><div></div></div> <div>23%18%57%</div>
Not Disadvantaged 304 pupils - Average: On-track	<div><div></div><div></div><div></div><div></div><div></div></div> <div>7%19%67%7%</div>

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>To work with parents and implement support surgeries to improve attendance and reduce PA amongst our disadvantaged.</p>	<p>Daily FSA engagement with families</p> <p>Attendance monitored and missing sessions followed up immediately</p> <p>Guidance from MHST</p> <p>Therapeutic thinking school approach</p> <p>Coffee mornings</p> <p>Support Surgeries with targeted parents with the aim of increasing the attendance of their children whilst supporting their individual needs.</p> <p>New appointment of attendance officer and formation of attendance team Jan 2023</p> <p>Workshops on sleep/behaviour and well being.</p>
<p>To teach vocabulary explicitly to close the language gap</p> <p>To use oracy and Rosenshine principles to deliver a vocabulary rich curriculum.</p> <p>%increase of children achieving EXP/GDS in writing and Reading</p> <p>% increase in vocabulary learned</p> <p>Vocabulary used in oracy outcomes</p>	<p>Tier 2 and 3 vocabulary taught- Nursery to year 6</p> <p>Vocabulary interventions in Reception</p> <p>Vocabulary taught to be used in their oral and written work</p> <p>CPD opportunities for oracy and Rosenshine</p> <p>Enrichment opportunities</p> <p>Monitoring % words learned</p> <p>Increased opportunities for children use GDS language rich texts</p>
<p>To teach children strategies to become self-regulated and able to reflect on how best they learn.</p>	<p>CPD on metacognition</p>

A reduction of disadvantaged children reported on CPOMS for dysregulated physical incidents	Mentors to focus on this in tailored and targeted mentoring sessions. Children identified from CPOMS
To close the gap between disadvantaged and non- disadvantaged in writing outcomes.	<p>Writing overview adapted to tilt towards cohort</p> <p>Targeted feedback</p> <p>Moderation opportunities in school and across the SLA</p> <p>Teach to GDS standard and scaffold so all can achieve</p>

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: £22,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Oracy rich curriculum embedded across school</i>	<p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>Learning walks indicate that disadvantaged children are significantly more engaged with the teacher adopts an oracy rich approach. Children are able to articulate their learning and feel successful as barriers are significantly reduced- especially for triple disadvantaged children.</p>	2
<i>Vocabulary focus to teach tier 2 and 3 vocabulary</i>	<p>The size of a pupil's vocabulary in their early years of schooling (the number and variety of words that the young person knows) is a significant predictor of academic attainment in later schooling and of success in life.</p> <p>https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</p> <p>Baseline assessments taken in Reception indicate disadvantaged children have lower communication and language skills compared to their peers. Largely impacted by national lockdowns due to Covid.</p>	2/4
<i>Metacognition</i>	<p>Implementation cost ? Evidence strength ? Impact (months) ?</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>+7 months</p>	3


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

Budgeted cost: £13,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1-1 tuition to close gaps</i>	<p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>+5</p>	4

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

Budgeted cost £53,298

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support surgeries</i>	Parental engagement <small>Moderate impact for very low cost based on extensive evidence</small> 	1
<i>Enrichment activities</i>	https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/	2

Total budgeted cost: £88,410

Part B: Review of outcomes in the previous academic year

2022-2023 KS2 SATS: Attainment at expected standard for disadvantaged in reading, writing, maths and GPS is above Wokingham and at greater depth in reading, maths and GPS. The gap between disadvantaged and non-disadvantaged is less than Wokingham in reading, writing and maths, and positive for disadvantaged in reading and writing at KS1 and maths at KS2.

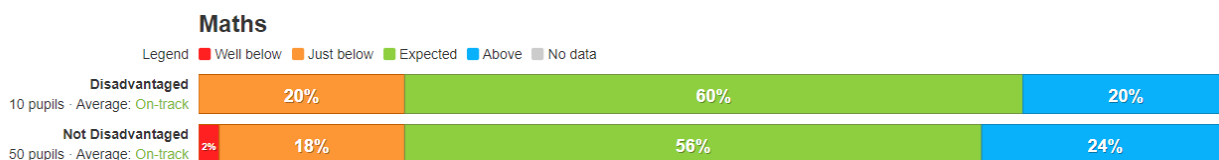
This success is due to many factors: the adaptive teaching that the children have received at South Lake, misconceptions which have been addressed and pre-teaching which has been effective in closing learning gaps. The positive relationships between children and staff enables children to achieve broadly in line with their non-disadvantaged peers. In addition to this the overall culture at South Lake, where there are high expectations of everyone and no excuses expectation has led to fantastic outcomes for our disadvantaged students.

Overall attendance has improved significantly as it has been a focus for all staff. There was a significant reduction in persistent absentees 2022-2023. The work completed during inset, which raised the awareness of attendance and how we would be monitoring it was beneficial- it is everyone's responsibility. Attendance meetings were put in place for the persistent absentee children and support was put in place by the teacher, attendance officer and our family support advisor to address attendance issues on a case by case basis, thinking about the whole child.

Attendance as of July 2023: 90% disadvantaged compared to 94% Non-disadvantaged

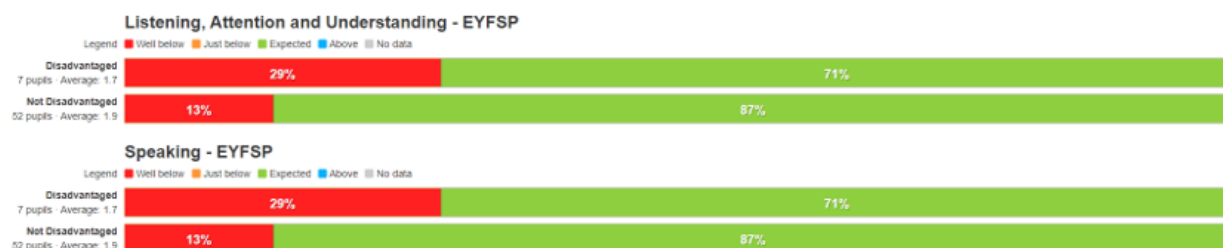
Our observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in previous years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and parents. We provided wellbeing workshops for parents and CPD for staff on therapeutic thinking which will support children's mental health. Our PSCH curriculum, oracy approach (giving them a voice to share their feelings), school dog and PSA all support our focus on wellbeing of the children.

During the review, it is clear that the significant work that has taken place in Maths has had a positive impact on children's outcomes. White Rose maths CPD was given to all staff, with a focus on small steps and the Maths leaders have provided more support with planning and implementation, learning walks and gained the advice of an outside agency. Maths attainment at the end of KS2 has improved since previous academic year.



The phonics scheme was monitored this year with new staff receiving the appropriate training and observations were carried out to ensure a consistent and robust systematic teaching of phonics from Reception to year 6. 89% disadvantaged children achieved the phonic screening test 2022- 2023.

The use of oracy has continued to be embedded in 'the way we teach' across the curriculum. 79% of children have reported that they believe oracy helps with their learning. From learning walk observations, PP children are more engaged in their learning and they can articulate their learning more confidently. This was also confirmed by teacher voice. From EYFS data we can see that there is still gap as in the speaking and listening early learning goal as the children start with us in September. Therefore, Oracy and vocabulary will remain a focus for us to close the language gap.



Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Pupil pairings and mentors to engage in conversations daily
- Monitoring parental engagement with parents evening
- Adaptive teaching strategies
- Supporting parents to fill in online forms
- Working with First Days charity to provide uniforms and coats
- Links with Woodley Lunch bunch to support families during the holidays
- Pupil premium first approach in school
- Music lesson trials for the piano and drumming
- Visiting families where attendance is presenting as a difficulty
- Pupil progress meetings with SENDCO/PSA and pupil premium lead
- Forest school
- Art/music therapy
- Food bank/Woodley lunch bunch signposting as appropriate
- Food vouchers
- Barney visits- reception pp children, walk and story with Barney time

- Parent's mental health- well-being of the family as a whole. Sign posting for additional support- Mental well-being course- targeted at PP families. Behaviour course.
- Parent meetings, which have increased due to pressures and demands on others services such as GP appointments, parenting support and CAHMS
- Clothing – uniform/First Days/ preloved uniform on Tuesday before school
- HAF (holiday activities and food programme)
- Encouragement and reassurance coming into school- CS/JS (meet and greets every morning children and parents)
- Transition- additional visits
- Phone calls- they had the school mobile number, which they could text or phone at anytime
- Seating in classroom near front
- Pupil progress meetings that focus on whole child not just academics
- Clubs monitored for PP attendance- places given and funded
- Music lessons may be funded by Berkshire Maestros
- Trips, experiences, outreach experiences (foundry)
- Relationships with families
- Collect children who are struggling to attend school
- Preview work on Vocabulary
- Additional reading fluency
- School teams/ additional opportunities they are considered first
- Singing at the hexagon
- Oracy our moral imperative
- Attendance- PA's monitored and plans put in place- work tailored to individual families and what might suit their needs.
- Peer reading
- Mentors- behaviour
- Swimming lessons in the holidays
- Helped families move house
- Parents evening slots booked
- Communications tailored- Ring, email or face to face

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.