



Southern Road Primary School Pupil Premium Strategy Autumn 2021



Pupil premium strategy statement

Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Southern Road Primary
Number of pupils in school	515 (Rec to Y6) 613 (Nur to Y6)
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-23
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Governing Board
Pupil premium lead	Headteacher
Governor / Trustee lead	Amirul Haque

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229995
Recovery premium funding allocation this academic year	£21,000
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	£250995

Statement of Intent

Southern Road Primary School is committed to providing the best possible education for all pupils. We aspire for all of our pupils to be successful and to achieve. We believe that no child should be left behind. This of course includes making appropriate provision for pupils who belong to disadvantaged groups many of which have had further concerns escalated during the pandemic.

We believe in providing support that is holistic, sympathetic and that prioritises mental health and wellbeing. We recognise that in order to learn properly our pupils should be happy, well supported, cared for and encouraged to strive for success to achieve at all times. Southern Road is determined to ensure that all of our pupils are given every opportunity to realise their potential

Challenges

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

Challenge number	Detail of challenge
1	The effects of lost learning due to the pandemic.
2	A requirement to increase the mental health and wellbeing support for PP pupils
3	Parental support in learning and pastoral issues amongst our disadvantaged families.
4	Attendance and Consistent absence is brought in line with pre pandemic levels
5	Access to appropriate technology and support

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
Attendance levels to increase.	To be within 1% of pre pandemic levels
Pupils (and staff) well supported in their wellbeing to ensure reduced barriers to learning.	Students will have access to a safe space. Staff will feel well supported (survey). Attendance will also improve Curriculum will include more wellbeing focussed learning (more sport, music and art)
A programme of targeted support for pupils to 'Close the gap'	Students will make accelerated progress. Progress and attainment levels will be at pre pandemic levels by Summer 2023
A staff CPD programme to ensure the most relevant educational research evidence that has the most impact on learning is being used in the classroom/ (EEF)	Teaching and learning strategies will be effective. Evidence- based approaches will be introduced to ensure rapid progress. Staff will have access to a range of tailored CPD

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD on new approach targeted and well planned reading and oral interventions.	EEF shows if done effectively this can have an impact of up to +7months progress.	1/5
Pathways CPD programme to support staff development	EEF states finding effective ways to train and keep teachers is key to tackling the challenge. Pathways is focussed on personal development and wellbeing as much as professional development.	1
Release time for staff to prepare and take part fully in pupil progress meetings.	Teachers given appropriate time that doesn't add to their workload will enable them to focus on the needs of the pupils and the support they require. These meetings will be held termly.	1/2
<i>Extra time out of class for second year NQTs (prior to ECT programme)</i>	As part of its recent strategy to improve teacher recruitment and retention in England, the Department for Education is increasing the level of support that new teachers get. The Early Career Framework (ECF) sets out the body of knowledge and skills that all teachers should be trained in, extends the induction period for newly qualified teachers from one year to two years, and provides funding for increased time off-timetable and mentoring during this period. <i>We are providing this support for teachers who started their careers in 2019 and 2020 who would not fall into the new ECF.</i>	1

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

Budgeted cost: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring support led by class teachers and recovery lead (Senior teacher)</i>	Evidence shows that small group interventions led by a teacher known to the child	1
<i>One to one support for identified pupils-led by specialist TAs</i>	Well trained teaching assistants working one to one on clear focussed areas can ensure increased progress in target areas of learning as much as +5 months.	1
<i>Academic mentors x2</i>	Evidence shows that small group interventions led by a teacher known to the child	1

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

Budgeted cost: £ 72,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free breakfast for all PP before school and during soft start (8.45am-9am)</i>	Children who arrive in school early and on time and given a healthy breakfast will be ready to learn and able to focus.	2/3/4
<i>Brilliant Club- (over half targeted as PP)</i>	Will offer aspirational support to pupils	1
<i>Skills builder programme</i>	Developing key skills across the pupils. To encourage collaboration will develop speaking and listening skills and teamwork.	1
<i>One to one counselling and group support (self-referral for pupils).</i>	Children who are happy, able to talk through problems and feel supported will ensure they become resilient and able learners and given effective strategies to succeed	2/3/4
<i>Parent ICT and Training Café/Kiddy tots</i>	Building good relationships with parents and supporting them with targeted training and support will support their own and their children's wellbeing. Will also give parents access to technical support	2/3/4/5

Total budgeted cost: £227,500

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account