

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Rise Primary School
Number of pupils in school	606 (including Nursery)
Proportion (%) of pupil premium eligible pupils	234 children (including Nursery) (39%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	31 st December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Hazel Brown
Pupil premium lead	Joe Leslie/Katie Cutajar
Governor / Trustee lead	Francesca Dean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320,100
Recovery premium funding allocation this academic year	£32,045
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	£352,145

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Current Year 6 Currently the September 2023 data for our current Year 6 shows the gap is reducing between Disadvantaged and Other children in reading and maths. Reading -4% and maths -10% gap. There is a 13% gap between the attainment in writing for Disadvantaged compared to Non-Disadvantaged.

	There is a 15% gap at the Combined measure for Disadvantaged children compared to Other children.
2	The gap between Disadvantaged and Other children in the combined measure is 6% or lower in Year 2 and Year 4. There is still a significant gap in Years 3, 5 and 6. Reading and writing attainment for Disadvantaged children is of high concern for our Year 3 and 5 cohort in particular where the gap is significant.
3	Children's understanding of how they learn and their ability to manage and overcome setbacks is a challenge for us. Research suggests that providing training in self-regulation (Zones of Regulation) and metacognition is a proven technique to raise progress and attainment and is particularly beneficial for low-income families. It develops the children's ability to reason and think independently.
4	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 25 pupil premium children currently require additional support with social and emotional needs, receiving small group or 1:1 interventions.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our Disadvantaged pupils than their peers.
6	Our attendance data over the last year indicates that attendance among Disadvantaged pupils has been slightly lower than for All Pupils. The attendance of Disadvantaged children is 92.6% compared to 93.7% for all children. The persistent absence for Disadvantaged children from September 2023 – December 2023 is 22.2% compared to 17.4% for all children. We are also concerned about key children who may be presenting with Emotion Based School Avoidance (EBSA).

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
Significantly narrow the gap between Disadvantaged and Non-Disadvantaged children across all subjects for all children and specifically in Year 3 and Year 5 to less than -5% when children with identified SEND are removed from the data.	<ul style="list-style-type: none"> - A successful programme of interventions is implemented across the school based on the area of need in each year group. - There is further improvement in the quality of the teaching of reading and writing across the school and specifically in Year 3 and Year 5.

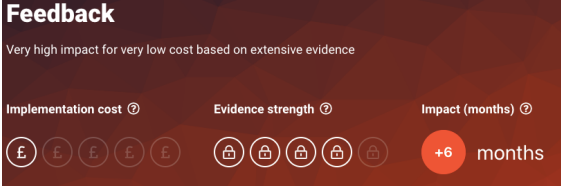
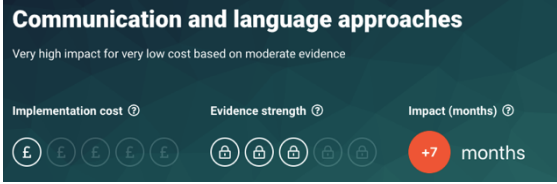
	<ul style="list-style-type: none"> - Staff pedagogical expertise continues to be developed through effective CPL focused on improving writing outcomes for all children.
Close the gap between disadvantaged and non-disadvantaged children in Year 6	<ul style="list-style-type: none"> - Any barriers to writing are clearly identified for our children who are disadvantaged. - Appropriate programmes and resources are in place to support children who are disadvantaged and who also have to make greater progress in writing. - The National Tutoring Programme and specifically School Led Tutoring is being used effectively to provide qualified teachers to target for accelerated progress. -
Improved oracy and speech skills for all our children who may need it, with a particular focus on those who have been Disadvantaged.	<ul style="list-style-type: none"> - Observations, PDMs, professional dialogue and NELI assessments show fewer children with a recognised speech delay and more children acquiring the skills needed to participate fully in our dialogic classrooms.
Continued mental health first aid training/development for specific staff	<ul style="list-style-type: none"> - If signs are spotted early and talked about, more serious mental health problems can be minimised, meaning greater outcomes for children.
Children across the school are able to access learning and problem solve independently in their learning and during play times. This will increase attainment across all subjects, reduce behaviour incidents and increase whole school attendance	<ul style="list-style-type: none"> - All staff are familiar with the language and understand the meaning of metacognition and self-regulation. - All children have the strategies to resolve difficulties independently. - Self-regulation is evident throughout the EYFS curriculum. - All staff are provided with Zones of regulation training and are confident in its delivery.
Parent and school relationships for key Disadvantaged children and families are stronger and children across the school attend school more regularly.	<ul style="list-style-type: none"> - Attendance for all children is above 96% and the attendance of Disadvantaged children is in line with whole school attendance. - The persistent absence gap has decreased. - Parents have information that will enable them to access resources on offer within the local authority based on need.

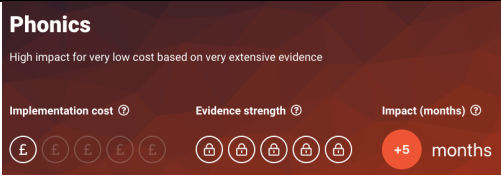
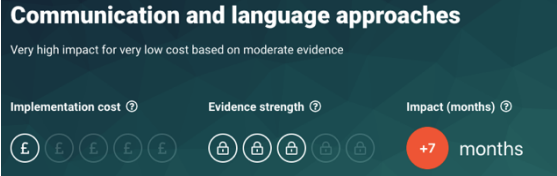
Activity in this academic year

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: £120,145


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide further CPD for teaching staff to improve writing teaching sequences and develop live marking strategies thus improving outcomes for all children and specifically Disadvantaged children.</p>		<p>1, 2, 5</p>
<p>Explicit direct instruction is embedded as a pedagogical approach in teaching across the curriculum.</p>	<p>Based on cognitive science, studies have shown good progress is made with this approach especially SEND and disadvantaged.</p>	<p>1, 2, 5</p>
<p>Extra teaching staff employed in the EYFS to deliver key interventions focused on Communication and Writing.</p>	 <p>EEF Research suggests training key EYFS staff in Communication and Language approaches is highly effective in children making increased progress.</p>	<p>5</p>
<p>Continue to ensure key staff are trained to deliver the Little Wandle Rapid Catch-Up programme with specific targeted impact planned for KS2. Provide release time for leaders to observe and evaluate and then provide</p>	<p>Little Wandle is a government recommended scheme for the teaching of phonics and early reading. When children have a good foundation in phonics, they will then be able to read independently and make greater progress in reading and writing.</p>	<p>1, 2</p>

training to develop TA skillset.	 <p>EEF suggests the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p>	
Maths leaders taking part in the NCTEM Maths Hub Mastery programme across Greenwich.	NCTEM is a nationally recognised organisation for maths teaching and learning. Sharing of good practice and keeping up with the latest research ensures children receive the best teaching and learning opportunities.	1, 2
Training for new EYFS staff to implement the NELI programme.		5

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

Budgeted cost: £150,000

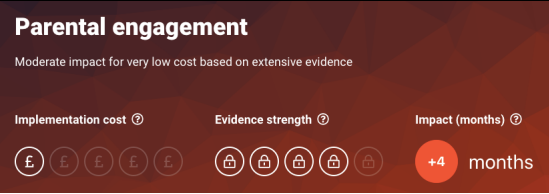
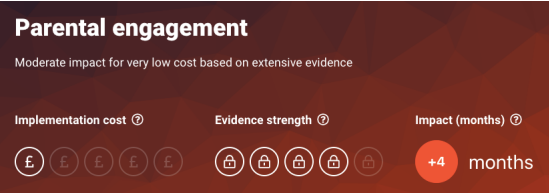
Activity	Evidence that supports this approach	Challenge number(s) addressed
Precise and timely targeted interventions run during the school day by senior leaders and experienced teachers targeting Year 3 and Year 6.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Gaps in learning are quickly closed and children are 'test' ready in order to achieve ARE in all three of the combined measures.	1, 2, 4, 5
After school 'School Led Tutoring' (1:1 and small group) run by teachers, for pupils whose education continues to be impacted. A significant proportion of the pupils who receive tutoring will be Disadvantaged, including those who	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-	1, 2, 4, 5

are high attainers or children with SEND.	evidence/teaching-learning-toolkit/small-group-tuition 	
1:1 support for PP children with multiple barriers awaiting an EHCP.	Children with specific needs require support to access the curriculum. This is essential as part of the 'Plan, Do, Review' cycle which is necessary to gather evidence for an EHCP application.	3, 4, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3, 5
Mental Health First Aid training to be continued to increase staff expertise	If signs are spotted early and talked about, more serious mental health problems can be minimised.	4, 6

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

Budgeted cost: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentors to be allocated to work with vulnerable PP children as appropriate including SRLC provision	These actions will provide support for those children who receive pupil premium with emotional and behavioural needs and also may have additional needs.	3, 4, 6
Sports Coaches to run lunchtime football/basketball sessions and a range of after school clubs	Children have access to high quality provision for sports during lunchtimes and after school. Physical activity has important benefits in terms of health, wellbeing and physical development. (EEF)	3, 4, 6

Continue the 'Looking to the Future' Programme.	Looking to the Future Programme has been very successful in previous years in growing children's aspirations and confidence.	1, 3, 4, 6
Employ a new Family Support Worker to work alongside Learning Mentors to target appropriate support for key families and children and increase their attendance and progress.	 <p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 months</p>	3, 4, 6
Provide funding for a range of incentives to encourage and promote good attendance.	 <p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 months</p>	6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures significantly reduced levels of absence and persistent absence.	<p>Improving school attendance: support for schools and local authorities</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	6
Learning mentor to work before, after and during school with key families to support mental health and wellbeing.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3,4, 6

Total budgeted cost: £352,145

Part B: 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

At the end of KS2 the gap between Disadvantaged and Other children has decreased significantly over the academic year and is narrowing at the combined measure.

Year 5 July 2022		Reading	Writing	Maths
All (84)		76%	73%	73%
Disadvantaged	Disadvantaged (38)	61%	61%	61%
	Other (46)	83%	83%	83%

Year 6 July 2023				
	All 85 children	Disadvantaged 36 children	Other 49 children	Gap between Disadvantaged and Other
Reading	81%	75%	86%	-11%
Writing	80%	75%	84%	-9%
Maths	83%	73%	90%	-17%
RWM	72%	67%	75%	-8%

Comparison with children with SEND removed from the dataset.

	All 69 children	Disadvantaged 23 children	Other 38 Children	Gap between Disadvantaged and Other
Reading	80%	87%	92%	-5%
Writing	80%	87%	92%	-5%
Maths	84%	87%	100%	-13%
RWM	75%	83%	87%	-4%

The most significant gap at the end of KS2 was in maths, both in the data set for all children and the data set for children without SEND.

As stated above, the concerns for children moving through the school currently focus on reading and writing rather than maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Training and Resources	Little Wandle (Letters and Sounds)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.