



Southville Primary School



Pupil premium 2021 - 2024



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	Southville Primary School
Number of pupils in school	623
Proportion (%) of pupil premium eligible pupils	8.5% (53 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Oct 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Andy Bowman
Pupil premium lead	Gareth Potter
Governor / Trustee lead	Emma Morris



Funding overview

Year	2021 - 2022	2022 - 2023	2023 - 2024
Detail of Income (funding)	Amount		
Pupil premium funding allocation this academic year	£87,735.00	£100,995.00	
Recovery premium funding allocation this academic year	£4,568.00	£2,284.00	
School-led tutoring allocation for this academic year		£5,063.00	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)		£ 0	
Total budget for this academic year	£92,303.00	£108,342.00	
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year		N/A	
TOTAL	£92,303.00	£108,342.00	
Budget set for expenditure on PP	2021 - 2022	2022 - 2023	2023 - 2024
Staffing	£41,895.36	£51,664.26	
Additional staffing expenses (training, DBS, IT)	£4,814.20	£2,200.00	
FSM	£24,510.00	£35,340.00	
Education resources	£1,688	£660	



Educational trips and other events	£7,937	£2,445	
Professional services	£2,865	£8,962	
Intervention expenses (including staff salary)	£9,884.50	£1,000	
After school club	£2,794	£300.00	
<u>TOTAL</u>	£96,388.13	£3,332	



Part A: Pupil premium strategy plan

Statement of intent

At Southville Primary School, we want our children to be knowledgeable of the world around them and to develop the skills and values to be successful and make positive contributions to society. We have high aspirations and ambitions for all our children and believe that no child should be 'left behind'.

'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.' (EEF Guide to the Pupil Premium', 2021, p3)

High quality teaching is essential to support disadvantaged pupils in oral skills and vocabulary which are central in enabling them to make good progress across the curriculum. We use our pupil premium to support the development of teachers to teach high quality phonics and reading skills, especially for pupils at the stages of Early Reading. We also use our funding to ensure pupils acquire fluency in number skills and develop firm foundations to become successful mathematicians. Teachers are supported to develop high quality teaching through maths mastery. Where disadvantaged pupils need additional support, our pupil premium enables small group and one-to-one intervention and tuition for these pupils to make the most progress

A priority at Southville is enabling all of our children to be exposed to a variety of cultural opportunities including visits to galleries and museums as well as learning musical instruments within school and prioritising the performing arts. Our topic-based curriculum aims to keep all children, regardless of their background or opportunities beyond school, engaged in their learning. Regular trips and visits ensure that every child absorbs each part of the diverse curriculum and that it is made meaningful for them.

We are determined to ensure that our children are given every chance to realise their full potential and aspire to do their best in order to develop into courteous individuals who make the most of opportunities that come their way.

Covid response

Following school closures due to Covid the gap between disadvantaged pupils and others has widened, our focus will be supporting these pupils to narrow the gap and be ready to progress. The aim for all of our pupils is to provide a curriculum, teaching and experiences to enable them to become informed, articulate and confident. Improving children's health, wellbeing and access to education is an important key to success.

Strategy plan

The following plan sets out the school's intent for the next 3 years (2021 – 2024) The school will review this document every year but will allow the strategies time to embed and allow for change.



Challenges

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

Challenge	Detail of challenge
1 - Academic challenge: Identified areas of support within core learning	<ul style="list-style-type: none"> - Assessment shows that the gap between disadvantaged pupils and others widened following school closures and disruptions due to Covid. - Disadvantaged children achieved below other pupils in the core learning areas of reading, writing and maths - assessment shows that pupils attaining at the lowest 20% of each class in reading often include disadvantaged pupils - Assessment data shows that children in EYFS and Year 1 need more support with their Phonics and Reading outcomes.
2 - Academic challenge: Identified areas of support within vocabulary	<ul style="list-style-type: none"> - Assessment shows that disadvantaged pupils are more likely to have a lower vocabulary than their non-disadvantaged peers. This 'word gap' can make it harder for pupils to master the curriculum if it is not closed - Additional barriers for some families include EAL and lower communication and language skills upon entry into school.
3 - Mental health and Well-being	<ul style="list-style-type: none"> - Increased social emotional mental health needs of children and families. - Lack of support services and early help.
4 - Opportunities for enrichment	<ul style="list-style-type: none"> - Lack of extra-curricular activities to support the physical and mental wellbeing of disadvantaged children. - Lack of cultural activities to inspire and motivate disadvantaged children
5 - Academic challenge Speech and Language	<ul style="list-style-type: none"> - On entry baseline assessments for disadvantaged pupils show low starting points in many areas of the EYFS Framework, with lower communication and language skills.



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>Academic challenges: Identified challenges within core learning</p> <p>Early reading and Phonic development</p>	<ul style="list-style-type: none"> - Improvement in Quality First teaching with all staff through targeted CPD in key areas of Teaching and Learning <ul style="list-style-type: none"> • Improve planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which was used to change instruction so all learners can achieve - Data tracking demonstrates a higher percentage of children eligible for Pupil Premium achieve at age-related expectation or above from EYFS and the gap closes as the children move up through the school - Disadvantaged to have attainment at least in line with 'others' nationally. - Pupils attaining at the lowest 20% of each class in phonics and early reading meet their challenging targets. - Increased parental engagement and confidence (workshops/meetings) - Clear analysis of small group teaching impact for children entitled to Pupil Premium across the school. - Clear analysis of 1:1 teaching impact for children entitled to Pupil Premium across the school.
<p>Academic challenges: Identified gaps in core learning</p> <p>Reading (KS1/2)</p>	<ul style="list-style-type: none"> - Improvement in Quality First teaching with all staff through targeted CPD in key areas of Teaching and Learning <ul style="list-style-type: none"> • Improve planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which was used to change instruction so all learners can achieve - Data tracking demonstrates a higher percentage of children eligible for Pupil Premium achieve at age-related expectation or above from EYFS and the gap closes as the children move up through the school - Disadvantaged to have attainment at least in line with 'others' nationally. - Pupils attaining at the lowest 20% of each class in reading meet their challenging targets. - Increased parental engagement and confidence (workshops/meetings) - Clear analysis of small group teaching impact for children entitled to Pupil Premium across the school. - Clear analysis of 1:1 teaching impact for children entitled to Pupil Premium across the school.



<p>Academic challenges: Identified areas of support within core learning</p> <p>Maths and Writing</p>	<ul style="list-style-type: none"> - Improvement in Quality First teaching with all staff through targeted CPD in key areas of Teaching and Learning <ul style="list-style-type: none"> • Improve planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which was used to change instruction so all learners can achieve - Data tracking demonstrates a higher percentage of children eligible for Pupil Premium achieve at age-related expectation or above from EYFS and the gap closes as the children move up through the school - Disadvantaged to have attainment at least in line with 'others' nationally. - Pupils attaining at the lowest 20% of each class in maths and writing meet their challenging targets. - Increased parental engagement and confidence (workshops/meetings) - Clear analysis of small group teaching impact for children entitled to Pupil Premium across the school. - Clear analysis of 1:1 teaching impact for children entitled to Pupil Premium across the school
<p>Academic challenge: Speech and Language</p>	<p>Pupil Progress data shows:</p> <ul style="list-style-type: none"> - By the end of the EYFS, there are a reduced number of children still working within the 30 – 50 month developmental band. (from Sept 2021) - By the end of the EYFS, there is an increase in the % of children attaining a Good Level of Development - Children eligible for the Pupil Premium attain at least as well other children - Speech and Language LSA support for children across school, targeted approach in the EYFS – language development. - Children have a good level of language skills to support their acquisition of Phonics and early Literacy.
<p>Mental health and Well-being</p>	<p>Close and trusting relationships with adults supports parents to be informed and connected with their children's education.</p> <ul style="list-style-type: none"> - Develop a comprehensive and flourishing adult education programme delivered in school supports parents to further their own education. - Strive to increase the number of parents that engage in programmes and courses <p>Children who are eligible for the Pupil Premium attend school at least as well other children (no in-school gap).</p> <ul style="list-style-type: none"> - Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children <p>Behaviour tracking, data and records shows:</p>



	<ul style="list-style-type: none">- All children are supported so that they are able to have a positive attitude towards learning and they do not disrupt their learning or that of others.- The positive impact upon progress and attainment of Learning Mentor and behaviour support.- Case studies provide evidence of support to meet children's individual needs and overcome barriers to learning.
Opportunities for enrichment	<p>Children have many opportunities throughout their education to widen their life experiences.</p> <ul style="list-style-type: none">- We aim for all children to undertake at least 6 visits / experiences outside school per year.- We offer a wide range of after-school clubs which are free of charge.- Children's language is enriched by their experiences.



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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff in teaching systematic synthetic phonics using the revised Little Wandle scheme</p>	<p>Synthetic Systematic Programme which shows fidelity to the scheme. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. Pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.</p>	<p>1,2,5</p>
<p>CPD for KS2 staff to provide a standardised approach to teaching whole class reading</p>	<p>Training provided during autumn term to create consistency of approach & delivery. New standardised template for structuring whole class reading lessons introduced, including:</p> <ul style="list-style-type: none"> ● reviewing learning behaviours ● teaching vocabulary ● teacher modelling & metalanguage ● levels of questioning ● example templates for written responses ● guidance on how to improve written answers to comprehension <p><u>2022</u></p> <p>Continue to provide whole class teaching approaches to ensure consistency across all year groups</p>	
<p>'NELI' intervention for disadvantaged pupils in Reception</p>	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'.</p>	<p>1,2,5</p>



R/Y1/Y2 teachers trained in Mastering Number	<p>The EEF summary of evidence indicates that the impact of mastery learning approaches is an additional five month progress, on average, over the course of a year.</p> <p>Mastering number is a collegiate approach to professional learning, building on the successes of the NCETM hub work. The project will:</p> <ul style="list-style-type: none"> - develop skills in working in a professional learning community, reflecting with other colleagues on their own practice, and refining skills through support and challenge within a community - develop a secure understanding of how to build firm mathematical foundations with a stronger subject and pedagogical understanding for EYFS and KS1 - Ensure firm foundations in children’s understanding of early number 	<p>1,5</p>
Additional teaching in Y6	<p>Education endowment fund claims that reducing class sizes results in around 3 months additional progress on pupils, on average. Children are given more high-quality feedback and more individualised learning experiences. Teachers team teaching results in the professional development of staff.</p> <p>Allow better targeting of different ability ranges within the class with 3 teachers rather than two. Plug gaps and extend where needed to ensure accelerated progress for all groups leading to higher attainment and progress than expected levels.</p>	<p>1</p>
High quality carefully planned professional development - peer to peer practice based lesson study approach for all teachers Connecting classrooms cycles supporting core teaching and learning areas	<p>Evidence collected during a study by the GTC suggested that “teachers benefited in a number of ways including: improved capability for designing learning tasks, experience of collaborative working which offered the teachers the opportunity to tackle problems together and to share project work out gaining skills in reflection, discussion and evaluation, and - developing a research perspective in their classrooms continuing to have the opportunity to share problems and solutions with other teachers through informal networks created during the project improved self-confidence. Teachers felt that by becoming learners themselves - by developing a greater capacity for thinking independently, reflecting critically, problem solving and working together with other teachers</p>	<p>1</p>
Letter join handwriting scheme implemented from EYFS-KS2	<p>Each of the key stage requirements are met through Letter-join’s aim is for children to develop a fluent and legible, cursive handwriting style to ensure they reach the standard expected at the end of each key stage. Suggestions for differentiation are included in the key stages in order that every child has the opportunity to master the relevant skills.</p> <p>Non pre- cursive handwriting adaptation for EYFS and KS1 in line with SSP phonics recommendations.</p>	<p>1</p>



ELSA trained adults to support Emotional literacy	<p>Key stage 1 & 2s to have an ELSA trained member of staff on site.</p> <p>EEF state: The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	1,3,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for targeted lowest 20% in 1:1 reading from support staff and FLW</p> <p>Resources to enable small group teaching</p>	<p>1:1 reading with support staff of targeted children.</p> <ul style="list-style-type: none"> ● Little Wandle Reading Programme (Reception & KS1) ● Keeping up Year 3 Reading resources (Little Wandle) ● Switched on Reading (KS2) ● 1:1 Reading to improve frequency and expectation <p>2022</p> <p>Continue to ensure all practitioners are reviewing their practise and approaches to teaching to ensure consistency across all groups working within the Little Wandle approach.</p> <p>Time for teachers and LSAs to watch the training videos</p>	1, 2, 5
<p>Small group keep up and catch-up phonics teaching with teacher.</p>	<p>The EEF Toolkit evaluation of small group phonics shows this to have a positive impact with an average of 4 months progress.</p> <p>Identified adult working consistently with children to ensure rapid catch-up</p> <p>Year 2 & 3</p>	1, 2, 5
<p>Lightning Squad Intervention</p> <p>LSA delivery (0.5)</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic</p>	1,5



	organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.	
1:1 reading with targeted children	Reading intervention for reluctant pupil premium readers. One-to-one reading support improves their reading ability, increases confidence and increases the enjoyment they gain from reading. LSA, SMSA and Volunteers meet regularly with the English Lead to ensure quality and progress of children.	1,2,3, 5
Online and home learning resources (Tech support) for disadvantaged families for access to learning - Google Classrooms, subscriptions/resources	National Literacy Trust - "The home learning environment is vital in supporting early literacy, but children from disadvantaged backgrounds are less likely to be read to at home, meaning they can fall behind." Higher-income parents were more likely to receive online support from practitioners, and low-income families are less likely to have the resources they need, including the right digital devices and reliable internet connections.	4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
FLW. to support vulnerable families	We define parental engagement as the successful involvement of parents in supporting their children's social, emotional welfare as well as their academic learning. It includes: <ul style="list-style-type: none"> • Early intervention to support families in need – 'sign posting' to other agencies e.g. foodbank, charities for furniture etc • Supporting Parenting within the home – offering Triple P course within school • Supporting Early Help cases and additional safeguarding cases • more intensive programmes for families in crisis. 	3, 4
Therapeutic and specialist behaviour and mental well-being support for vulnerable pupils to ensure children feel secure and ready to learn Trained ELSA practitioners work to support emotional and behavioural needs of	To offer a confidential psychotherapeutic service for children and their families including assessment, brief and longer-term individual work, parent support, family work and children's groups. To work alongside teachers. To support teacher and families to understand the underlying meaning of pupil behaviour, identify children more easily who are at risk, and feel more confident managing their own reactions and those of the children leading	3, 4, 5



<p>individual children</p> <p>Bought in Professional Services</p>	<p>to improved Evaluations for the children and better engagement between families and school.</p> <ul style="list-style-type: none"> ● Identified Ed Psych referrals ● Art therapy ● Play therapy ● 1:1 Emotional support ● ELSA 	
<p>Pupils participate in enrichment activities including residential, theatre, outdoor adventurous and learning related visits.</p>	<p>Arts and cultural participation has been shown to have a positive +3 month impact on attainment. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self- confidence and motivation.</p>	<p>3, 4</p>
<p>Music bursaries - Wider opportunities - violin lessons, recorder group,</p>	<p>The Arts Council found that the challenges facing families of low-socio-economic status in supporting their children’s musical activities are considerable. The cost of tuition and participating in extracurricular ensembles may be more than they can afford. They may also face challenges in transporting their children to activities.</p> <p>Short term music projects have shown that music can provide opportunities for vulnerable young people to acquire a range of transferable skills and enhance their confidence and aspirations</p>	<p>3, 4</p>
<p>Family Liaison officer support for targeted pupils and family support</p>	<p>Pastoral care in schools is essential in identifying families in need of support and bridging the gap where access to services is limited.</p> <p>Nationally referrals to support mental health concerns in children are up 134%. The ongoing impact of the pandemic has made this more pronounced.</p>	<p>3, 4, 5</p>



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.

Summary of objectives in spending 2022 - 2023

1. **Academic:** high quality teaching and learning to enable disadvantaged children of all abilities to 'diminish the difference' in regards to attainment when compared to their peers
2. **Mental Health and Wellbeing:** extensive network of social and emotional support
3. **Enrichment and Engagement:** adding 'cultural capital'

Academic	Mental Health and Wellbeing	Enrichment and Engagement
<ul style="list-style-type: none"> ● Targeted LSA support in class ● Lightning Squad (NTP) ● Small group intervention sessions ● Teacher lead booster groups ● LW small group teaching ● Precision teaching ● Toe by Toe ● Lego Masters ● Speech and Language program ● LSA lead interventions across KS1 and KS2 in R,W & M ● Pre teach for EAL ● Sensory sessions ● O.T. program ● Clicker Sentences ● Technology for supporting home learning ● 1:1 online OT (Funky fingers) ● 1:1 online lessons ● ELSA 	<ul style="list-style-type: none"> ● Play Therapy ● Key worker support ● CBT ● FLW to support parents and children ● Emotional and Behavioural support (in and outside class) ELSA ● Zones of Regulation training ● Mindfulness ● ACE training ● Trauma training (Whole school CPD) ● Internet training ● Daily check-in with identified Children / Parents / Carers ● Transition home to school ● Technology for supporting home learning ● Daily checks for vulnerable children 	<ul style="list-style-type: none"> ● School camp years 5 & 6 ● Gardening club (EYFS – KS2) ● Cooking club ● School trips ● SATs books ● FLW focusing on and supporting children's attendance ● Technology for supporting home learning ● After school club provision





Review 2022 – 2023

Academic

We continue to put an emphasis on supporting Pupil Premium children throughout each school day. We have carried out continued work with the children through the year supporting each child in different ways. Our main focus continues to be on each child's academic progress especially within Reading, Writing and Mathematics.

The overall Pupil Premium data continues to show that Pupil Premium children make less progress than Non-Pupil Premium children.

Whole school data

We continue to identify and track our Pupil Premium children. We have a costed spreadsheet providing information on each child and what support / intervention they have accessed through the year.

The data sets continue to be a small percentage of the whole year groups and therefore the school have to individualise each approach to ensure it is having a lasting impact.

Whole school reading target

Early reading and Phonic development

The implementation of the LW reading programme provided a rigour and a structure from which the children can achieve. The quality first teaching with all children in the Early Years / Yr 1 has provided all children with a quality approach to developing each child's phonic awareness and a clear sequential approach to reading.

Little Wandle has been introduced in EYFS and Key Stage 1 to ensure that the children are reading at their instructional level. Through clear assessment points and groupings, we have been able to monitor children's progress within this area through the year and where necessary adjust groupings accordingly.

Consistent assessment processes have been used in the EYFS and Year 1 children to ensure the children are reading at their correct phonic understanding. This is then cross referenced to the books that are being sent home. Where necessary staff are adjusting groups and books to ensure the children are both confident and challenged in the books they are reading.

Future target:

Phonics

- **Provide phonic cards for all PP families in reception so the children can practise at home**

Reading

- **Daily reading for PP children using parent readers, identified staff member.**
- **Keyword cards: Send children home with these words at the end of each term to continue to practise***

Year 1 Phonics Screening Check: Meeting Expected Standard

Orange = Below the National Average for in 2022 (75%)

Student Group	2022/2023
Pupil Premium Eligible (7)	42.9
Not Pupil Premium Eligible (81)	90.1



43% of PP children passed the phonics assessment in Year 1.
 % of PP children passed the phonics re-check assessment in Year 2.

The children that didn't pass the assessment have been identified for rapid phonic catch up in term 1 and beyond where necessary.

The school continues to use Toe by Toe as a recognised intervention for those children who continue to struggle with blending. This will be used where necessary and after use of the Rapid Catch-up programme within LW.

Key stage 2 Reading

In Key Stage 2 the approach continues to provide all learners with consistent quality first teaching. The teaching structure and sequence encourages our Pupil Premium children to participate actively in every lesson. The implementation across the year of this consistent approach to reading in every KS2 classroom has developed opportunities for all PP children. The classroom practise continues to foster vocabulary rich texts as well as looking at other reading skills in depth within the weeks' reading tasks.

		Reading	
	No. Pupils	% EXS	% GDS
Year 6 2023 National Disadvantaged	n/a	60%	n/a
Year 6	16 (15)	75% (54%)	25% (0%)
Year 5	14 (14)	72% (64%)	0% (7%)
Year 4	4 (4)	50% (50%)	0% (0%)
Year 3	7 (9)	72% (56%)	14% (11%)
Year 2	9 (7)	50% (57%)	0% (14%)
Year 1	8	25%	12.5%

Future target

- Monitor the use of LW interventions and 1:1 reading for impact on PP children



Maths and Writing

Writing approach

Quality first teaching and embedding our approach across the whole school was targeted this year for our PP children. All children had equal access to quality first teaching and texts associated with their learning. A structure approach to teaching writing provided all children with enhanced learning opportunities and when necessary the PP children were provided with additional resources to supporting their vocabulary and word choice.

		Writing	
	No. Pupils	% EXS	% GDS
Year 6 2023 National Disadvantaged	n/a	58%	n/a
Year 6	16 (15)	63% (33%)	0% (0%)
Year 5	14 (14)	57% (50%)	0% (0%)
Year 4	4 (4)	25% (75%)	0% (0%)
Year 3	7 (9)	57% (11%)	0% (0%)
Year 2	9 (7)	50% (43%)	0% (0%)
Year 1	8	0%	0%

Future target

- **Word lists / banks for each writing area irrespective of ability**
- **Monitor the consistent teaching within KS2 for impact on the individuals**



Maths

The school continue to use White Rose to teach whole class mathematics. All children are used to the WR approach and the teachers have improved access to the planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which was used to change instruction so all learners can achieve.

The structured approach of WR from EYFS – Y6 provides all children with a robust foundations to all areas of mathematics. The use of the WR assessments at the end of each topic / scheme of work provides each teacher with clear next steps for every child to be able to 'plug a gap' within their learning.

		Maths	
	No. Pupils	% EXS	% GDS
Year 6 2023 National Disadvantaged	n/a	59%	n/a
Year 6	16 (15)	81% (53%)	13% (0%)
Year 5	14 (14)	15% (36%)	0% (0%)
Year 4	4 (4)	75% (25%)	0% (0%)
Year 3	7 (9)	29% (33%)	0% (0%)
Year 2	9 (7)	50% (58%)	0% (0%)
Year 1	8	25%	13%

Future target

- **Children within the Year 5 cohort will need to have some structured teaching / small group work**
- **Yr3 cohort to be monitored within learning walks to see engagement, placement in class, expectation of activity completion, gaps within feedback, small group work**



Speech and Language

Children have continued to access targeted S&L sessions on the Merrywood site delivered daily by a member of staff. A clear identification process is used for each member of staff to be able to raise concerns within their daily role. Parents of PP children are included in these conversations at an early stage as well as outside agencies where necessary. If S&L plans are developed, the member of staff links directly with the outside agency to deliver the bespoke sessions providing feedback and next steps.

Early Years: Achieving a Good Level of Development

Orange = Below the National Average in 2022 (65)

Student Group	2022/2023
Pupil Premium Eligible (7)	85.7
Not Pupil Premium Eligible (82)	79.3

Future actions:

- **Monitor specific S&L areas to ensure our practise is impacting on children's confidence as well as their speech and language skills.**

Interventions

Targeted interventions continue to be used to improve confidence, access and enthusiasm within the reading process.

The school continues to use focused choices when selecting interventions.

- Little Wandle catch up (EYFS – KS2)
- Lightning Squad (KS2)
- Nessy (Reading and Spelling) (KS2)

The use of targeted, research led, interventions have provided our Pupil Premium children with more opportunities within their reading.

The process of monitoring progress within these interventions has been further developed to ensure the sessions are monitored and reviewed at the end of the 6/7-week program.

Future target:

- **Provide clear information for parents linked to the intervention within the IEP cycle.**
- **Monitor PP children accessing interventions**

Mental Health and Wellbeing:

The school identified key staff members within the school that made themselves available to support children with their Mental health, emotional literacy and emotional regulation.

The school continued to implement 'Zones of Regulation' as a toolkit for all children to be able to describe their emotional state. Throughout the year clear expectations were provided to all staff with regards to display and presentation. These were monitored during 'Learning walks' for the Pupil Premium children.



Where Pupil Premium children's mental health is unstable the Senior Leadership team as well as the Family Liaison worker work with the parents to provide guidance and support for the child. The Friday support network continues to be used within school to support Pupil Premium parents, as well as other parents, focusing on a number of different topics that relate directly to their children and their children's future choices.

e.g. School nurse referrals, Mental health support, Secondary School transitions

Future targets:

- **Monitor these meetings to identify / capture data about PP parents attending.**

Enrichment and Engagement:

Staff worked hard to ensure that children remained visible and ensure quality first teaching for all. This also supported parental engagement as it allowed parents to gain a better understanding of the teaching and learning pedagogy that takes place at the school, helping them to better support their children.

Through the year the children we continued to provide the PP children with a number of enrichment opportunities including residential trips, theatre visits, musical and sporting activities.



Outcomes Summer 2023



End of Key Stage: Headline Data

KS2	Maths		Writing		Reading		Combined (M,R,W)		SPAG		Science
	'exp +'	GDS	'exp +'	GDS	'exp +'	GDS	'exp +'	GDS	'exp +'	GDS	'exp +'
Southville 2023	84%	24%	75%	15%	82%	45%	72%	9%	78%	36%	72%
National 2023	73%	tbc	71%	tbc	73%	tbc	59%	tbc	72%	tbc	80%
Southville 2022	77%	34%	76%	13%	82%	40%	70%	10%	73%	32%	74%
National 2022	71%	23%	69%	13%	75%	28%	59%	13%	72%	n/a	79%
Southville 2019	78%	27%	68%	22%	79%	30%	62%	15%	n/a	n/a	n/a

KS2 average scaled score (80-120)	Maths	SPAG	Reading
Southville 2023	106	107	107
National 2023	104	105	105
Southville 2022	105	105	106
Southville 2019	107	108	109

KS2 Progress measure	Maths	Writing	Reading
Southville 2023	1.5	0.5	2.5
Southville 2022	2.3	1.2	2.3
Southville 2019	0.7 Average	-1.1 Average	2.6 Above average

KS1	Maths		Writing		Reading	
	'exp +'	GDS	'exp +'	GDS	'exp +'	GDS
Southville 2023	73%	15%	62%	6%	73%	17%
Southville 2022	76%	26%	63%	9%	80%	20%
National 202	68%	15%	58%	8%	67%	18%
Southville 2021	73%	15%	63%	5%	74%	15%

EYFS	GLD
Southville 2023	80%
Southville 2022	80%
Southville 2019	81%
National 2019	72%

Phonics Screening Check	Met
Southville 2023	86%
National 2022	75%
Southville 2022	80%



Multiplication Check	Mean Average Score	Mean Average Score Boys	Mean Average Score Girls	Mean Disadvantaged Score
Southville 2023	20.5	20.5	20.4	19.5 (4 chn)
Southville 2022	19.2	19.9	18.9	15.1
National 2022 (Bristol)	19.8 (18.9)	20.0	19.6	17.9

Multiplication Check Breakdown	0-5 marks	6-10 marks	11-15 marks	16-20 marks	21-24 marks	25 marks
Southville 2023 (72 children)	0%	6%	11%	28%	32%	24%
Southville 2022 (87 children)	2%	2%	20%	25%	36%	13%



Key Stage 2: Achieving Expected Standard

Orange = Below the National Average 2023

Student Group	Maths (Nat: 73%)	Reading (Nat: 73%)	Writing (Nat: 71%)	M,R,W (Nat: 59%)
Pupil Premium Eligible (16)	81.3	75.0	62.5	62.5%
Not Pupil Premium Eligible (51)	84.3	84.3	78.4	74.5%



Key Stage 1: Achieving Expected Standard

Orange = Below the National Average 2022

Student Group	Maths (Nat: 68%)	Reading (Nat: 67%)	Writing (Nat: 58%)	M,R,W
Pupil Premium Eligible (8)	50.0	50.0	50.0	50.0
Not Pupil Premium Eligible (74)	75.7	75.7	63.5	55.4



Year 1 Phonics Screening Check: Meeting Expected Standard

Orange = Below the National Average for in 2022 (75%)

Student Group	2022/2023
Pupil Premium Eligible (7)	42.9
Not Pupil Premium Eligible (81)	90.1



Early Years: Achieving a Good Level of Development

Orange = Below the National Average in 2022 (65)

Student Group	2022/2023
Pupil Premium Eligible (7)	85.7
Not Pupil Premium Eligible (82)	79.3



		Maths		Reading		Writing		M,R,W Combined	
	No. Pupils	% EXS	% GDS	% EXS	% GDS	% EXS	% GDS	% EXS	% GDS
Year 6 2023 National Disadvantaged	n/a	59%	n/a	60%	n/a	58%	n/a	44%	3%
Year 6	16 (15)	81% (53%)	13% (0%)	75% (54%)	25% (0%)	63% (33%)	0% (0%)	63% (20%)	0% (0%)
Year 5	14 (14)	15% (36%)	0% (0%)	72% (64%)	0% (7%)	57% (50%)	0% (0%)	7% (29%)	0% (0%)
Year 4	4 (4)	75% (25%)	0% (0%)	50% (50%)	0% (0%)	25% (75%)	0% (0%)	25% (0%)	0% (0%)
Year 3	7 (9)	29% (33%)	0% (0%)	72% (56%)	14% (11%)	57% (11%)	0% (0%)	28% (0%)	0% (0%)
Year 2	9 (7)	50% (58%)	0% (0%)	50% (57%)	0% (14%)	50% (43%)	0% (0%)	50% (43%)	0% (0%)
Year 1	8	25%	13%	25%	12.5%	0%	0%	0%	0%

Disadvantaged Pupil Data



Outcomes:

Data report Summer 2022

Whole school information

KS2	Maths		Writing		Reading		Combined (M,R,W)		SPAG		Science
	'exp +'	GDS	'exp +'	GDS	'exp +'	GDS	'exp +'	GDS	'exp +'	GDS	'exp +'
Southville 2022	77%	34%	76%	13%	82%	40%	69% (70%)	10%	73%	32%	74%
National 2022	71%		69%		74%		59%		72%		79%

Progress measures: KS1 to KS2

A score of zero means pupils in this school, on average, do about as well at Key Stage 2 as those with similar prior attainment nationally

	Maths	Writing	Reading
Southville 2022	2.3	1.2	2.3
Southville PP 2022	-0.2	0	-0.5
Southville 2019	0.7 Average	-1.1 Average	2.6 Above average

KS1 and KS2 Disadvantaged Pupils

		Maths			Reading			Writing			M,R,W	
No. Pupils	Prior Expected+	% EXS Maths	% GDS Maths	Progress	% EXS Reading	% GDS Reading	Progress	% EXS Writing	% GDS Writing	Progress	% EXS Combined M,R,W	% GDS Combined M,R,W



Year 6	10	50%	50% (30%)	10% (10%)	-0.2	50% (70)	10% (10%)	0	40% (50%)	0%	-0.5	40%	0%
Year 5	15	40%	53.3% (31%)	0% (0%)	0.54	53.3% (77%)	0% (0%)	0.29	33.3% (54%)	0% (0%)	0.23	20% (23%)	0%
Year 4	14	0%	35.7% (19%)	0% (0%)	1.15	64.3% (50%)	7.1% (0%)	0.71	50% (31%)	0% (0%)	0.83	28.6% (6%)	0%
Year 3	4	0%	25% (25%)	0% (0%)	1	50% (50%)	0% (0%)	2.5	50% (25%)	0% (0%)	0	0% (25%)	0%
Year 2	9	0%	33.3% (22%)	0% (0%)	-0.25	55.6% (33%)	11.1% (0%)	1.13	11.1% (0%)	0% (0%)	0	0%	0%
Year 1	7	14.3%	57.1%	0%	1	57.1%	14.3%	n/a	42.9%	0%	1	42.9%	0%

Phonics data

Phonics Attainment 2019	Pupils eligible for PP (7 children)	All Pupils	
		School average	National average
% achieving expected standard in phonics	67%	%	75%



EYFS data

EYFS Attainment 2021	Pupils eligible for PP (6 children)	All Pupils	
		School average	National average
% achieving GLD	50%	81%	82%



2020 - 2021 data

Due to COVID-19, national performance measures have not been published for 2020 to 2021, and 2020 to 2021. The following data is from 2019:

Comparative attainment at statutory assessment points 2019			
KS2 Attainment 2019	Pupils eligible for PP (4 children)	All Pupils	
		School average	National average
% achieving expected standard or above grammar, punctuation and spelling	60%	91%	78%
% achieving expected standard or above reading	60%	89%	73%
% achieving expected standard or above writing	20%	82%	78%
% achieving expected standard or above maths	60%	89%	79%

KS2 Progress Measure 2019	Pupils eligible for PP Pupils eligible for PP (4 children)	All Pupils
Reading	0.52	2.64
Writing	-6.84	-1.11
Maths	0.16	0.68



KS1 Attainment 2019	Pupils eligible for PP (10 children)	All Pupils	
		School average	National average
% achieving expected standard or above reading	60%	75%	75%
% achieving expected standard or above writing	50%	75%	69%
% achieving expected standard or above maths	70%	83%	76%

Phonics Attainment 2019	Pupils eligible for PP (9 children)	All Pupils	
		School average	National average
% achieving expected standard in phonics	67%	87%	82%

EYFS Attainment 2019	Pupils eligible for PP (4 children)	All Pupils	
		School average	National average
% achieving GLD	75%	81%	82%



The disruption to school due to COVID 19 had an increased impact on disadvantaged pupils. Internal assessments using past papers and moderated teacher assessments show the following.

Comparative attainment at statutory assessment points 2021		
KS2 Attainment 2021	Pupils eligible for PP (12 children)	All Pupils
% achieving expected standard or above reading (progress)	41.7% (0.22)	79% (0.39)
% achieving expected standard or above writing (progress)	25% (0)	67.9% (0.24)
% achieving expected standard or above maths (progress)	33% (0.33)	77.8% (0.39)
Combined	25%	61.7%

KS1 Attainment 2021	Pupils eligible for PP (4 children)	All Pupils
% achieving expected standard or above reading	50%	74.1%
% achieving expected standard or above writing	25%	63%
% achieving expected standard or above maths	25%	72.8%



Combined	25%	60%
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Review:

Following school closures and ongoing disruption due to Covid-19 the gap between disadvantaged pupils and others has widened. Children learnt at home remotely for a significant amount of the Spring Term, and some classes during the autumn and summer term due to bubble closures. In all year groups this has significantly impacted the children's progress in writing, with significant gaps in all areas widening at KS1. Prolonged barriers to accessing school in Nursery and Reception significantly impacted their communication, early reading and writing skills.

Externally provided programmes

Programme	Provider
Lightning Squad	FFT
Third Space Learning Maths Programme	Third Space Learning
Times Table Rockstars	Maths Circle
Purple Mash	2 Simple
Real PE	Jasmine Active