



## Pupil premium strategy statement

This statement details our academy's use of pupil 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 effect that last year's spending of pupil premium had within our academy.

### Academy overview

Detail	Data
School name	The Southwater Infant Academy
Number of pupils in school	275
Proportion (%) of pupil premium eligible pupils	5%
Academic years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Christie Cavallo
Pupil premium lead	Christie Cavallo
Trustee lead	Clare Quinlisk

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370
Pupil premium funding carried forward from previous years	£4061.45
<b>Total budget for this academic year</b>	<b>£24,431.45</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At The Southwater Infant Academy, we have high expectations of all children regardless of their background, the challenges they face, or the different starting points that they arrive with. Our aim is to enable all children to achieve their best during their time with us, and to help them overcome any barriers they may face along the way. This includes disadvantaged learners, with the focus of our pupil premium strategy to build resilience, confidence, and provide children with the building blocks to becoming successful lifelong learners.

While pupil premium children are a key focus at our academy, we also recognise the challenges that are faced by vulnerable and disadvantaged children, such as those with social workers, those with families on low income, and those with specific health needs. We therefore hold a register of a wider group of disadvantaged learners than those just in receipt of pupil premium, and the approaches and aims outlined in this statement are intended to support their needs too.

High quality teaching and learning for all is at the centre of our approach. While our focus is on the areas in which disadvantaged children need the most support, we implement strategies across the whole academy. This has been proven to have the greatest impact on closing the gap for disadvantaged children, while also benefitting and improving outcomes for non-disadvantaged children.

Our approach will be responsive to common challenges and individual needs, and will be based on evidence and assessment of our learners rather than assumptions about the impact of disadvantage. The approaches we have work cohesively to help children succeed. We aim to:

- provide a nurturing environment where all children feel safe and ready to learn
- support all children with early reading and phonics, responding quickly to identify children at risk of falling behind and providing targeted support where needed
- meet the specific needs of every child, using effective teamwork and partnership, and upskilling staff to have a greater awareness and understanding of the complexities of different specific educational difficulties being faced by pupils.
- help our highest need pupils develop strategies to recognise the emotions they are feeling and to begin to self-regulate
- offer targeted interventions for those pupils who require a more detailed level of support
- offer Quality First Teaching to all
- offer support and guidance to the families of disadvantaged children – working in partnership to address barriers such as attendance or health issues

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged learners. These are particularly evident in EYFS and Year 1 where there has been greater impact from Covid, and are more prevalent among our disadvantaged children than their peers.
2	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between approximately 2% lower than for non-disadvantaged pupils.</p> <p>5 - 18% of disadvantaged pupils have been 'persistently absent' compared to 3 - 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, and that absenteeism has increased during the pandemic.</p>
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</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
Improved oral and language skills and vocabulary among disadvantaged children	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is also evident when comparing against other forms of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment
To achieve and sustain improved wellbeing for all children in our academy, particularly our disadvantaged children.	Sustained levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, children and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour incidents recorded on CPOMS</li> <li>• children exhibiting improved learning behaviours and readiness for learning</li> </ul>
To support all children in acquiring the foundations of early reading. To ensure all children access high quality systematic phonics to support decoding and word reading.	Year 1 phonics outcomes in 2023/24 show that more than 85% of disadvantaged learners passed the phonics screening check by the end of Year 2. KS1 reading outcomes in 2023/24 show that more than 75% of disadvantaged learners met the expected standard
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all children being no more than 3%, and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced by 2%</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged children being no more than 2% higher than their peers</li> </ul>

## 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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Begin to embed metacognition across the academy to improve self-regulation and improve strategies for learning	<b>EEF Teaching and Learning Toolkit</b> <ul style="list-style-type: none"> <li>Metacognition and Self-regulation (Impact +7 months)</li> </ul>	3, 4
Further embed use of decodable reading books across the school to secure stronger phonics knowledge for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <b>EEF Teaching and Learning Toolkit</b> <ul style="list-style-type: none"> <li>Phonics (Impact +5 months)</li> </ul>	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in the academy and to access Maths Hub resources and CPD (including Teaching for Mastery and Mastering Number training)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <ul style="list-style-type: none"> <li>DfE Maths Guidance Key Stages 1 and 2</li> </ul> <b>EEF Guidance Report</b> <ul style="list-style-type: none"> <li>Improving Mathematics in the Early Years and Key Stage 1</li> </ul>	4

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at all children at risk, particularly disadvantaged pupils who require further phonics support.	<p>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:</p> <p><b>EEF Teaching and Learning Toolkit</b></p> <ul style="list-style-type: none"> <li>• Phonics (Impact +5 months)</li> <li>• Small Group Tuition (Impact +4 months)</li> </ul>	3
Regular 1:1 Reading intervention with Teacher / TA	<p><b>EEF Guidance Report</b></p> <ul style="list-style-type: none"> <li>• Preparing for Literacy</li> <li>• Improving Literacy at KS1</li> </ul> <p><b>EEF Teaching and Learning Toolkit</b></p> <ul style="list-style-type: none"> <li>• One to One Tuition (Impact +5 months)</li> </ul> <p><b>EEF Project</b></p> <ul style="list-style-type: none"> <li>• Switch on Reading (Impact +3 months)</li> </ul>	1, 3

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

Budgeted cost: £18370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our academy ethos and improving behaviour across the academy	Both targeted interventions and universal approaches can have positive overall effects: <b>EEF Teaching and Learning Toolkit</b> <ul style="list-style-type: none"> <li>Behaviour (Impact +4 months)</li> </ul>	4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Family Link Worker - one day a week to support children and families	<b>EEF Guidance Report</b> <ul style="list-style-type: none"> <li>Improving social and emotional learning in schools (Impact +4 months)</li> </ul> <b>EEF Teaching and Learning Toolkit</b> <ul style="list-style-type: none"> <li>Behaviour (Impact +4 months)</li> <li>Social and Emotional learning (Impact +4 months)</li> </ul>	2, 4
Play Therapist to work one day a week supporting children in managing behaviour and social and emotional learning.	<b>EEF Teaching and Learning Toolkit</b> <ul style="list-style-type: none"> <li>Behaviour (Impact +4 months)</li> <li>Social and Emotional learning (Impact +4 months)</li> </ul>	2, 4
Continue ELSA support, and introduce and embed the Thrive Approach across the academy to support with wellbeing and behaviour	<b>EEF Teaching and Learning Toolkit</b> <ul style="list-style-type: none"> <li>Behaviour (Impact +4 months)</li> <li>Social and Emotional learning (Impact +4 months)</li> </ul>	4
Provide items of uniform for families		4
Provide free milk for children		4
Provide access to academy clubs and trips		4

**Total budgeted cost: £20,370**

## 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.

The dataset for disadvantaged children in EYFS is too small to use data as a statistically sound measure of progress.

Phonics outcomes for disadvantaged children were well above comparative measures for the LA and National outcomes.

KS1 Outcomes for disadvantaged children for Reading and Maths were above the Local Authority and broadly in line with National outcomes. Writing outcomes were lower, and this will be a focus area for the academy next academic year.

The Thrive approach has been very successful in improving SEMH outcomes for children over the past year. Class profiling on Thrive showed an average improvement of 20%, and profiling for individual children who were in receipt of more intensive support showed an average improvement of 143% (where 100+% indicates that a child has moved into a higher developmental strand). Some of these children were also receiving support from the Family Link Worker. Behaviour incidents for these children on CPOMS reduced over the year, with a 27% drop in reported incidents in the second half of the academic year.