



South Bank Primary - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	56% (176/316)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022 – 2023 2023 – 2024 2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	
Statement authorised by	Tammy Cooper
Pupil premium lead	Linzi Kirwan
Governor / Trustee lead	Craig Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,795
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£26,825
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£243,620

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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. We intend to ensure that this progress encompasses all areas of pupil development, considering academic development as well as personal development and well-being. Our pupil premium strategy focuses on supporting disadvantaged pupils (at all levels of attainment) to achieve good progress and high attainment through tailored support and provision, aimed at breaking down barriers while promoting success for all pupils. The provision and intention outlined in this statement is designed to support the needs of all pupils, including those who are disadvantaged.

We consider the challenges faced by our vulnerable pupils, such as difficulties with speech and language, social services involvement and social and emotional difficulties. Attendance will be a focus of this strategy, ensuring access to education is promoted for all pupils, including non-disadvantaged pupils. We will ensure that the impact of school closures on disadvantaged pupils is addressed with a focus on ensuring these pupils are given the correct opportunities and support to close the gaps caused by a result of these closures.

Our approach will continue to be responsive to the needs of the pupils and the community ensuring that individual needs are met and common challenges are approached with the highest standards and rooted in robust evidence-based assessment. A whole school approach will ensure a consistent strategy, in which all school staff take responsibility for disadvantaged pupil's outcomes, raising expectations of what all pupils can achieve. The intention being that both disadvantaged and non-disadvantaged pupil attainment will increase and will then show sustained improvement over time.

High-quality teaching will be central to our approach with staffing levels appropriate to ensuring all pupils receive high quality teaching and as well as high quality emotional and social support. Pupils' individual needs will be met through in school support via the implementation of occupational therapy programmes, speech and language interventions, intervention from social, emotional and mental health workers. External agencies will be accessed as appropriate to ensure the highest quality provision is available to all pupils. An engaging and motivating curriculum will be implemented which includes a wide range of extended learning experiences, including rights respecting and cultural capital.

Challenges

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

Challenge number	Detail of challenge																		
1	<p>IDACI 91% South Bank pupils/families are in the top 10% Most deprived households Nationally 89% South Bank pupils/families are in the top 5% Most Deprived households Nationally</p> <table border="1"> <thead> <tr> <th>Decile</th> <th>IDAC I</th> <th>OVERALL IMD</th> <th>INCOME</th> <th>EDUCATION</th> <th>EMPLOYMENT</th> <th>CRIME</th> <th>HEALTH</th> <th>BARRIERS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>91%</td> <td>91%</td> <td>91%</td> <td>89%</td> <td>91%</td> <td>88%</td> <td>93%</td> <td>0%</td> </tr> </tbody> </table> <p>2023-24 update No significant changes</p>	Decile	IDAC I	OVERALL IMD	INCOME	EDUCATION	EMPLOYMENT	CRIME	HEALTH	BARRIERS	1	91%	91%	91%	89%	91%	88%	93%	0%
Decile	IDAC I	OVERALL IMD	INCOME	EDUCATION	EMPLOYMENT	CRIME	HEALTH	BARRIERS											
1	91%	91%	91%	89%	91%	88%	93%	0%											
2	<p>Oral language skills and vocabulary gaps Assessments, observations and discussions with pupils indicate significantly under developed oral language skills and significant vocabulary gaps for a high proportion of pupils, with a general trend of a higher prevalence in disadvantaged pupils. 87% of children are working below ARE in communication and language on entry to reception. 6% are significantly below. This challenge is present throughout school with a number of children with significant literacy difficulties exiting KS2 within a context of a high proportion of EAL children and a high number of in year transfers. Academic year 2021-2022, 53 in year transfers (18%).</p> <p>2023-24 update Communication and language on entry to reception - 79% of children below, 42.5% are significantly below. Data is significantly affected by the high proportion of send pupils in the Reception co-hort (16 out of 48 pupils have an EHCP). Academic year 2022-2023, 62 in year transfers (20%).</p>																		
3	<p>Phonics Assessments and observations suggest that disadvantaged pupils generally have greater difficulties in phonics than their peers. This negatively impacts on engagement in literacy, particularly reading. Baseline Reception data evidences that 94% of children are working below age related with 10% significantly below. Academic year 2022-23 Autumn term – Data is below national expectations with only 61% of children on track at the start of year 1 for phonics.</p> <p>2023-24 update Baseline reception data identifies that in Literacy only 8.5% of pupil are on track, with 91.5% below. Academic year 2023-24 Autumn term – Data continues to be below national expectations, showing an upward trend, including data for pupils who are new to the school. Increased NOR (mid-year transfers) demonstrate significantly low baselines in phonic knowledge – with the majority of children having little or no experience of phonics.</p>																		
4	Maths																		

	<p>Internal data indicates that maths attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils. Knowledge retention and vocabulary difficulties have a significant negative impact on the attainment of pupils. Baseline Reception data evidences that 97% of children are working below with 3% significantly below.</p> <p>2023-24 update</p> <p>Baseline reception data indicates that in maths 87% of children are working below, with 43% significant below.</p>															
5	<p>School closures</p> <p>External evidence from national studies (EEF Feb 2022) indicate that the impact of COVID and school closures was significantly higher for disadvantaged pupils than for their non-disadvantaged peers.</p> <p>This resulted in a lack of progress and a fall in attainment levels for disadvantaged pupils – a widening therefore of the gap between disadvantaged and non-disadvantaged pupils.</p>															
6	<p>SEMH</p> <p>Assessments, observations and discussions with pupils and their families identify a significantly high rate of social, emotional and mental health difficulties affecting those from disadvantaged backgrounds in school when compared with those from non-disadvantaged backgrounds. Teacher referrals for both group and individual support for pupils to a school based SEMH team are high with 76 pupils (26%) receiving support for academic year 2021-22.</p> <p>2023-24 update</p> <p>Academic year 2022-23, 78 children received group support, with 13 children receiving 1:1 sessions and 5 families accessing support from the team.</p> <p>Current academic year - Focus of team moved to early intervention family work. Increase in the number of specialist referrals made by the team (including EIT and The Link).</p>															
7	<p>Social Service Involvement</p> <p>Current level of social services involvement stands at 15% with a high number of these families receiving long term social care involvement. 100% of these are dis-advantaged families.</p> <p>2023-24 update</p> <p>Current number of 14 children with social care involvement. 100% of these are dis-advantaged families.</p>															
8	<p>SEN</p> <p>Rate of presence of SEN needs are significantly higher than found both in the local authority and in national statistics. Teacher identification can be a challenge due to pupils low baselines and often difficulties with social communication and emotional regulation on entry to school.</p> <p>2022-23</p> <p>49 out of 82 SEN pupils are also dis-advantaged pupils which is 60% of SEN pupils who are also dis-advantaged.</p> <p>31% of dis-advantaged pupils have a SEN need compared to 25% of non-disadvantaged pupils have a SEN needs.</p> <p>No of children in school with an EHCP stands at 38 with 14 of these pupils being dis-advantaged pupils.</p> <p>2023-24 update</p> <p>30% of the co-hort are identified as SEN compared to a national average of 17%.</p> <p>55 out of 94 SEN pupils are also dis-advantaged which is 59%</p> <p>31% of dis-advantaged pupils and 28% of non-disadvantaged pupils have a SEN need.</p> <p>No of children in school with an EHCP stands at 48 with 23 of these pupils being dis-advantaged pupils (48%).</p> <p>In the Reception co-hort 16 out of the 48 children have an ECHP.</p> <p>Complexity of SEN needs has changed dramatically over the last few years.</p> <table border="1"> <thead> <tr> <th></th> <th>R4.1</th> <th>R4.2</th> <th>R5</th> <th>R6</th> </tr> </thead> <tbody> <tr> <td>22-23</td> <td>34.1%</td> <td>45.5%</td> <td>18.2%</td> <td>2.3%</td> </tr> <tr> <td>23-24</td> <td>23.7%</td> <td>35.6%</td> <td>40.7%</td> <td></td> </tr> </tbody> </table>		R4.1	R4.2	R5	R6	22-23	34.1%	45.5%	18.2%	2.3%	23-24	23.7%	35.6%	40.7%	
	R4.1	R4.2	R5	R6												
22-23	34.1%	45.5%	18.2%	2.3%												
23-24	23.7%	35.6%	40.7%													

9	<p>Attendance</p> <p>Our attendance data for academic year 2021-2022 is at 91.26%. Assessments and observations over time indicate that these pupils do not achieve the rate of progress and high attainment that is the intended outcome for all pupils when compared with pupils who have high rates of attendance.</p> <p>2023-24 update</p> <p>Attendance data for 2022-23 stood at 89.7%. 113 pupils are classed as persistent absentees which is 35%, and 11 pupils are classed as severely absent pupils which is 3% of the co-hort.</p>
10	<p>English as an Additional Language</p> <p>Our number of pupil premium children in school is higher than national average and increasingly becoming higher. Within the current children on role there are more than 11 languages spoken across school. Current figures show that we are currently at 22% EAL (National 17%)</p> <p>2023-24 update</p> <p>27% EAL in school currently in comparison to a national average of 20.2% (2022-23)</p>
11	<p>2023-24 update: Significant increase in pupil numbers</p> <p>Pupil numbers have increased significantly (25) over the last academic year and indications are that this trend will continue. The number of mainstream admissions has increased mid-year, alongside higher numbers for pupils attending 2-year-old and 3-year-old provision. Funded HNB places have increased from 25 to 30 with currently 41 pupils on roll funded by Redcar and Cleveland and Middlesbrough Local Authority.</p>
12	<p>2023-24 update: New staff due to increased NOR (including HNB) and maternity cover/retirement</p> <p>Due the increase in pupil numbers and personal staff circumstances, there has been additional recruitment in school with new teachers and teaching assistants.</p> <p>The school has had real difficulty in recruiting teachers and support staff suitably experienced and skilled. The school is considering moving to an overstaffing model to prevent the use of agency staff and ensure consistently high expectations and Quality First Teaching.</p> <p>EYFS - significant increase in NOR 3 Year Old and 2 Year Old Nursery so additional recruitment has been undertaken. Due to a significant increase in SEND in Nursery a new SEND Nursery team has been set up lead by an experienced SEND TA.</p> <p>High Needs Base provision has seen a significant increase in NOR from 25 to 41 and an increase in the complexity of SEND needs.</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 – year 2 of current strategy	Success criteria
1.Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and on-going formative assessment. Oral language focus established and impact evidenced through Wellcom assessments (EYFS/SEN)
2.Improved phonics scores at year 1 and reading attainment (KS2) among disadvantaged pupils.	KS1 (year 1) phonics screening outcomes in 2024/25 show that the number of disadvantaged pupils meeting the expected standard is in line with national average. KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard.
3.Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard.
4.To reduce the impact of COVID school closures for disadvantaged pupils.	KS2 outcomes for reading, writing and maths show increased outcomes for disadvantaged pupils. Well-being records for disadvantaged pupils show a reduction in the levels of SEMH difficulties.
5.To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing for disadvantaged pupils by 2024/25 which will be demonstrated by: -qualitative data from pupil voice, pupil and parent surveys and teacher observations -a reduction in disadvantaged pupils' poor behaviour choices -a reduction in the number of referrals for both in school and external SEMH support.
6.To achieve and sustain high outcomes for SEN pupils, particularly our disadvantaged pupils.	Achievement of EHCP and SEN support outcomes for disadvantaged pupils. Qualitative data from pupil voice, pupil and parent surveys and teacher observations show that SEN pupils are engaged and make good progress against their starting points.
7.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by the end of 2024/25 demonstrated by: - the overall absence rate for all pupils being no more than 3.9%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced $\leq 1\%$. - the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 1% lower than their peers. - the overall absence rate for EAL pupils attendance being no more than 3.9%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced $\leq 1\%$.

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: £ 54, 145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional year 6 teacher to support SEND/SEMH and behaviour needs in co-hort.</i></p> <p>£33,650</p>	<p>Increased opportunity to focus on social and emotional development:</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>+4 months</p> <p>Additional opportunity for teaching assistant intervention:</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>+4 months</p> <p>Coaching and mentoring for ECT teacher from SLT member.</p>	1, 5, 6, 8, 12
<p><i>Grammasaurus reading CPD (including whole school reading planning and map)</i></p> <p>£2500</p> <p>Staff costs</p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5, 8
<p><i>SLT mentor to support professional development for teachers (e.g. middle leadership NPQ's, ECF, ITT)</i></p> <p>£4056</p> <p>½ day x 39 weeks</p>	<p>EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>NIOT mentoring and coaching - Key Takeaways.pdf (ECT and trainee teachers)</p>	1, 12
<p><i>Senior Leadership Team development</i></p> <p>TC NPQ</p> <p>LK NPQ</p> <p>NI NPQ</p> <p>NI/DD reading – Transforming Reading Culture and supporting Early Language</p>	<p>EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2, 3, 4, 11, 12
<p><i>Maths Hub joint working</i></p> <p>Staff development time</p>	<p>EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 4

<p>Maths leader ½ day weekly £3939</p>	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	
<p>SLA with School Improvement 6 x staff meeting 6 x HT/SLT coaching and mentoring – full day Peter Tyreman £10,000</p>	<p>EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, 4, 8, 11, 12</p>

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

Budgeted cost: £ 95,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject leadership Membership for associations Roughly 8 subjects x 60 = £500</p>	<p>EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 5, 6, 8, 12</p>
<p>Foundation curriculum development £3000</p>		<p>1, 5, 6, 8, 10, 11</p>
<p>RWI development Developing a reading culture Library – reading for pleasure Favourite Five books £20,000</p>	<p>Reading Framework (publishing.service.gov.uk) Section 8</p>	<p>1, 2, 3, 5, 8, 10, 11</p>
<p>Power Maths resources and workbooks £6500 workbooks £300 resources</p>	<p>Power Maths Primary Curriculum (pearson.com)</p>	<p>1, 4, 8</p>
<p>Literacy Festival Chris Connaughton £30,000</p>		<p>1, 2, 3, 5, 11</p>
<p>Teacher small group intervention LR</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk) +4 months</p>	

£35,000 Year 1 focus - COVID impact and significantly low baseline		
---	--	--

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

Budgeted cost: £ 108,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Behaviour lead time</i> <i>Develop a whole school behaviour curriculum including the introduction of new school rules following pupil and staff voice activity.</i> <i>Staff training and development.</i> £4056</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p> <p>Creating a Culture Tom Bennett Department for Education (publishing.service.gov.uk)</p>	1, 5, 6, 7, 8, 9,
<p>SEMH team/ provision NC/MH and 1/3 MC £42,995 (50% funding)</p> <p><i>12-week inductions for all new starters</i> <i>Phase Supervision x6</i> <i>Family support</i> <i>Inset – PD Day SEMH</i> <i>Attendance at CP meetings</i> <i>3x Termly Mental Health Weeks - £1500</i> <i>Y6 transition projects</i> <i>Yoga -£6128</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4 months</p>	1, 5, 6, 7, 9, 11
<p>Kidz Konnect £15,900 (balance from INEOS) outdoor curriculum programme</p>	<p>https://education.gov.scot/documents/cfe-through-outdoor-learning.pdf Rationale (p7)</p> <p>The core values of Curriculum for Excellence resonate with long-standing key concepts of outdoor learning. Challenge, enjoyment, relevance, depth, development of the whole person and an adventurous approach to learning are at the core of outdoor pedagogy.</p>	1, 5, 6
<p><i>Increased SLA with LA AWS</i></p>	<p>Increased number of families and pupils accessing support.</p>	1, 9

External AWS Increased by 50% SLA £6552 Attendance meetings 6 week monitoring Review SARFS	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
Extended Schools Breakfast club – SLA £3630 Staffing £18,189 Food £3925	https://www.greggsfoundation.org.uk/breakfast-clubs https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/	1, 6, 7, 9
London Trip £5362 (rest from Ineos)	Additional funding sourced through INEOS https://www.ineos.com/charities/education/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/772056/School_inspection_update_-_January_2019_Special_Edition_180119.pdf Point no. 32	1, 6

Total budgeted cost: £ £257,682

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Review of academic year 2022-23 outcomes, year 1 of the strategy plan:

1. Wellcomm is now in place with initial assessments complete and interventions started November 2023. All HNB children assessed as well as children in EYFS, year 1 and year 3. Impact to be reviewed through regular assessment and monitoring by the SENDCo.
Oral language focus is developing in classrooms with spoken language activities that are matched to learners current stage of development, so that it extends their learning and connects with the curriculum.
2. Phonics screening national average 79% in 2023, SBPS - 61% in 2023, an increase of 21% on previous year.
Autumn term RWI phonics data shows that 63% children are on track compared with 61% at the same point last year, showing an upward trend (inclusive of new starters with no/little phonic knowledge).

3. Aim for 80% of pupils to achieve expected standard in 2024/25, current standard 2022/23 47.8% of pupils which is an 2.8% increase on previous year.
4. Outcomes for all pupils in reading, writing and maths all increased in academic year 2023-23. Reading, 56.5% expected -increase of 9.5%, writing – 46% - increase of 12%, maths 47.8 -increase of 2.8%.
5. Change of focus for SEMH interventions to early family support and an increase in the number of referrals to specialist outreach services.
6. 94/316 (30%) pupils supported through SEN support or EHCP process. 55 of these pupil are disadvantaged pupils. SEN provision across school is supported by non-class based SENDCo. 42 pupils are supported with the HNB provision – all of which have an EHCP. 48 pupils in school have EHCP’s in place. Personalised and adapted provision supports pupils to achieve and access age related curriculum where appropriate.
7. Attendance continues to be a school focus with an increased SLA being put in place to support increasing pupil attendance figure.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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