



SOHO PARISH PRIMARY IMPACT OF PUPIL PREMIUM FUNDING

Soho Parish is a small school (139 pupils and class sizes of approximately 20). We are located at a five-minute walk from Piccadilly Circus in an inner city area of London. Our pupils come from a variety of backgrounds. At present, we have 19.4% of pupils classified as 'disadvantaged', although we believe the number of families living in difficult economic circumstances to be higher.

The barriers and challenges 'disadvantaged' pupils face at Soho Parish are complex and varied – there is no single difficulty that is faced by all. A large number of pupils eligible for pupil premium need support with attachment and well-being in order to make progress both academically and socially/emotionally. A number of pupils have limited access to enrichment opportunities outside of school. We aim to improve and widen the aspirations and experiences of all our pupils and we support disadvantaged pupils so that all can access cultural experiences such as residential trips to locations very different from inner London.

Our core values of love, imagination, courage, individuality and community, in conjunction with our small size, both drive and facilitate our individualised approach. We support each individual child to make the best possible progress and if a pupil is not meeting his or her potential we employ a number of class based and additional interventions to accelerate their progress.

PUPIL PREMIUM FUNDING FOR THE ACADEMIC YEAR 2019-2020: £31,680

Last year we spent our funding in the following areas:

Resource, intervention or experience	Cost (rounded)	Review
Additional teacher to support small group maths intervention (KS1/2)	£8000	By the spring term, disadvantaged pupils in KS1 and Ks2 attained in line with their non- disadvantaged peers in maths.
Additional teacher to support small group literacy and phonics intervention (KS1/2)	£8000	By the spring term, disadvantaged pupils had made more progress than their non- disadvantaged peers in reading and writing.
Additional teaching assistant support in Y2 and Y6 to run targeted interventions in maths and literacy	£6000	By the spring term, disadvantaged pupils in Y6 attained in line with their non-disadvantaged peers in maths. By the spring term, disadvantaged pupils in Y2 attained in line with their non-disadvantaged peers in writing. A higher percentage of disadvantaged pupils in Y2 had made more than expected progress in writing.
Family Therapist (part cost due to charitable grant)	£7,500	Targeted therapeutic long and short-term support for disadvantaged pupils and families. Case studies show

		progress against targets by the spring term.
Speech and language therapist to run universal teacher training and targeted interventions to support language.	£5,000	Training for teachers and teaching assistants to run speech and language groups in KS1. This was to support reading and writing. Disadvantaged pupils in KS1 attained expected level by spring term and had made good progress in reading and more than expected progress in writing.
Breakfast Club (free for Pupil Premium pupils)	£2000	Improved punctuality in the group overall, including specific disadvantaged pupils.
After school specialist clubs (subsidy)	£2000	Pupils given the opportunity to take part in specialist clubs and develop confidence and support well-being and mental health
Total	£39,350	

Due to the global pandemic KS1 and KS2, formal assessments were cancelled. The tables below show the attainment and progress of disadvantaged pupils at Soho Parish against their non-disadvantaged peers. Due to our small sample sizes, the class data should be treated with caution.

Impact on attainment for those eligible for funding

		Spring 2020		
	Level	All	Disadvantaged	Not disadvantaged
Reading	Expected	81.7%	73.7%	82.8%
	Greater Depth	28 %	21.1%	29.0%
Writing	Expected	67.1%	52.6%	69.4%
	Greater depth	22.9%	10.5%	24.8%
Maths	Expected	77.9%	73.7%	78.5%
	Greater Depth	40.7%	36.4%	44.6%

READING			
	Pupils with results	% At/Above Target	% Above Target
YEAR 1	1	100%	100%
YEAR 2	3	33.3%	0%
YEAR 3	2	100%	0%
YEAR 4	4	50%	0%
YEAR 5	4	75%	25%
YEAR 6	5	100%	40%

Writing			
	Pupils with results	% At/Above Target	% Above Target
YEAR 1	1	100%	100%
YEAR 2	3	66.7%	33.3%
YEAR 3	2	50%	0%
YEAR 4	4	25%	0%
YEAR 5	4	50%	0%
YEAR 6	5	60%	0%

Maths			
	Pupils with results	% At/Above Target	% Above Target
YEAR 1	1	100%	100%
YEAR 2	3	66.7%	0%
YEAR 3	2	100%	0%
YEAR 4	4	75%	25%
YEAR 5	4	50%	50%
YEAR 6	5	80%	0%

Impact on progress for those eligible for funding

		Spring 2020		
	Level	All	Disadvantaged	Not disadvantaged
Reading	Expected	80.2%	89.5%	79%
	More than expected	33.3%	31.4%	33.9%
Writing	Expected	81.9%	89.5%	80.7%
	More than expected	35.5%	31.6%	36.1%
Maths	Expected	93.2%	88.9%	94%
	More than expected	53.5%	22.2%	58%

READING		Progress	
	Pupils with results	Expected	More than expected
YEAR 1	1	100%	100%
YEAR 2	3	100%	33.3%
YEAR 3	2	100%	0%
YEAR 4	4	75%	0%
YEAR 5	4	75%	25%
YEAR 6	5	100%	60%

Writing	Pupils with results	Progress	
		Expected	More than expected
YEAR 1	1	100%	100%
YEAR 2	3	100%	100%
YEAR 3	2	100%	0%
YEAR 4	4	75%	25%
YEAR 5	4	75%	25%
YEAR 6	5	100%	20%

Maths	Pupils with results	Progress	
		Expected	More than expected
YEAR 1	1	100%	100%
YEAR 2	3	100%	33.3%
YEAR 3	2	100%	0%
YEAR 4	4	75%	25%
YEAR 5	4	75%	50%
YEAR 6	5	100%	0%