

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Soho Parish Primary School
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	23.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Louise Ritchie, Headteacher
Pupil premium lead	Mayowa Akinloye, Deputy Headteacher
Governor / Trustee lead	Nat Damon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,315
Recovery premium funding allocation this academic year	£4,350
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	£40,665

Part A: Pupil premium strategy plan

Statement of intent

**Jesus said: I have come in order that you might have life – life in all its fullness.
John 10:10**

Every child deserves to live life to the full. Our holistic curriculum promotes emotional, intellectual, physical, spiritual and artistic development. Tailored teaching develops independent, passionate, successful learners. Following Jesus' example, we grow and share our individual gifts to build a community of love, imagination and courage. Every family is welcome, every child valued.

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 that goal, including progress for those who are already higher attaining.

Our core values of **love, imagination, courage, individuality** and **community**, in conjunction with our small size, both drive and facilitate our individualised approach. 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 support each individual child to make the best possible progress. 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' wellbeing, 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	39% of the group are SEND. This group has been significantly impacted by partial school closures and is significantly under achieving in comparison with peers. Our non-SEND disadvantaged pupils are out performing their peers. Therefore, the school needs to take a different approach depending on whether a disadvantage pupil has SEND.
2	<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 some pupils falling further behind age-related expectations, especially in reading and writing.</p>
3	Assessments and observations in KS1 suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils in this group</p> <p>Inclusion referrals for support have markedly increased during the pandemic. 40% of disadvantaged pupils currently require additional support with Social Emotional and Mental Health needs</p>
5	74% of disadvantaged pupils are EAL and our assessments and observations show that a large proportion of this group have receptive and expressive language difficulties, which impact on their access to the curriculum.
6	Our punctuality data over time shows that a significant proportion of disadvantaged pupils are regularly late to school although their attendance otherwise is good.
7	Social housing in Westminster is very limited and flats tend to be small with no outside space. Pupils are often sharing rooms with their parents and or other siblings. There are a wealth of cultural experiences in the local area and our disadvantaged families are keen to engage with these however, they can only access those, which do not have a cost.

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
To ensure all pupils are challenged, especially those with SEND	100% of pupils in the disadvantaged group, who also have SEND, make good or better progress, with a greater proportion meeting the expected standard than in Summer 2021.
To achieve and sustain improved wellbeing for disadvantaged pupils so that the gap closes between them and their non-disadvantaged peers	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations
To improve reading attainment among disadvantaged pupils in KS1	KS1 reading outcomes in 2024/25 show that 100% of disadvantaged pupils without SEND met the expected standard and 100% of the overall group made good or better progress.
Improved reading attainment among disadvantaged pupils at the end of KS2	KS2 reading outcomes in 2024/25 show that 100% of disadvantaged pupils without SEND met the expected standard and 100% of the overall group made good or better progress.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that 100% of disadvantaged pupils without SEND met the expected standard and 100% of the overall group made good or better progress.
To achieve and sustain improved punctuality for disadvantaged pupils.	Punctuality in the disadvantaged group is equal to or better than punctuality in non-disadvantaged pupils.
To continue to provide enrichment experiences for learning and increase cultural capital through local trips, visits to the theatre and residential trips	Maintained and increased access and participation in wider curriculum opportunities

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: £ 2700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is prioritised, so that children are able to make accelerated progress in Reading, Writing and Maths</p> <p>ECT released from class to undertake training</p>	<p><i>EEF Pupil Premium Guidance</i></p>	1, 2, 3, 4, 5
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Purchase a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Sounds Write)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3, 5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1

access Maths Hub resources and CPD (including Teaching for Mastery training).		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2, 4

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

Budgeted cost: £33,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Tutor to support reading and writing (1-1)	<i>EEF Pupil Premium Guidance</i>	1,2
SENCO time to lead and manage SEN provision ensuring high quality teaching for identified pupils and targeted support for maths in KS2	<i>EEF Pupil Premium Guidance</i>	1
<p>SLA Educational Psychologist</p> <p>Training for staff on emotion coaching, attachment, trauma and specific SEND to enable disadvantaged pupils and SEND overcome barriers to learning.</p>	<i>EEF Pupil Premium Guidance</i>	1, 4
Evidence based early intervention	<i>EEF Pupil Premium Guidance</i>	3,5

programme to support children's language and early literacy skills (NELI)		
Intervention teacher Year 1	<i>EEF Pupil Premium Guidance</i>	1,3,4,5
Speech and Language Therapist to deliver universal support to teachers and targeted language sessions to pupils, which are supported by LSAs and parents	<i>EEF Pupil Premium Guidance</i>	1,2,3,4,5

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

Budgeted cost: £ 10,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club offered to disadvantaged families to improve punctuality and further support the wellbeing of this group	<i>EEF Pupil Premium Guidance</i>	4, 6
Family Therapist offered to disadvantaged pupils to focus on the impact of school closures during the pandemic -	<i>EEF Pupil Premium Guidance</i>	4
Subsidy on school trips inc Year 4 and Year 6 residential	<i>EEF Pupil Premium Guidance</i>	7

Total budgeted cost: £ 46,136

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum.

The reasons for these outcomes points primarily to the impact of the global pandemic, which disrupted all areas of the curriculum including behaviour and wellbeing. As evidenced in schools across the country, school closures were most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, where vulnerable pupils were invited into school and the use of online resources.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year and the previous academic year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This led to improvements in progress for the disadvantaged group, with more disadvantaged pupils making accelerated progress than their non-disadvantaged peers. However, overall this group is still attaining less well than their peers. When separating the group into SEND and non-SEND, it is clear the non-SEND pupils attain and progress in line with their peers. The SEND pupils progress in line but do not attain in line, so resources will need to be allocated accordingly.

Impact on attainment for those eligible for funding

		Summer 2021		
	Level	All	Disadvantaged	Not disadvantaged
Reading	Expected	65.6%	44.4%	71.6%
	Greater Depth	22.1 %	9.7%	26.4%
Writing	Expected	56.6%	33.3%	63.2%
	Greater depth	12.3%	3.7%	14.7%
Maths	Expected	60.7%	40.7%	66.3%
	Greater Depth	26.2%	18.5%	28.4%

Impact on progress for those eligible for funding

		Summer 2021		
	Level	All	Disadvantaged	Not disadvantaged
Reading	Expected	61.2%	63%	60.7%
	More than expected	23.3%	40.7%	18%
Writing	Expected	62.9%	59.3%	64%
	More than expected	12.9%	11.1%	13.5%
Maths	Expected	71.6%	74.1%	70.8%
	More than expected	22.4%	33.3%	19.1%