

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	106
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Louise Ritchie,(Ex Head) Amended- Oliver Knight
Pupil premium lead	Oliver Knight (Head of School)
Governor / Trustee lead	Nat Damon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,000
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52,000

# 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 our in school 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	37% of the group are SEND. This group has been significantly impacted by the pandemic with the attainment gap widening and the group significantly under achieving in comparison with peers. Our non-SEND disadvantaged pupils are performing in line with their peers. Therefore, the school continues 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 the pandemic 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 continued to increase. 44.7% of disadvantaged pupils currently require additional support with Social Emotional and Mental Health needs</p>
5	Our punctuality data over time shows that a significant proportion of disadvantaged pupils are regularly late to school although their attendance otherwise is good.
6	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 disadvantaged and 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 2022
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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
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: £12,000

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> <p><i>External writing review</i></p> <p><i>School to school moderation</i></p>	1, 2, 3, 4, 5
<p>Purchase of standardised reading and maths 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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Purchase a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Training for new staff is required annually. (Little Wandle – Letters &amp; Sounds)</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3, 5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational</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>	2, 4

practices and supported by professional development and training for staff.	<a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Release of teachers to carry out progress meetings in autumn, spring and summer terms	1:1 support with class teacher	1,2,3,4,5, 6

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

Budgeted cost: £28,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
SLA Educational Psychologist  Training for staff on attachment, trauma and specific SEND to enable disadvantaged pupils and SEND pupils to overcome barriers to learning.	<i>EEF Pupil Premium Guidance</i>	1, 4
Additional TA support available for identified groups and individuals across core lesson in KS2	<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: £ 11,360

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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
Subsidy on school trips inc Year 4 and Year 6 residential	<i>EEF Pupil Premium Guidance</i>	7

**Total budgeted cost: £ 52,0000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Impact on attainment for those eligible for funding

		Summer 2023		
	Level	All	Disadvantaged	Not disadvantaged
<b>Reading</b>	<b>Expected</b>	81.7%	73.5%	85.3%
	<b>Greater Depth</b>	28.4%	20.6%	32.0%
<b>Writing</b>	<b>Expected</b>	69.7%	58.8%	74.7%
	<b>Greater depth</b>	14.7%	8.8%	17.3%
<b>Maths</b>	<b>Expected</b>	80.7%	67.6%	86.7%
	<b>Greater Depth</b>	28.4%	17.6%	33.3%

**Comment:** Disadvantaged pupils did less well than their non disadvantaged peers in reading, writing and maths

		Summer 2023	
	Level	All	Disadvantaged not SEND
<b>Reading</b>	<b>Expected</b>	81.7%	100.0%
	<b>Greater Depth</b>	28.4%	26.1%
<b>Writing</b>	<b>Expected</b>	69.7%	73.9%
	<b>Greater depth</b>	14.7%	8.7%
<b>Maths</b>	<b>Expected</b>	80.7%	87.0%
	<b>Greater Depth</b>	28.4%	26.1%

**Comment:** Disadvantaged pupils without SEND are outperforming their non-disadvantaged peers in reading, writing and maths



