

Southbury Primary School
Pupil Premium Strategy Statement

This statement details our school'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 school.

School Overview

Detail	Data
School name	Southbury
Number of pupils in school	287
Proportion (%) of pupil premium eligible pupils	28.37% (82 pupils)
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date this statement will be reviewed	July 2027
Statement authorised by	Rebecca Panteli (HT)
Pupil premium lead	Anna Wellbrook (DHT)
Governor lead	Bradley Jones (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£165,850

Part A: Pupil Premium Strategy Plan

Statement of intent

Our Pupil Premium Strategy Statement demonstrates how we hold ourselves accountable for how we have used the additional funding to support pupils from disadvantaged families. This also allows parents/carers to be fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, when it will be reviewed and how impact will be measured. The Pupil Premium Strategy Statement also includes how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

Our intention is for our disadvantaged pupils to achieve at least in line with all pupils nationally. This will mean that disadvantaged pupils make good progress and achieve high attainment across all subjects. Our plan identifies pupils who are at risk of falling behind and, through a combination of whole class strategies and small group tuition, receive the support they need to succeed. Our key principles are that high quality teaching sits at the heart of this approach. However, we draw on the Education Endowment Foundation research that shows that small group tuition can be effective.

As a school, we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry/have joined us with little or no English, our aim is to ensure that they make accelerated progress towards reaching age related expectations as they move through the school. Once a child is working at age related expectations, we continue to extend that learning further to ensure that this is sustained or that they then reach higher levels of attainment (are working at greater depth). We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

Challenges

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

Challenge number	Detail of challenge
1	76% of PP pupils have English as a second language.
2	Oral language skills in Nursery & Reception are significantly low for pupils entering school (more prevalent amongst PP pupils). This impacts on their phonic knowledge and slows reading progress made from Early Years to Key Stage One.
3	On entry to the school – baseline levels for all areas of development are significantly below age-related expectations which means even when pupils make good progress, they are still below expected standards at the end of Key Stage One.
4	The language barrier for the significant proportion of our parents who have little or no English. This restricts the support they can offer their children out of school and these pupils have no/very limited access to a rich and varied vocabulary.
5	The impact of not being at school for the long summer break. Pupils have limited access to the English language. This can lead to challenges in terms of the progress being made in the Autumn Term
6	As the school is situated in an area of extremely high social deprivation, many pupils lack wider experiences which develop their life skills. They also have limited access to high quality literature and sufficient reading material outside of school

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
Improve reading skills for pupils eligible for PP	Outcomes for all year groups for PP pupils will be in line with all pupils
Improve speech and language skills for PP pupils in Reception	Pupils eligible for PP in Foundation Stage will make rapid progress from their very low starting points to meet the Communication and Language elements of the Early Learning Goal expectations by the end of their Reception year. The children will develop their ability to join in with conversations with others, listening and responding to others with relevant comments, questions and actions. They will express their own ideas, feelings and explanations using full sentences and an increasing vocabulary with modelling and support from their teachers
Diminish the difference in ARE attainment in core subjects between the disadvantaged and non-disadvantaged pupils	Differences in attainment between the two groups will be diminished (specifically Y2 R,W&M, Y5 R,W&M Y6 R,W&M)
Increase the number of PP pupils reaching the higher standard in reading, writing and maths at the end of KS2	Data to show that most able PP pupils are in line with the non-PP most able pupils in school and nationally and in comparison to other London schools

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching Budgeted cost: £69,145 including Phonics Programme (including subscription, resources and books) & towards teaching costs		
Activity	Evidence that supports this approach	Challenge number(s) addressed
1. The consolidation and monitoring of DfE validated Systematic Synthetic Phonics programme and staff CPD Ensure all new staff members, receive training to deliver the Little Wandle Letters and Sounds programme. Consolidation sessions to be delivered termly to ensure long-term success of the programme. Ensure that programme is monitored effectively to examine both the effectiveness of the programme and the proficiency of staff delivering it. <i>£1000 subscription & £150 for resources</i> <i>Total projected spend - £1,150</i>	<i>"Little Wandle Letters and Sounds Revised is the fastest growing Department for Education-validated phonics programme, already supporting over 5,000 schools to teach every child to learn to read!"</i> Little Wandle phonics scheme has a strong evidence base that indicates a positive impact on word reading. An impactful phonics scheme allows children to make up to 5 additional months progress per year Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils; The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, 4, 5 & 6
2. Experienced teachers who are able to offer high quality teaching through effective professional development. <i>£57,000 - goes towards the overall cost of our experienced and skilled teaching staff.</i>	Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them (EEF) The EEF states that <i>"effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes"</i> Research from Bolam and Weindling (2006), The Centre for Research, Evaluation in Education (2011) and The Teacher Development Trust (2012) suggests that <i>CPD is effective when it is targeted, evidence-based, collaborative, sustained and evaluated</i>	1, 2, 3, 4, 5 & 6
Targeted Academic Support		

Activity	Evidence that supports this approach	Challenge number(s) addressed
3. In school boosting (intervention) sessions for targeted pupils led by teaching or support staff <i>£4345 – goes towards the hours spent on in school boosting – led by both teaching and non-teaching staff.</i>	EEF findings state that providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve High quality and individualised feedback is essential to a pupil's progress (class teachers will use these sessions to provide same day verbal feedback to targeted pupils) Regular assessment and monitoring will ensure pupils remain on track and identify areas of focus (teachers identify pupils needing this extra support through their daily marking/assessment)	1, 2, 3, 4, 5 & 6
4. Higher Level Teaching Assistants to offer targeted support in reading, writing and maths for PP pupils. <i>£26,106 – 30% of joint salaries (timetabled to offer targeted support for 30% of hours worked)</i>	Teaching Assistants can provide a large positive impact on learner outcomes (EEF) Receiving feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome (EEF) Teaching reading comprehension strategies allows pupils to learn a range of techniques which enable them to comprehend the meaning of what they read (EEF)	1, 3, 4, 5 & 6
5. Two members of support staff are part of the Inclusion Team and deliver targeted support to identified pupils (specifically for pupils with communication, speech and language and SEND needs) <i>£68,116 – combined salaries</i>	Teaching assistants can provide a large positive impact on learner outcomes (EEF) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact (EEF) Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year	1, 2, 3, 4, 5 & 6

Budgeted cost: £8,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
6. Subsidised school trips £600 To go towards the Y6 residential trip)	Research suggests that trips raise aspiration, motivation and engagement. EEF findings state that there is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes	1, 4 & 6
7. Breakfast Club £5,232 (cost of paying member of staff to run the club each day)	Provision offered at a token amount of £2.50 a day to ensure that pupils in need are in school and are given breakfast A recent study by Cardiff University established a positive link between a good breakfast and pupil attainment. It found that the chance of achieving an above-average educational performance was up to twice as high for pupils who have a healthy breakfast	1 & 6
8. Provide a range of extra-curricular activities during our After School Club, run at a discounted cost for disadvantaged pupils £3301 (towards the cost of running clubs)	EEF findings state that pupils who participate in the arts show that it has a positive impact on academic outcomes and can be a positive route to re-engage older pupils in learning https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation EEF findings state that some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus	1, 2, 4, 5 & 6

Total budgeted cost: £165,850

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 2025 to 2026 academic year.

Below is a review of our previous pupil premium strategy plan and how successfully the intended outcomes of that plan were met.

Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
Improve reading skills for pupils eligible for PP	Daily supported reading programme for reception and year 1 (reception in Summer term)	35.7% of PP pupils reached age related expectations by the end of year 1 (25.9% decrease since previous year). This is in comparison to 51.7% of non-PP pupils meeting the expected standard	Little Wandle Letters and Sounds is an effective programme that we want to keep using. Ensure all relevant staff are fully trained to confidently deliver the new programme	£4,800
	Setting for phonics in Reception, year 1 and year 2	74% of pupils passed the year 1 phonics screening (6% decrease since previous year). Being a one-form entry year group, this was a positive outcome.	Ensure all staff know the targeted PP pupils that need to show accelerated progress Teacher led reading sessions will be delivered each week so that teachers are able to explicitly teach the skills needed to access the more challenging texts and question styles	
	Weekly whole class reading sessions – led by teacher	These sessions are working well and have contributed to increased attainment for pp pupils 67% were at ARE+ in Autumn. This increased by 29.5% by Summer 2 due to the high mobility within that year group.		

Previous Academic Year		2025-2026		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
To diminish the difference between PP and all pupils	All members of the teaching staff were given a list of PP pupils they teach and were able to target specific PP within planning and lesson time to help accelerate progress	Proportion of pupils at ARE+ Year 1 Reading – 37.5% of PP pupils are ARE+ compared 51.7% of non-PP pupils. Writing – 33.3% of PP pupils are ARE+ compared 48.3% of non-PP pupils. Maths – 44.4% of PP pupils are ARE+ compared 58.6% of non-PP pupils	Diminishing the difference in Reading, Writing and Maths through quality first teaching and interventions will be a priority as the cohort tracks up to Year 2	£168,166
	Teacher and/or support staff working with targeted PP groups and individuals during assembly and/or afternoon sessions	Year 2 Reading – 69.3% of PP pupils are ARE+ compared to 86.7% of non-PP pupils. Writing – 69.2% of PP pupils are ARE+ compared to 80% of non-PP pupils. Maths – 76.9% of PP pupils are ARE+ compared to 62.5% of non-PP pupils.	Diminishing the difference in Reading and Writing through quality first teaching and interventions will be a priority as the cohort tracks up to Year 3	
	Interventions/1-1 support where needed	Year 3 Reading – 85% of PP pupils are ARE+ compared to 75% of non-PP pupils. Writing – 85% of PP pupils are ARE+ compared to 55.5% of non-PP pupils. Maths – 95% of PP pupils are ARE+ compared to 77.2% of non-PP pupils.	Maintaining these standards through quality first teaching and interventions will be a priority as the cohort moves up to Year 4	
		Year 4 Reading – 53.3% of PP pupils are ARE+ compared to 71.4% of non-PP pupils. Writing – 60% of PP pupils are ARE+ compared to 75% of non-PP pupils. Maths – 40% of PP pupils are ARE+ compared to 71.4% of non-PP pupils.	Diminishing the difference in Reading, Writing and Maths through quality first teaching and interventions will be a priority in Year 4	

		Year 5 Reading – 47.1% of PP are ARE+ compared to 72.8% non-PP pupils. Writing – 35.2% of PP pupils are ARE+ compared to 51.5% of non-PP pupils. Maths – 47.1% of PP pupils are ARE+ compared to 78.8% of non-PP pupils. Year 6 Reading – 70.8% of PP are ARE+ compared to 93% non PP pupils. Writing – 66.7% of PP pupils are ARE+ compared to 82.7% of non-PP pupils. Maths – 58.3% of PP pupils are ARE+ compared to 82.7% of non-PP pupils.	Diminishing the difference in Reading, Writing and Maths through quality first teaching and interventions will be a priority in Year 5	
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Externally provided programmes

Below are the names of the non-DfE programmes that we purchased in the previous academic year.

Programme	Provider
Mathletics	3P Learning
Experience	Discovery Education
TestBase	TT Rockstars
Speech Link	Multimedia Limited