

# Pupil premium strategy statement – Southborough Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	1.2.26
Date on which it will be reviewed	1.2.27
Statement authorised by	Melody Berthoud
Pupil premium lead	Melody Berthoud
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£106,050

# Part A: Pupil premium strategy plan

## Statement of intent

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 high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 help pupils excel.

To ensure they are effective we will:

1. ensure disadvantaged pupils are challenged in the work that they're set
2. act early to intervene at the point need is identified
3. adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' 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	<p>Writing</p> <p>Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Across the school, 34% of disadvantaged pupils are on track compared 72% of non-disadvantaged children</p> <p>Handwriting continues to be a concern and is being addressed.</p>
2	<p>Reading attainment</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Across the school, 41% of disadvantaged pupils are on track compared 78% of non-disadvantaged children</p>
3	<p>Maths attainment</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Across the school, 53% of disadvantaged pupils are on track compared 79% of non-disadvantaged children</p>
4	<p>Attendance</p> <p>Our attendance data over the last few years indicates that attendance among disadvantaged pupils is 90.7% compared to non-disadvantaged pupils with 95.2%. 35.3% of disadvantaged pupils have been 'persistently absent' compared to 15% of their non-disadvantaged peers.</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	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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, book scrutiny and ongoing formative assessment.</p> <p>Ongoing improvement seen in Renaissance AI assessments.</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by: ●</p> <p>The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 15%.</p>

## Activity in this academic year

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

### High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing new assessment systems to aid staff in identifying weaknesses and closing gaps.	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: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	1, 2, 3.
Work with Maths hub to further strengthen teaching for all and disadvantaged children by releasing staff to attend training and work with maths hub in school.	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: Maths_guidance_KS_1_and_2.p df (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	6

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

Budgeted cost: £ 103,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to support language development, literacy and numeracy - including Lexia.	An experienced teacher alongside teaching assistants will deliver targeted interventions on a weekly basis to groups of children across the school. They will track progress and assess children's knowledge gaps to	2

	ensure intervention remains targeted and has impact.	
Little Wandle small group phonics intervention in Year 3 through to 6.	An experienced teacher alongside teaching assistants will deliver targeted phonic intervention on a weekly basis to groups of 6 children across Year 3, 4 and 5. They will track progress and assess children's knowledge gaps to ensure intervention remains targeted and has impact.	2

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

Budgeted cost: £ 97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a Family worker, Attendance officer and EWO.	Weekly meetings in house and fortnightly meetings with EWO will focus on disadvantaged children coming to school regularly in order to help close any gaps in learning.	1
To ensure disadvantaged pupils can access learning and access to Family Worker,	Weekly inclusion meetings will focus on disadvantaged children coming to school and accessing learning.	1
To ensure disadvantaged pupils can access learning and access to Nurture	Weekly inclusion meetings will focus on disadvantaged children coming to school and accessing learning.	1
Weekly counselling for those children identified as requiring SEMH support.	Our trained counsellor works with children identified by teachers as needing SEMH support, offering both individual and group sessions. Through this provision, children develop strategies to build resilience, improve their sense of wellbeing, and strengthen social and communication skills around their emotional needs. As a result, pupils transition more confidently from home to school and cope with daily challenges with greater resilience. Targeted group sessions also support specific SEMH areas such as friendship and resilience.	3

Music lessons for PP children in Y4 to continue wind band	Children will attend school and be more engaged as able to continue after the band on the run experience.	3
Disadvantaged children are offered free or discounted school visits/experiences included residential trips.	Enables all pupils to access enrichment opportunities regardless of economic circumstance, supporting their cultural capital and full participation in the wider school community.	3

**Total budgeted cost: £ 204,840**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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### Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Insight Assessment	
Renaissance AI	
Spurgeons	
Bromley EWO	