

## Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 academic year 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	Severne Primary School
Number of pupils in school	369 (Oct22)
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Sharon McMahan Headteacher
Pupil premium lead	Sarah Murfin Deputy Headteacher
Governor / Trustee lead	Sue Jackson, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,005
Recovery premium funding allocation this academic year	£31,863
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,007
<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	£356,875

# Part A: Pupil premium strategy plan

## Statement of intent

At Severne Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may be complex in nature, and consequently impact on their learning. It is our aim to remove these barriers to learning created by poverty, family circumstance and background and recognise the need for personalised strategies in order for the children to reach their full potential.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

### Demography and School Context

Severne Primary School is a community school located in Acocks Green, an eastern suburb in the city of Birmingham. The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). Although there are areas relatively near to the school which have lower levels of deprivation, the areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country. Severne Primary School is situated in an area classed as being one of the 10% most deprived areas in England (IMD rankings).

The LSOA in which the school is located is ranked 1848 out of 32,844 in terms of deprivation and is in the 10% most deprived areas within Birmingham.

# Indices of Deprivation: 2019 and 2015

Switch domain to: IMD 🏠 🏢 🏫 + 🗺️ 🏠  
 Viewing **Education, Skills and Training Domain**

2019 map  On  
 2015 map  Off



**Neighbourhood (LSOA) data**

Your selected location falls in **Birmingham 103E** LSOA (i.e. neighbourhood). This is within **Acocks Green** ward and **Birmingham** local authority district.

In 2019, this LSOA is ranked **2,862** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country.

Birmingham 103E is one of 639 LSOAs in Birmingham local authority district. Using the IMD rank of average summary measure, this local authority ranked **11** in 2015 and **6** in 2019, out of 317 local authorities.

This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Birmingham, in each decile of the **Education, Skills and Training Domain**.

Neighbourhood (LSOA)	rank 2019
<a href="#">Birmingham 128A</a>	2,861
<b><a href="#">Birmingham 103E</a></b>	<b>2,862</b>
<a href="#">Birmingham 034E</a>	2,863
<a href="#">Birmingham 070B</a>	2,870
<a href="#">Birmingham 049B</a>	2,897

Showing 127 to 133 of 639 entries

Leaflet | Map data © OpenStreetMap contributors

## Ultimate objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to achieve nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6.

## Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge
1	<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 pupils falling further behind age-related expectations.</p>
2	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
3	<p>Our attendance data over the last academic year indicates that attendance among disadvantaged pupils was 3% lower than for non-disadvantaged pupils.</p> <p>3% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</p>
4	<p>Observations and assessments (EYFS baseline) identify a low baseline in oral communication, language and Literacy. Our internal evidence show this impacts on Reading and Writing ELG and the overall GLD.</p>
5	<p>Observations and discussions with pupils evidence that the majority of our pupils have limited experiences beyond their immediate environment and few cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication</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
To improved oral language and communication skills	Pupils eligible for PP in EYFS make rapid progress by the end of the Reception year so that all pupils eligible for PP meet age related expectations. 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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing / mental health demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations</li> <li>• A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by Pupil progress meetings, Safeguarding meetings, Behaviour, Nurture and Malachi referrals.</li> <li>• Observations of children’s engagement in learning</li> </ul>
To achieve and sustain improved % of children working at age expectation, particularly our disadvantaged pupil. Increase the number of disadvantaged pupils achieving the ‘higher standard’ at the end of KS2	In school tracking data (Classroom Monitor) and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance improves from 91% to 96% for <b>all</b> children, in line with national expectations.

## 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: **£218,059**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Communication and Language</b></p> <p>Wellcomm assessment used with all EYFS pupils to identify communication / language baselines and to measure progress made</p> <p>Overstaffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work.</p> <p>A Speech therapist from West Midlands Speech and</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years trials with Speech and language therapists and Wellcom</p> <p>Consistently good provision (environment, assessments &amp; practice) provides communication experiences, language development, reading and writing progress.</p> <p>The <b>systemic review</b> commissioned by the <b>EEF ‘Early Language Development’</b> reinforces the above approaches to be inline with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p><b>EEF EY Toolkit Evidence:</b> Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make <b>approximately six months’ additional progress over the course of a year.</b></p> <p><b>The EEF toolkit states that Oral Language</b></p>	<p>1,2,4</p>

<p>Language Therapy Service visits once a week to work with individual children in both EYFS, Key Stage 1 and 2 to provide language support for children who have been identified as having additional language and communication needs.</p>	<p><b>impact development</b> (Average impact +5 months),</p> <p>Because of the rising number of children who have presented with speech and language difficulties, the school felt that specialist provision needed to be made in order for the children to be able to access the curriculum more rapidly than if outside agencies were providing the support/or if that support was even available. 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><u><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></u></p>	<p>4</p>
<p>To embed into practise a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>All staff to receive additional CPD on the delivery of Bug Club Phonics</p> <p>Phonics lead in school to model phonics sessions, support teachers to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	<p>1, 4</p>
<p>Groups of pupils identified through pupil progress meetings and specific targeted interventions implemented</p>	<p><u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></u></p>	<p>1</p>

<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><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	2
<p>Purchase the Walkthru system for pedagogical development. (Negotiated with Birmingham Education Partnership)</p> <p>The Development of Mastery Teaching.</p>	<p>The evidence for Mastery Teaching demonstrates High Impact for a small cost. This is based upon limited evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1,2

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

Budgeted cost: **£75,722**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Speech and language therapy – external provider</li> <li>WellComm intervention used to improve communication / language / vocabulary in EYFS</li> <li>Target group work in Nursery and Reception using Wellcomm</li> <li>Wellcomm intervention implementation</li> </ul>	<p><b>EEF EY Toolkit Evidence:</b> Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>On average, children who are involved in communication and language approaches make <b>approximately six months’ additional progress over the course of a year (EEF).</b></p> <p><b>The EEF toolkit states that Oral Language impact development</b> (Average impact +5 months), and <b>phonics approaches</b> have a moderate impact (+4 months) for a very low cost.</p>	1, 3



	<b>Wellcomm</b> has been identified by the <b>EEF</b> as a <b>promising project</b> .	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through additional support of the Early Reading Lead	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in pupil progress meetings and pastoral reviews.	To continue to have a full time Learning Mentor within the nurture suite who develop and support children's emotional, social and behavioural needs and to support the children through difficult times e.g. transition or family difficulties.  The Learning mentor develops targeted behavioural interventions for identified students.  Malachai Trust offer professional support to both children and their parents who are vulnerable.	2
Continue to employ a Pastoral Support Manager	This person will work with the parents/carers to improve the punctuality and attendance of children, particularly those from vulnerable groups.	2, 3

	<p>They will also support families to promote early engagement with the school and their children's learning.</p> <p>This approach has been adopted to improve the outcomes for our children, if they are not attending school regularly, they will not access the curriculum and therefore not achieve their potential.</p> <p>This approach has significantly improved attendance in the school since her appointment.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£63,094**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School staffed with Behaviour Lead professional, Pastoral Manager, DSL team, Mental health First aider</p> <p>2- Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed.</p> <p>3- Curriculum focus on in terms of growth mind set, resilience and mental health of pupils.</p>	<p><b>EEF toolkit</b> identifies that the following all have a positive impact.</p> <p><b>Behaviour intervention</b> ( + 3months)</p> <p><b>Social and emotional learning</b> (+ 4 months)</p> <p><b>Metacognition and Self regulation</b> strategies (+ 7 months)</p>	2
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
<p>Experiences and visitors planned for all pupils across the year</p> <p>Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow children to participate in experiences that are not provided within the home environment.</p>	<p><b>EEF toolkit - Social and Emotional Development</b> (Average impact +4 months)</p> <p><b>Arts participation</b> (+2 months)</p> <p><b>Behaviour interventions-</b> (moderate impact +3 months)</p>	5

Plan experiences into the root of Severne curriculum	<b>Outdoor adventure learning</b> (+4 months)	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £356,875**

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

## Pupil premium strategy outcomes

2021 – 2022 Disadvantaged attendance = 90% (Non disadvantaged – 93%)

Reception 2021-2022 – End of Reception data

	ELG1	ELG2	ELG3	ELG4	ELG5	ELG6	ELG7	ELG8	ELG9	ELG10	ELG11	ELG12	ELG13	ELG14	ELG15	ELG16	ELG17
EYFS 1	19	16	15	14	10	5	5	17	18	23	11	14	19	23	23	11	16
EYFS 2	24	27	28	29	33	38	38	26	25	20	32	29	24	20	20	32	27
% achieving a 2	54.5%	61.4%	63.6%	65.9%	75.0%	86.4%	86.4%	59.1%	56.8%	45.5%	72.7%	65.9%	54.5%	45.5%	45.5%	72.7%	61.4%

		Reading	ELG9	Writing	ELG10	Maths	ELG11	Maths	ELG12	Science	ELG14
		No	%	No	%	No	%	No	%	No	%
44	ALL	25	56.8%	20	45.5%	32	72.7%	29	65.9%	20	45.5%
23	Girls	13	56.5%	10	43.5%	10	43.5%	16	69.6%	10	43.5%
21	Boys	12	57.1%	10	47.6%	10	47.6%	13	61.9%	10	47.6%
8	SEN	2	25.0%	2	25.0%	2	25.0%	2	25.0%	2	25.0%
36	Non SEN	23	63.9%	18	50.0%	30	83.3%	27	75.0%	18	50.0%
22	PP	9	40.9%	9	40.9%	15	68.2%	14	63.6%	8	36.4%
22	Non PP	10	45.5%	11	50.0%	17	77.3%	15	68.2%	12	54.5%
22	FSM	9	40.9%	9	40.9%	15	68.2%	14	63.6%	8	36.4%
22	Non FSM	10	45.5%	11	50.0%	17	77.3%	15	68.2%	12	54.5%
24	EAL	14	58.3%	9	37.5%	18	75.0%	16	66.7%	9	37.5%
20	Non EAL	11	55.0%	11	55.0%	14	70.0%	13	65.0%	11	55.0%

Good Level of Development

Achieved GLD	20	45.5%
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## Phonics Year 1 and 2

Year 1	Phonics		No in Cat
	No	%	
ALL	35	77.8%	45
Girls	20	90.9%	22
Boys	15	65.2%	23
SEN	1	20.0%	5
Non SEN	34	85.0%	40
PP	22	75.9%	29
Non PP	13	81.3%	16
FSM	23	76.7%	30
Non FSM	12	80.0%	15
EAL	20	76.9%	26
Non EAL	15	78.9%	19

Year 2	Phonics		No in Cat
	No	%	
ALL	4	80.0%	5
Girls	2	66.7%	3
Boys	2	100.0%	2
SEN	1	100.0%	1
Non SEN	3	75.0%	4
PP	1	100.0%	1
Non PP	3	75.0%	4
FSM	1	100.0%	1
Non FSM	3	75.0%	4
EAL	1	50.0%	2
Non EAL	3	100.0%	3

## Key Stage 1 end of year attainment

		Reading		Writing		Maths		Science	
		No	%	No	%	No	%	No	%
43	ALL	36	83.7%	33	76.7%	35	81.4%	36	83.7%
24	Girls	20	83.3%	17	70.8%	18	75.0%	20	83.3%
19	Boys	16	84.2%	16	84.2%	17	89.5%	16	84.2%
3	SEN	0	0.0%	0	0.0%	1	33.3%	0	0.0%
40	Non SEN	36	90.0%	33	82.5%	34	85.0%	36	90.0%
21	PP	17	81.0%	15	71.4%	16	76.2%	16	76.2%
22	Non PP	19	86.4%	18	81.8%	19	86.4%	20	90.9%
21	FSM	17	81.0%	15	71.4%	16	76.2%	16	76.2%
22	Non FSM	19	86.4%	18	81.8%	19	86.4%	20	90.9%
27	EAL	26	96.3%	24	88.9%	25	92.6%	26	96.3%
16	Non EAL	10	62.5%	9	56.3%	10	62.5%	10	62.5%

## Key Stage 2 end of year attainment

		Reading	Test	Writing	TA	Maths	Test	Science	TS
		No	%	No	%	No	%	No	%
59	ALL	45	76.3%	36	61.0%	40	67.8%	36	61.0%
23	Girls	18	78.3%	16	69.6%	12	52.2%	16	69.6%
36	Boys	27	75.0%	20	55.6%	25	69.4%	20	55.6%
6	SEN	1	16.7%	0	0.0%	0	0.0%	0	0.0%
53	Non SEN	44	83.0%	36	67.9%	40	75.5%	36	67.9%
42	PP	31	73.8%	24	57.1%	27	64.3%	24	57.1%
17	Non PP	14	82.4%	12	70.6%	13	76.5%	12	70.6%
36	FSM	28	77.8%	22	61.1%	23	63.9%	22	61.1%
23	Non FSM	17	73.9%	14	60.9%	17	73.9%	14	60.9%
39	EAL	30	76.9%	24	61.5%	28	71.8%	24	61.5%
20	Non EAL	15	75.0%	12	60.0%	12	60.0%	12	60.0%

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

## Externally provided programmes

Programme	Provider
Bug Club Phonics	Pearson UK
Speech and Language Therapists	West Midlands Speech & Language Therapy
Family Support	Malachi Specialist Family Support Services

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.