

Pupil premium strategy statement 2025-2027

This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding over 3 academic years (2024/25, 2025/26 and 2026/27) with a review to show the effect that last year (2021/22)'s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Southwood Primary
Number of pupils in school (Reception to Year 6)	October 2023: 581 October 2024: 553
Proportion (%) of pupil premium eligible pupils	166 (29%) 159 (29%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published/last reviewed	22/07/2025
Date on which it will be next reviewed	July 2026 July 2027
Statement authorised by	Scott Halliwell Headteacher
Pupil premium Lead	Jason O'Byrne Deputy Headteacher
Governor Lead	Jamie Goate Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation for academic year 24/25	£256,210
Recovery premium funding allocation for academic year 24/25	£12,651
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil premium funding allocation for academic year 25/26	£248,775
Recovery premium funding allocation for academic year 25/26	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil premium funding allocation for academic year 26/27	tbc
Recovery premium funding allocation for academic year 26/27	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Southwood Primary School is located in a socially deprived part of Barking and Dagenham, East London. The number of pupils entitled to free school meals and pupil premium is well above the national average. A number of families are in temporary or unsuitable accommodation and the level of domestic violence and alcohol/drug dependency is amongst the highest in the country. The school community also has a significant number of families who are not entitled to free school meals but who have financial pressures and are 'just about managing'. The school community has seen significant changes over the last 5 years with the % of White British and African families reducing countered by an increase in Asian and White Other families, with approximately 10% of Romanian pupils. Mobility is also well above the levels seen nationally, with younger age groups particularly affected, as a result of lower pupil numbers locally and across the country.

We are committed to inclusion, believing that every child has the right to succeed, we take responsibility to ensure that barriers to learning are overcome and that all children succeed in realising their potential to be the best they can be; irrespective of their backgrounds or starting points. Our pupil premium strategy is rooted in assessment and not labels, it focuses relentlessly on pupil need. Our strategy is pupil led, not provision led. In order to understand how to effectively meet the needs of our community, we must be informed, with as much detail as possible, to what those needs are.

We start the focus of our pupil premium spending on the quality of teaching – we believe as a school, that this matters most. The quality of education that we provide our children, is the biggest driver when we consider the impact on pupil attainment. Whilst we firmly believe that targeted support undoubtedly has its place, we uphold a tiered approach to our spending, focusing first on high-quality teaching, followed by targeted support before moving to wider strategies. Using a tiered approach, according to the Education Endowment Foundation, has shown the greatest amount of impact on children, and at Southwood Primary School we adopt this approach to our forward planning of our pupil premium spending, which has the potential to impact on all pupils.

Our strategy has been integral to wider school plans for education recovery, post-pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been affected the most.

The School Leadership Team and the Governing Body gives a high profile to pupil premium in our school. We work together to challenge and to champion the learning of pupils in receipt of the pupil premium grant. We monitor the impact of all spending and intervention and ensure that all staff are accountable for the attainment and progress of these children. To guide us on how best to use the school's resources to improve the

attainment of disadvantaged pupils, we have considered evidence on what will have the most impact for our children at Southwood Primary School using educational research such as The Sutton Trust and the EEF Teaching and Learning Toolkit. As a school, we are always striving to identify ways to spend our allocation more effectively, by being forward-thinking and keeping up to date with current research and to use this evidence-based approach to inform us.

‘Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.’ Marc Rowland, Research School Network.

Our areas of focus:

- **Oral communication skills:** we will ensure pupils can demonstrate their understanding, express their feelings and ask questions so that all children can continue to make expected or accelerated progress within their learning.
- **Literacy, including limited vocabulary:** internal data, suggests that weak literacy is a substantial barrier for many of our pupils, especially disadvantaged pupils.
- Therefore, developing **Communication and Language** and **Literacy** skills in both EYFS and KS1, is core to this plan, alongside other specific interventions based on identified need.
- **Fluency in reading:** we will help all pupils to access the wider school curriculum through reading with the ambition for all disadvantaged pupils to be fluent readers, as quickly as possible, and make good or accelerated progress towards national age-related expectations.
- The most effective method of addressing disadvantage is through a strong focus **on improving teaching and learning**, as advocated by the EEF.
- Labelling and bias: All staff must be objective in the pursuit of **high expectations for all pupils (as this will impact pupil progress and outcomes)** regardless of background. We will ensure every adult; every teacher is responsible for disadvantaged pupils’ progress and outcomes. Our culture is engrained in collective responsibility of progress and achievement for all pupils.
- **Acting early** to intervene at the point need is identified.
- **Improving attendance**, particularly for our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	School readiness - Assessments, observations, and discussions with pupils, families and health indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are

	evident from Reception through to KS2 and are more prevalent among our disadvantaged pupils than their peers.
2	Observations, and discussions with pupils and their families suggest disadvantaged pupils generally are less inclined to participate with the school's offer for cultural capital trips/events due to financial difficulties.
3	Slow progress of our children working below their age-related curriculum (pre-year group). Ensure these children are making accelerated progress to close the gap.
4	Attendance has not returned to post-pandemic levels and the gap between children in receipt of the pupil premium grant and their peers has widened.
5	Systemic challenges to disadvantaged pupils where they also have special educational needs and/or safeguarding support, including a small number of pupils who require placement within a Special Guardianship Order.
6	Assessments show reading ages are lower on average for pupils in receipt of the pupil premium grant than their peers on entry to the school.
7	The attainment gap between pupil premium children and their peers widens in Key Stage 2, particularly in Reading and Maths.

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
Reduce overall absence rate and the attendance gap between disadvantaged pupils and their non-disadvantaged peers.	The gap in attendance between the school and the national average will be significantly reduced or eliminated by 2027 (gap of 4.6% in 2024 – 89.9% v 94.5%)
<p>Ensure all pupils are supported and have a deep understanding of self-regulation and metacognition strategies.</p> <p>For targeted pupil premium children to make improvement in the ability to express themselves emotionally, interact socially with their peers and become more resilient in their learning, by support from learning mentors, school counsellor and nurture groups.</p>	<p>Exclusion data will remain below national averages.</p> <p>Number of children referred for external support beyond that of the classroom resources, including internal exclusions, will reduce from baseline (Summer 2024 – add data)</p>

<p>Improve oral language skills and vocabulary among disadvantaged pupils.</p> <p>Identify and select vocabulary that is essential to pupils understanding of and access to the curriculum.</p> <p>Shared understand of and consistent approach to explicit vocabulary teaching.</p>	<p>Reduce/eliminate gap between pupil premium children and their peers across Early Learning Goals for Communication and Language by the end of Reception (Summer 2024 – add data).</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils in Key Stage 1 and 2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Improve student outcomes at end of Key Stage 2 (end of primary school).</p>	<p>The gap in Reading attainment at the end of Key Stage 2 between the school and the national average will be significantly reduced or eliminated by 2027 (gap of 12% in 2024 – 62% v 74%).</p> <p>The gap in Reading attainment at the end of Key Stage 2 between pupil premium pupils and their peers in school will be reduced to 10% or less by 2027.</p> <p>Progress in Reading across Key Stage 2 will at least be in line with peers in school by 2027.</p> <p>The gap in Maths attainment at the end of Key Stage 2 between the school and the national average will be significantly reduced or eliminated by 2027 (gap of 13% in 2024 – 60% v 73%).</p> <p>The gap in Maths attainment at the end of Key Stage 2 between pupil premium pupils and their peers in school will be reduced to 10% or less by 2027.</p> <p>Progress in Maths across Key Stage 2 will at least be in line with peers in school by 2027.</p> <p>The gap in Writing attainment at the end of Key Stage 2 between pupil premium pupils and their peers in school will be reduced consistently to 10% or less by 2027.</p>

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: £41,851

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy	<p>Why has a spotlight been shone upon oracy now?</p> <p>In October 2024, The Oracy Education Commission released its report titled, ‘We Need To Talk’, advocating for oracy to be recognised as the “Fourth R” alongside reading, writing, and arithmetic. This report’s release coincides with the new Government’s commitment to make it a priority at all stages of education.</p> <p>Several factors have raised oracy’s profile in recent years:</p> <ul style="list-style-type: none"> • Post-pandemic impacts on the cognitive, social, and linguistic development of young children • Increased research by organisations such as Voice 21 and the EEF, highlighting oracy’s critical role in learning, wellbeing, and future success • The rise of handheld technology among young learners, which has contributed to delays in social and communication skills • A widening ‘school readiness’ gap between children from disadvantaged backgrounds and their more affluent peers 	1,3,6,7

	<p>How does Oracy fit in the Teacher’s Toolkit?</p> <p>Many aspects of strong pedagogy incorporate elements of oracy within them including:</p> <p>Questioning Retrieval Practice Modelling</p> <p>Nuffield Early Language Intervention (NELI) - Development of an... EEF (educationendowmentfoundation.org.uk)</p> <p>Voice 21: Improving Oracy (re-grant) EEF (educationendowmentfoundation.org.uk)</p>	
Adaptive Teaching	<p>Adaptive teaching is a key focus of the Education Endowment Foundation (EEF), emphasizing the need to set ambitious goals for all students while providing different levels of support tailored to their individual needs. It involves continuously assessing learners' strengths and needs and adapting teaching methods accordingly, which can include varying resources and adjusting the pace of instruction. The EEF promotes adaptive teaching as a more effective model compared to traditional differentiation, aiming to enhance educational outcomes for all students.</p> <p>It is high-quality teaching based on:</p> <ol style="list-style-type: none"> 1. Maintaining high standards, so that all learners have the opportunity to meet expectations. Supporting all students to work towards the same goal but breaking the learning down – forget about differentiated or graded learning objectives. 2. Balancing the input of new content so that learners master important concepts. Giving the right amount of time to 	1,3,6,7

	<p>our students – mastery over coverage.</p> <p>3. Knowing your learners and providing targeted support. Making use of well-designed resources and planning to connect new content with pupils' prior knowledge or providing additional pre-teaching if learners lack critical knowledge.</p> <p>4. Using Assessment for Learning in the classroom – in essence check, reflect and respond. Creating assessment fit for purpose – moving away from solely end of unit assessments.</p> <p>5. Making effective use of teaching assistants. Delivering high quality one-to-one and small group support using structured interventions.</p>	
<p>Explicitly embedding metacognitive strategies in conjunction with subject content.</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>IPELL: using self-regulation to improve writing (re-grant) EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,6,7</p>
<p>Restorative Practice</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Social emotional learning leads to +4 months learning outcomes.</p>	<p>2,4,5</p>

	Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	
Systemic Therapy	Overview Looked-after children and young people Guidance NICE	5

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

Budgeted cost: £103,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI	EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1,3,6,7
Speech and Language Therapist (Words First) To support and assess all children on entry and create bespoke programmes for those in need.	Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Oral language interventions that take place within the classroom, are shown to have a +6 months impact and even greater impact within the EYFS provision and for those who are disadvantaged. Oral language interventions EEF (educationendowmentfoundation.org.uk) Higher than average numbers of children access SALT in Reception – Increased percentage of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist.	1,3,6,7
Tutoring - Teachers	EEF Teacher Toolkit	1,3,6,7
Lexia, Reading Plus & Maths Whizz	Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special	1,3,6

	educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.	
1:1 responsive feedback in Maths	One to one tuition EEF (educationendowmentfoundation.org.uk)	2,3
Pre-teaching	EEF – Teacher Toolkit Feedback	1,3,6,7
Precision Teaching	Precision-teaching-pack-for-reading-spelling.docx (live.com) Investigating the impact of Precision Teaching on aspects of motivation towards literacy learning for male pupils in Year 5 and Year 6 - Nottingham ePrints	1,3,6,7

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £103,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	<p>Review attendance strategy in line with national guidance and develop whole school systems and strategies, at tiered levels.</p> <p>We have data that highlights a significant number of our pupil premium children miss education as result of parental capacity. When Mum or Dad are ill, or siblings are ill, some of our pupil premium families, consequently, then miss their education for the day.</p> <p>We will use pupil premium funding to ensure sufficient staff capacity to be able to drive and collect pupils where there are circumstantial reasons for them to be absent from school. We will use the mini</p>	2,4

	bus to collect these children so that they can continue with their education.	
<i>Thrive</i>	Impact of Thrive - The Thrive Approach Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
<i>Therapy</i>	SEN support: A rapid evidence assessment (publishing.service.gov.uk) DEdPsy Lego therapy YFS Cheng.pdf (ucl.ac.uk) Beck, J. (2011). Cognitive therapy: Basics and beyond—Second edition. Guilford Press: New York. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
<i>Family Thrive</i>	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
<i>Community Engagement</i>	evidence-review-5-community-engagement-barriers-and-facilitators-pdf-2368403681 (nice.org.uk) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	4,6,5,2
<i>Trauma Informed Restorative Practice</i>	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	5
<i>CBT</i>	Cognitive Behavioral Therapy (CBT) in Schools — Coping Skills Programs for Children, Teens, Young Adults Schools, Healthcare, Parents/Teens (cope2thrive.com) Beck, J. (2011). Cognitive therapy: Basics and beyond—Second edition. Guilford Press: New York.	1,2,3,4,5

<i>Art Therapy</i>	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
<i>Nuture</i>	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

Total budgeted cost: £280,021

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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the academic year 2024/25, drawing on national assessment data (where available) and our own internal assessment data.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. We note that pupils included in the assessment data will have experienced some disruption due to Covid-19 earlier in their schooling, in Year 1 and 2, which will have affected individual pupils and schools differently. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

	2022	2023	2024	2025
	87 pupils	91 pupils	87 pupils	59 pupils
PP	33 pupils (38%)	42 pupils (46%)	34 pupils (39%)	24 pupils (41%)
% of PP who are SEND	24%	21%	29%	38%
SEND	14 pupils (16%)	16 pupils (18%)	23 pupils (26%)	15 pupils (25%)
PP and EHC	4 out of 5	2 out of 2	1 out of 2	1 out of 2
PP and K	4 out of 9	7 out of 14	9 out of 21	8 out of 13
% of SEND who are PP	57%	56%	43%	60%
Reading EXS				
PP	49%	49%	50%	54%
Non-PP	63%	77%	71%	74%
Difference	14%	28%	21%	20%
Writing EXS				
PP	52%	58%	66%	67%
Non-PP	65%	77%	71%	83%
Difference	13%	19%	5%	16%
Maths EXS				
PP	36%	63%	47%	58%
Non-PP	67%	85%	67%	80%
Difference	31%	22%	20%	22%

From the table above, the % of SEND pupils who are disadvantaged is consistently greater than the cohort average at school level.

National data is difficult to find for the attainment of disadvantaged pupils nationally, as school disadvantaged pupils are compared to non-disadvantaged pupils at both school and national level in published data.

In 2022, attainment for disadvantaged pupils was 63% in reading, 56% in writing and 57% in maths, compared to non-disadvantaged pupils 79% in reading, 75% in writing and 77% in maths, showing gaps of 16%, 19% and 20%.

In 2023, attainment for disadvantaged pupils was 60% in reading and 59% in maths, compared to non-disadvantaged pupils 78% in reading and 79% in maths, showing gaps of 18% and 20%.

In 2024, attainment for disadvantaged pupils in reading, writing and maths combined was 46% at EXS and 3% at GDS compared to 67% at EXS and 10% GDS for non-disadvantaged pupils, again showing a performance gap of approximately 20%.

The gap widens further at GCSE with 25% disadvantaged compared to 52% non-disadvantaged pupils achieving 5 'good' passes.

The above data demonstrates improvements in the performance of disadvantaged pupils at Key Stage 2 tests (reading and maths) in 2025 alongside slight improvement in teacher assessed writing. The largest gain of 11% was in maths, which is in line with the national data available for disadvantaged pupils, however, at school level the gap between disadvantaged and non-disadvantaged pupils widened slightly due to a larger increase in attainment for non-disadvantaged pupils.

Although there was an increase in the attainment of disadvantaged pupils for reading, the gap between disadvantaged pupils and non-disadvantaged pupils only closed slightly as there was an increase in attainment for non-disadvantaged pupils as well. The % of disadvantaged pupils working at the expected level or above, is still below the national data available for disadvantaged pupils, however, there were a significant number of disadvantaged pupils with scores close to 100 in the reading test (6 pupils, which is 25% of disadvantaged pupils, had a scaled score between 96 and 99, with two scoring 99%. If these two are added to those that scored 100+, then the attainment of disadvantaged pupils is in line with national data available for disadvantaged pupils in reading).

Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Friday 30 May 2025, compared to the same period last year.

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	93%	94.5%
Pupils with free school meals (FSM)	89.9%	92.4%
Pupils with no FSM	94.5%	95.6%
Pupils with special educational	89.4%	93.3%

At national and school level, there is strong correlation between attendance and attainment, with school data showing pupils whose attendance is below 90% are much more likely to underperform in the Key Stage 2 tests. This was particularly evident in school data for 2023 and 2024. The gap between attendance for pupil premium pupils and their peers has closed significantly from 4.6% in 2023/24 to 3.2% in 2024/25.

At the end of the Early Years Foundation Stage, pupils in receipt of pupil premium were a small group of our Reception Cohort (10 out of 52 = 19%), however, their attainment was in line with their peers and national averages in all Early Learning Goals, except Word Reading, where there was a small gap 70% compared to National 76%.

In the Year 1 Phonics Screening Check, again pupils in receipt of pupil premium were a small group of our Year 1 Cohort (16 out of 78 = 21%), however, their attainment exceeded that of their peers (88% passed compared to 81%), illustrating the impact of the structured phonics programme, Read Write Inc, including rigorous assessment and targeted interventions.

Internal data:

Whole School Summary 2024-25

Percentage of pupils at expected standard and above in each year group, non pupil-premium and pupil premium groups

	Baseline % expected and above				Autumn % expected and above				Spring % expected and above				Summer % expected and above			
	Re	Wr	Ma	GPS	Re	Wr	Ma	GPS	Re	Wr	Ma	GPS	Re	Wr	Ma	GPS
Year 1 - all pupils	70%	62%	73%	0%	75%	63%	76%	0%	71%	57%	76%	0%	78%	60%	79%	0%
Y1 Non PP	75%	68%	79%	0%	79%	70%	82%	0%	75%	64%	80%	0%	76%	62%	79%	0%
Y1 PP	53%	40%	53%	0%	63%	38%	56%	0%	59%	29%	65%	0%	87%	53%	80%	0%
Year 2 - all pupils	69%	57%	73%	0%	66%	55%	70%	0%	66%	56%	71%	0%	65%	60%	68%	0%
Y2 Non PP	71%	59%	76%	0%	70%	59%	76%	0%	70%	61%	77%	0%	69%	64%	73%	0%
Y2 PP	65%	54%	65%	0%	59%	48%	59%	0%	59%	48%	59%	0%	59%	52%	59%	0%
Year 3 - all pupils	68%	58%	72%	0%	69%	58%	71%	0%	67%	57%	70%	0%	72%	60%	68%	0%
Y3 Non PP	76%	65%	76%	0%	76%	65%	76%	0%	75%	63%	75%	0%	79%	66%	75%	0%
Y3 PP	52%	44%	64%	0%	54%	46%	62%	0%	52%	44%	59%	0%	57%	50%	54%	0%
Year 4 - all pupils	70%	62%	74%	0%	74%	62%	75%	0%	76%	64%	77%	0%	78%	66%	79%	0%
Y4 Non PP	74%	69%	74%	0%	76%	66%	76%	0%	81%	69%	81%	0%	84%	71%	84%	0%
Y4 PP	64%	52%	73%	0%	70%	55%	73%	0%	67%	55%	70%	0%	67%	58%	70%	0%
Year 5 - all pupils	70%	56%	63%	0%	70%	55%	61%	0%	72%	53%	64%	0%	72%	56%	70%	0%
Y5 Non PP	78%	63%	69%	0%	76%	61%	66%	0%	78%	61%	68%	0%	78%	65%	75%	0%
Y5 PP	56%	41%	52%	0%	59%	41%	52%	0%	59%	38%	55%	0%	59%	38%	59%	0%
Year 6 - all pupils	82%	71%	75%	0%	78%	68%	73%	0%	75%	68%	71%	0%	75%	76%	71%	0%
Y6 Non PP	85%	76%	85%	0%	80%	71%	80%	0%	83%	71%	80%	0%	83%	83%	80%	0%
Y6 PP	78%	65%	61%	0%	75%	63%	63%	0%	63%	63%	58%	0%	63%	67%	58%	0%

Attachment 14

Based on all the information above, the performance of our disadvantaged pupils met expectations, considering contextual factors, and we are at present on course to achieve the outcomes we set out to achieve by 2027, as stated in the Intended Outcomes section above.

That said, the school's internal data for the end of the academic year 2024/25, shows attainment gaps remain significant between pupil premium pupils and their peers across Reading, Writing and Maths in Key Stage 2, so we have reviewed our strategy plan and made changes to how we intend to use some of our budget for the next academic year 2025/26.

Curriculum and Community Enrichment

Southwood Primary's commitment to equity is reflected not only in targeted interventions but also in the design of its curriculum and enrichment offer. The school's "Southwood 50" experiences provide all pupils, including those in receipt of the Pupil Premium, with access to a broad range of cultural capital opportunities, from museum visits and residentials to creative arts and community projects. These experiences are

strategically aligned with our Pupil Premium priorities, particularly in addressing barriers to participation (Challenge 2) and raising aspirations.

Adaptive teaching

At Southwood Primary, we recognise that the experiences children receive in the classroom are the most powerful lever for change, particularly for our most vulnerable learners. Informed by Marc Rowland's work and the Education Endowment Foundation (EEF), we have prioritised adaptive teaching as a cornerstone of our strategy. This year, we have dedicated time with our School Improvement Partner (SIP) to focus on responsive teaching, and have worked extensively with our BDSIP Inclusion Advisor to refine adaptive approaches for disadvantaged pupils, especially those with SEND. Following the EEF implementation cycles and wider research, we found that the most impactful professional development model included: targeted learning walks, tailored CPD sessions, and individual coaching follow-ups with teachers. This approach has enabled staff to better understand and respond to pupil need, ensuring high expectations and inclusive practice are embedded across the school. Adaptive teaching at Southwood is not about differentiation by task, but about maintaining ambition for all learners while adjusting support, pace, and scaffolding to ensure every child can succeed.

PSHE enhancements

Our PSHE curriculum is coherently sequenced and adapted for SEND learners, ensuring that dual-disadvantaged pupils (PP + SEND) are supported to access and succeed within a broad and balanced curriculum. These elements are integral to our inclusive ethos and contribute to the holistic development of our disadvantaged pupils. Our PSHE and wellbeing provision has been strengthened through the delivery of the Brain Buddies curriculum, which focuses on helping pupils manage self-regulation and anxiety. This was complemented by a targeted transition programme for Year 6, delivered in collaboration with our Mental Health Support Team, to support emotional readiness for secondary school. These initiatives have been particularly impactful for our disadvantaged pupils, contributing to improved emotional literacy, resilience, and readiness to learn.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2024:

Please refer to the following documents for impact analysis of previous Pupil Premium Spending:

[Pupil premium strategy statement](#)