



# Pupil Premium Expenditure – Southfields Primary School

## Report 2018-2019

### Pupil Premium

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to underachievement. These children are classified as disadvantaged, meaning that due to family financial circumstances they are eligible to take up free school meal provision, or they are children looked after by the authority. This funding is provided to ensure that the pupils benefit from the same educational opportunities as pupils from wealthier families.

In order to raise attainment and provide enrichment among pupils classified as disadvantaged, Southfields Primary School received **£245,520** pupil premium funding for the **2018-2019** financial year. **186 pupils** were eligible for this funding and it has been used in a variety of ways in order to improve their attainment and help overcome their barriers to learning. The provision put in place with this funding has also been of benefit to **all pupils** on roll at the school (395 pupils).

### Intent

At Southfields Primary School, we have high aspirations for **all** children and believe that they should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish. As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

Through using the Pupil Premium Grant at Southfields Primary School, we seek:

- To reduce the gap for those pupils not on track to achieve the expected standard at the end of KS1 and KS2.
- To ensure pupil premium children progress in line with non-pupil premium children
- To ensure early identification of additional needs and to promote early intervention programmes.
- To ensure that there is additional adult support to facilitate emotional health and social development.
- To maintain excellent attendance, above national figure.
- To raise parental engagement with the school.

## Implementation and Impact

In 2018-2019, A regular cycle of data collection, monitoring and tracking of each cohort's attainment was used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Further review meetings took place throughout the year with the Senior Leadership Team, teachers and teaching assistants and the impact of actions taken was reviewed and further plans were put in place for how the funding could be used effectively through a number of different strategies, resources and systems. The intervention from the Pastoral team has had a great impact on the support offered to our most vulnerable families. As a result, parental involvement throughout the school increased, although this will continue to be a development point. The input from outside agencies is another tremendous success ensuring that the mental health of children was recognised, monitored and supported throughout the year. The additional speech and language service continued to ensure that disorders and delays are addressed and that children had regular access to therapy.

The impact of all the provision put in place is measured in a variety of ways. Pupils are happy to attend school and **attendance in 2018-2019 was 97%**. Visitors and people outside the school are always very complimentary about the pupils and behaviour remains consistently outstanding. Performances at class assemblies and productions are always of a high standard and are welcomed and appreciated by all audiences.

Children access a very wide range of activities, music, theatre and cinema performances, day and residential trips. Cost is never a reason for non-attendance.

## School Data

School data shows that the school has continued to make improvements for all children, regardless of their financial or social background. This progress measure is a clear indication that the planned strategies have had an impact. Coupled with the children's positive experience of life at Southfields, children achieved their best and have had an all-round excellent education.

Summary Information					
<b>School</b>	Southfields Primary School				
<b>Academic Year</b>	2018-2019	<b>No of pupils eligible for PP</b>	186	<b>Date of Review</b>	Autumn 2019
<b>Total no of pupils</b>	395	<b>Total PP budget</b>	£245,520		
		<b>Total Expenditure</b>	£250,600		

	Phase	School % achieving EXP Standard	National	School % achieving GD	National
40 pupils with 20 disadvantaged	Reading Disadvantaged	75%	78%	0%	28%
	Reading Non- Disadvantaged	80%		15%	
	Writing Disadvantaged	35%	73%	0%	17%
	Writing Non- Disadvantaged	70%	73%	5%	
	Maths Disadvantaged	50%	79%	5%	24%
	Maths Non- Disadvantaged	70%		5%	

### **End of KS1 Attainment 2018-19**

Writing has been identified as an area for development for 2019 -2020. The difference between PP and non-PP achieving in Maths is also a noticeable difference. See analysis below.

### **Phonics Attainment 2018-19**

Y1 (56 pupils with 16 disadvantaged)		% achieving EXP Standard	National
	Disadvantaged	81%	84%
	Non-disadvantaged	75%	84%
Y2 (12pupils with 8 disadvantaged)	Disadvantaged	75%	N/A
	Non-disadvantaged	50%	N/A

### **KS2 Attainment**

	Phase	% achieving EXP Standard	National	% achieving GD	National
58 pupils with 38 disadvantaged	Reading Disadvantaged	82%	78%	26%	31%
	Reading Non- Disadvantaged	80%		55%	
	Writing Disadvantaged	71%	83%	5%	24%
	Writing Non- Disadvantaged	80%		35%	
	Maths Disadvantaged	76%	84%	18%	32%
	Maths Non- Disadvantaged	85%		40%	
	SPAG Disadvantaged	82%	83%	50%	41%
	SPAG Non-disadvantaged	90%		60%	

<b>KS2 Combined</b>	% achieving expected in reading, writing and maths	National	% achieving Greater Depth in reading, writing and maths	National
Disadvantaged	66%	71%	3%	13%

Non- Disadvantaged	75%		30%	
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**Barriers To Learning Identified by Whole Staff (issues to be addressed in school)**

<p><b>A</b> <b>EAL – language</b></p>	<ul style="list-style-type: none"> <li>➤ limited language and vocabulary</li> <li>➤ difficulty in children expressing themselves</li> <li>➤ poor conversational skills</li> <li>➤ limited opportunities for speaking and listening and limited understanding of the value of speaking and listening at home and in school.</li> </ul>
<p><b>B</b> <b>Life Experiences/ Previous Experience</b></p>	<ul style="list-style-type: none"> <li>➤ limited life experiences</li> <li>➤ very little parental engagement with children</li> <li>➤ overdependence on computing</li> <li>➤ poor fine and gross motor skills</li> </ul>
<p><b>C</b> <b>Mental Health/Social Skills/Emotional skills</b></p>	<ul style="list-style-type: none"> <li>➤ tiredness, additional schooling – Mosque, no down time</li> <li>➤ vulnerable children</li> <li>➤ past trauma/phobias</li> <li>➤ poor attitude to learning</li> <li>➤ low confidence and self esteem</li> <li>➤ poor home life- hygiene, emotional difficulties</li> <li>➤ poor social skills, survival skills; resilience</li> <li>➤ limited life skills - difficulties eating lunch or dressing for PE</li> </ul>

**External Barriers (including issues which require action outside school but with school support)**

<p><b>D</b> <b>Lack of Parental Engagement and support</b></p>	<ul style="list-style-type: none"> <li>➤ parents not involved or show little interest in their child’s education</li> <li>➤ lack of support around homework, no reading at home or spelling practice</li> <li>➤ knowledge and understanding of the curriculum; the terminology used</li> <li>➤ cultural expectations from parents</li> <li>➤ gender – different expectations for boys and girls; girls more inhibited</li> <li>➤ home life – poverty – poor mental health of parents</li> <li>➤ parental motivation is limited</li> <li>➤ parents have limited education or negative experiences of school as a child.</li> <li>➤ poor parenting skills; behaviour, late nights, hungry children, inappropriately dressed for activities.</li> <li>➤ parents only focusing on English and Maths</li> <li>➤ Limited or no books at home</li> <li>➤ poor role modelling at home</li> <li>➤ aspirations and expectations of parents and ultimately of children are very low.</li> </ul>
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Desired Outcomes		Success Criteria	
<b>A</b>	To improve the progress of disadvantaged pupils.	All disadvantaged pupils will make at least expected progress in reading, writing and maths.	
<b>B</b>	To provide an enjoyable and purposeful curriculum which focuses on life experiences and results in raising standards	Opportunities enrich the children's experiences, increase aspiration and motivate, enthuse the children to want to learn outside of school and provide the experience of learning in different contexts.	
<b>C</b>	To develop pupil's self-esteem and confidence, engagement with learning, sense of well-being and enjoyment of school.	More confidence shown in lessons by disadvantaged pupils enabling them to make sustained contributions which impact on their learning, increase self-esteem, improve attendance and increase participation in all aspects of school.	
<b>D</b>	To raise attainment and close gaps in learning by improving parental engagement for vulnerable families.	Higher levels of engagement with school through better attendance at parents' events. Meetings and support provided improves parental ability to support children's learning and their progress. Support and information given to parents when they face personal challenges. School staff and families work together effectively to support children and help them make the best progress possible.	
Item/Project	Cost	How it will support learning/Desired Outcomes	Impact
<p><b>To improve the social, emotional and mental health of children and lessen the social and emotional barriers</b></p> <p>(As a school we continue to place a strong emphasis on the pastoral support and wellbeing of all children, not just those who are eligible for PP funding. This includes support for the wider family too).</p>	<ul style="list-style-type: none"> <li>• Pastoral team comprises of 1 FT family worker; 0.8 Learning Mentor; 1 FT DSL</li> <li>• Time: Throughout the whole school year</li> <li>• Learning mentor salary £100K</li> <li>• Clinical Psychologist salary £20K</li> <li>• Weekly Music Teacher salary</li> <li>• Sports Teaching Assistant</li> <li>• Early Birds Before School Club, part payment of salaries and resourcing £5K</li> </ul>	<ul style="list-style-type: none"> <li>• Home visit for all new arrivals in school and bespoke work with Y6 pupils moving to secondary ensuring pupils make smooth transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• New arrivals were visited, welcomed and signposted to help and information. An open-door policy ensured staff were always available to support parents.</li> <li>• Transition workshops are given for secondary transfer covering many aspects including knife crime; dental hygiene; general health; and how to organise themselves for Year 7.</li> </ul>

		<ul style="list-style-type: none"> <li>• Parental engagement for vulnerable families to raising attainment and bridging gaps in learning by supporting vulnerable children and vulnerable families to stabilise their lives, meet basic care needs and ensure the children are ready to learn</li> <li>• Consistent systems in school to provide a stable start for children.</li> <li>• Ensuring that all children are not disadvantaged through language and poor English therefore working with families and parents.</li> <li>• Citizens Advice for parents around finances, housing etc resulting in better home conditions for children.</li> <li>• Supporting parents with uniform, PE kit and shoes (applications are made for parents ie boot fund).</li> <li>• Ensuring that pupils eat regularly by signposting parents to foodbanks for vulnerable families</li> <li>• Triple P parenting classes resulting in better parenting for children</li> <li>• Named contact available for parents in crisis to ensure children children's social and mental health is good.</li> <li>• Raising parental awareness of the importance of engagement with school through classes/workshops for parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Early Bird club was used by parents who needed to drop their children off well before school starts, this provided a stable start for the children.</li> <li>• Monitoring shows parent coffee mornings are attended by regular parents, key parents continue to be targeted. There has been a rise in fathers attending and parents being better informed about lifestyle choices through the workshops from external organisations i.e. healthy eating, debt management etc who are invited into school. Signposting to free community activities was successful and feedback forms showed positive comments from parents including how they enjoy the social time together and the signposting to courses and supporting agencies.</li> <li>• Breakthrough support has been given to single parents helping them apply for jobs and securing jobs.</li> <li>• Parents are happy to approach the school without stigma to receive food bank vouchers and fuel vouchers too.</li> <li>• CAB available issues with housing, finances and health signpost.</li> <li>• Coventry Haven Forced Marriage support</li> <li>• Triple P seminars are provided for parents who are then accepted onto the permanent courses and given priority placements. School provides 1-1 behaviour sessions with parents with strategies to be put in place at home</li> <li>• As a result, there is more parental engagement and more parents come to school before they get into crisis.</li> <li>• If necessary, second-hand uniform is available at cut price.</li> <li>• Shoe bank vouchers of £50 per child are given where necessary and the school donates £350 pa.</li> <li>• Bus passes were also organised for families in need.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Safeguarding classes/workshops for parents to support their children</li> <li>• The Pastoral team lead professional CAFs</li> <li>• Protective Behaviours to be integral to school safeguarding practice resulting in safety awareness and resilience building</li> </ul>	<ul style="list-style-type: none"> <li>• The school engaged without outside agencies to support both parents and children: NSPCC, Speak out Stay Safe KS1 &amp; KS2 to help children recognise and protect themselves from abuse and neglect.</li> <li>• PANTS helped parents to teach their children how to stay safe and the importance of speaking up if something bad does happen.</li> <li>• Child Safety Week raised awareness of the risks of child accidents and how they can be prevented.</li> <li>• Protective Behaviours, a safety awareness and resilience building programme helped children to recognise situations where they feel worried/unsafe e.g. feeling stressed, bullied/threatened and explored practical ways to keep safe.</li> <li>• Safeguarding Pupil Voices – Pupils were actively involved in the safeguarding development of our school, to make their voices heard so that every child felt that their opinions and ideas are valued in all aspects of school life.</li> <li>• Safer Internet Day promoted the safe and positive use of digital technology for children and young people.</li> <li>• School worked closely with PCSO's who are now better known in area and available for parents to talk to confidentially. Our local PCSO has talked to our year 6 children about the Knives End Lives campaign.</li> <li>• Precious Lives Project worked on de-glamorising guns, knives and gangs and presenting the real dangers faced by young people if they choose to carry a weapon/associate with a gang. By giving young people accurate and honest information, it allowed them to weigh up options, identify risk and consequences and make informed choices.</li> <li>• Child Sexual Exploitation Workshops (Blast Project) KS2 – have raised awareness and for children to recognise the signs of grooming, healthy and unhealthy relationships.</li> <li>• Bullying Workshops – The concept of bullying has been explored on many levels from power to empowerment, what the word bullying means, strategies for dealing with bullying, building confidence and assertiveness skills</li> </ul>
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- A strong focus on monitoring punctuality to reduce lateness.

<b>Overall Attendance 2018-2019</b>	97.2%		
<b>Persistent Absence</b>	<b>School</b>	<b>LA</b>	<b>National</b>
	4.34%	9.59%	8.67%

- Learning mentors have robust procedures in place to tackle absence and lateness. Home visits were made daily and addressed absence and lateness.
- Certificates given for termly 100% attendance were welcomed by parents and children. Parents attended assemblies and one Y6 child had 100% attendance for the whole of primary school (they received LA recognition and a reward). One child had 100% attendance for 4 years and 2 children for 3 years

Staff training £300K

- Enjoyable extra-curricular activities to support the children’s love for learning and value school more.
- Develop and embed PSHE curriculum to support emotional wellbeing and self-regulation.

- Our school motto – GARK (Good Learners; Accepting; Respecting and Kindness) is linked with British Values. These values are integral to school life and children confidently speak about them. All children are aware of our values and refer to them in their daily lives. This is evident in respectful, calm and hardworking pupils who reflect the excellent attitude to learning that permeates the school. The children’s behaviour is regularly commented on by visitors to the school and when the children are off site.
- Learning mentors continued to support behaviour, self-esteem, attitudes to learning, sense of well-being, school enjoyment and provided an ongoing support for families and pupils.
- The Clinical Psychologist worked with our most vulnerable children on a weekly basis ensuring they can verbalise and reason their emotions, anxieties and behaviours.
- Mindfulness sessions took place for KS2. Children learnt new skills and calming techniques to use at home and in school. As a result, the children are calmer and more sociable children. New arrivals who attended, quickly built relationships with the Family worker.
- Parent mindfulness was attended by targeted parents and they have used strategies at home with their children including using the mindfulness app.

Intervention Team costs £51K

- 1:1 support for pupils with emotional difficulties
- Mindfulness/ Yoga sessions with targeted children to improve mental health
- Mindfulness for parents to improve parental mental health



<p>To improve standards in reading and writing in all Key Stages</p>	<ul style="list-style-type: none"> <li>• Library costs £4K</li> <li>• Comprehension costs £1K</li> <li>• Production costs £1300</li> <li>• Cost of Y6 additional teacher £4.8K</li> </ul> <p>Intervention team costs as above</p>	<ul style="list-style-type: none"> <li>• 'Strictly Come Reading' club was introduced</li> <li>• Introduced the new online resource 'The Power of Reading' and 'The Reading Detectives'.</li> <li>• A new school library to develop 'Reading for Pleasure' has been created.</li> <li>• Book week and world book day events in class with Ruth Eastham visiting to run writing workshops.</li> <li>• Y6 Library Book Quiz</li> <li>• More Able writers in Year Y6 to Stoke to meet famous author and do a writing workshop.</li> <li>• 'Dick Whittington' production in school</li> <li>• Whole school training on 'Comprehension and The Reading Detectives'.</li> <li>• Additional teacher for Y6 in Spring and Summer term to reduce class sizes</li> </ul>	<ul style="list-style-type: none"> <li>• <u>At the end of KS1</u> <b>75%</b> of disadvantaged pupils achieved expected standard in reading, which outperformed the non-disadvantaged children. The school is broadly in line with National. However, they did not achieve as well in writing as non-disadvantaged pupils, including greater depth and therefore bridging the gap will be a focus for the school in 2019-2020.</li> <li>• <u>In Year 1 phonics</u> <b>81%</b> of our disadvantaged pupils achieved the expected standard which outperformed the non-disadvantaged children. The school is broadly in line with National and local.</li> <li>• At the end of KS2 <b>82%</b> of disadvantaged pupils achieved expected standard in reading, which outperformed the non-disadvantaged children. The school achieved higher than National attainment. <b>26%</b> of disadvantaged pupils achieved Greater Depth in Reading which although is lower than National, this gap accounts for only 2 children. As with KS1, disadvantaged pupils did not achieve as well in writing as non-disadvantaged pupils, including greater depth despite numerous interventions being put in place. Therefore, bridging the gap will be a focus for the school in 2019-2020. Disadvantaged pupils in SPAG performed in line with National Expected attainment and outperformed National at greater depth.</li> </ul>
<p>To improve standards in maths across the school</p>	<p>£2500 power maths</p> <p>Cover costs for staff – cpd mastery training and new tracking system £3K</p>	<ul style="list-style-type: none"> <li>• Invested in a mastery scheme 'Power Maths' for KS1</li> <li>• Investment in new tracking system with Southfields aspirations for maths</li> <li>• Additional Y6 teacher in Spring and Summer term to reduce class sizes</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of KS1 and KS2 non-disadvantaged pupils outperformed disadvantaged children despite numerous interventions being put in place. Additional time is needed to embed Power Maths, Times Table Superstar and Mastery teaching. Bridging the gap will be a focus for the school in 2019-2020.</li> </ul>
<p><b>To support wider learning opportunities in the curriculum</b></p>	<ul style="list-style-type: none"> <li>• Subsidised Educational Visits for all</li> <li>• Dol-y-Moch costs (part funded) £16K</li> <li>• Laptops for KS2 pupils</li> </ul>	<ul style="list-style-type: none"> <li>• To create opportunities in school that enrich children's experiences e.g. Theatre productions, specialist groups, artists, to inspire and motivate children.</li> <li>• To enhance life chances and allow</li> </ul>	<p>Children attend events/visit places/take part in activities they would not ordinarily experience thereby increasing their educational engagement, improving their language and increasing levels of aspiration. Wide variety of enrichment experiences and well-developed curriculum will improve cultural capital and knowledge.</p>

	<p>£3k</p> <ul style="list-style-type: none"> <li>• Cost of minibuses for sports events, educational visits and other extra-curricular work. £5K</li> <li>• Part Intervention team costs as above</li> <li>• Part Sports Assistant £2K</li> <li>• Performing Arts costs £12.4K</li> </ul>	<p>children to experience learning in different contexts.</p> <ul style="list-style-type: none"> <li>• Inclusion for all and every child and family experiencing affordable trips.</li> <li>• To raise excitement and enjoyment of the broad and balanced curriculum</li> <li>• Wider learning opportunities including lunch time activities and sporting clubs after school</li> <li>• Additional music provision including lunch time and after school clubs</li> <li>• Additional sports opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Enrichment activities:</b> <ul style="list-style-type: none"> <li>➤ <b>Nursery</b> - Visit to Coombe Abbey</li> <li>➤ <b>Reception</b> - Autumn Walk at Coombe Abbey, visit to Odeon Cinema and a Visit to Hatton Country World</li> <li>➤ <b>Year 1</b> - Diwali Day, Visit to Odeon Cinema, Morning of Music at Frederick Bird Primary and the Big Sing at the Albany Theatre</li> <li>➤ <b>Year 2</b> - Visit to the Transport Museum, Visit to Central Library and Visit to the Herbert Art Gallery</li> <li>➤ <b>Year 3</b> - Visit to Herbert Art Gallery, Morning of Music at Frederick Bird Primary, The Big Sing at the Albany Theatre and Roman Day.</li> <li>➤ <b>Year 4</b> - Christopher Elmer-Gorry Theatre Workshop, Visit to Central Library, Visit to the Albany Theatre, Portals to the Past Egyptians Workshop and Visit by the Fire Service</li> <li>➤ <b>Year 5</b> - Visit to the National Space Centre, Visit to the Black Country Living Museum, Water Workshop – Engineers without Borders, What is a University? Workshop and Visit to the Shree Krishna Temple and a Visit to Odeon Cinema</li> <li>➤ <b>Year 6</b> - Visit to see The Knife Angel, Into University week, Visit from the Dogs Trust, Visit to Holdenby House, Power Workshop – Engineers without Borders and Visit to Dol y Moch</li> </ul> </li> <li>• <b>Whole School Enrichment Activities</b> <ul style="list-style-type: none"> <li>➤ Visit from Olympic athlete</li> <li>➤ STEM week and Science Fayre</li> <li>➤ M &amp; M Productions “Peter Pan”</li> <li>➤ Into University assembly</li> <li>➤ Coventry Blaze assembly</li> <li>➤ Visit by the Rock Band – Performing Arts</li> <li>➤ <u>Weekly Additional Music</u> (Yr3 Percussion, Yr 5 Guitar, African Drumming/Choir, Yr 4 Ukulele, Advanced Yr 6 Strings/Individual lessons and After-school Music Club)</li> <li>➤ <u>Weekly Additional Sports Clubs</u> (KS1 multi sports, KS1 gymnastics, KS2 rugby, Y4-6 Netball, Y5 Ball sports, Y6</li> </ul> </li> </ul>
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			<p>Dance, School Games and Girls running club.)</p> <ul style="list-style-type: none"> <li>• Children can articulate their future aspirations and speak about how they will achieve their goals. Good learning behaviours are evident throughout the school.</li> <li>• KS2 are supporting their learning through research online using new laptops. Children access a range of websites and apps to motivate and support their learning. Ipads and laptops are being well used.</li> </ul>
<b>To support children's speech and language and communication skills</b>	<p>Speech and language costs £13K</p> <p>Staff training £300</p>	<ul style="list-style-type: none"> <li>• Additional speech and language provision</li> <li>• Improved language skills and enhance vocabulary.</li> <li>• Appropriate, relevant and timely work to raise attainment.</li> <li>• To build confidence within children who struggle with speech</li> </ul>	<ul style="list-style-type: none"> <li>• Additional weekly speech and language therapy to support targeted children across the school resulted in 83.6% of children accessing speech and language therapy achieving 75% or more of their targets. Reasons for children not meeting targets: slower progress than expected; suspected wider needs, e.g. Global learning difficulties; lack of family engagement.</li> <li>• Wellcomm was used in Early Years and impacted positively on the children's language development.</li> </ul>
<b>EAL/SEN/Language/Social &amp; Emotional support</b>	<p>Dedicated EAL Teaching Assistant part costs £6K</p>	<ul style="list-style-type: none"> <li>• Early intervention for newly arrived pupils will accelerate their progress.</li> <li>• Children are not disadvantaged through language and poor English.</li> <li>• Confidence and self-esteem is built</li> </ul>	<p>HLTA supported targeted newly arrived children on a weekly basis.</p> <p>Initial baseline assessments were completed within 2 weeks of arrival.</p> <p>Additional money was allocated to provide additional support for children as needed, for example, one to one adult support when children are unable to access aspects of the curriculum</p>