



Pupil Premium Expenditure – Southfields Primary School

Report 2019-2020

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.

The funding received by Southfields Primary School has been used in a variety of ways in order to improve attainment and help overcome barriers to learning.

Brief Explanation about the Pupil Premium

The school has received **£241,560** for the 2019-2020 financial year in pupil premium to raise attainment and provide enrichment among pupils classified as disadvantaged. The funding is provided to ensure that the pupils benefit from the same educational opportunities as pupils from wealthier families.

Allocation Details: £241,560

Number of children funded: 180

Pupil Premium was of benefit to all pupils on roll at the school: 395

We have high aspirations for all the children in Southfields Primary School and believe that all children 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 reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

Using the Pupil Premium Grant at Southfields Primary School 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 PP children progress in line with non pp children
- To ensure early identification of additional needs and to promote early intervention programmes.

- To maintain excellent attendance, above national figure.
- To raise parental engagement with the school.

At Southfields Primary School the usual cycle of data collection and the monitoring and tracking of the cohort’s attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings take place with the SLT, teachers and teaching assistants. We will review impact of actions taken and will plan for how the funding will be specifically allocated in the future next steps.

Our pastoral team have had a great impact on the support offered to our most vulnerable families. Parental involvement throughout the school has increased as a result of this intervention, although we will continue this as a development point for the school.

The input from outside agencies is another tremendous success ensuring that the mental health of children is recognised, monitored and supported throughout the year. Likewise the additional speech and language service continues to ensure that disorders and delays are addressed and that children have access to therapy on a very regular basis.

We measure the impact of all that we do in a variety of measures. The children are happy to attend school and our attendance in 2018-2019 was 97%. Visitors and people outside the school are always very complimentary about the children. Our behaviour remains consistently outstanding. The class assemblies and productions the children perform 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.

Our school data show that the school has continued to improve for all children in the school, regardless of their financial or social background. This progress measure is a clear indication that strategies are working. Coupled with the children’s positive experience of life at Southfields, we are confident that all children achieve their best and have an all-round excellent education.

| Summary Information | | | | | |
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| School | Southfields Primary School | | | | |
| Academic Year | 2019-2020 | No of pupils eligible for PP | 180 | Date of Review | Summer 2020 |
| Total no of pupils | 395 | Total PP budget | £241,560 | | |
| | | Total Expenditure | £246,058 | | |

| Barriers To Learning Identified by Whole Staff (issues to be addressed in school) | |
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| A | <p>EAL – language</p> <ul style="list-style-type: none"> ➤ lack of language ➤ limited vocabulary ➤ difficulty expressing themselves ➤ poor conversational skills ➤ lack of opportunity for speaking and listening at home and in school and an understanding of the value of speaking & listening |
| B | <p>Life Experiences/ Previous Experience</p> <ul style="list-style-type: none"> ➤ limited life experiences ➤ parents doing little with their children ➤ overdependence on computing ➤ poor fine and gross motor skills |
| C | <p>Mental Health/Social Skills/Emotional skills</p> <ul style="list-style-type: none"> ➤ tiredness, additional schooling – Mosque, no down time ➤ vulnerable children ➤ past trauma ➤ attitude to learning ➤ confidence and self esteem ➤ home life- hygiene, emotional difficulties ➤ poor social skills, survival skills; resilience ➤ difficulties eating lunch, dressing for PE ➤ Covid-19 anxieties |
| External Barriers (including issues which require action outside school but with school support) | |
| D | <p>Lack of Parental Engagement and support</p> <ul style="list-style-type: none"> ➤ parents not involved in their child’s education ➤ lack of support around homework, no reading at home or spelling practice ➤ knowledge and understanding of the curriculum; the jargon |

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| | <ul style="list-style-type: none"> ➤ cultural expectations from parents ➤ gender issues – more interested in boys; girls more inhibited ➤ home life – poverty, lack of IT within the home, internet, hardware ➤ home life - poor mental health of parents ➤ parental motivation ➤ poor education themselves ➤ poor parental skills, behaviour, late nights, hungry children, inappropriately dressed for activities. ➤ parents only pushing English and Maths ➤ lack of books at home ➤ poor role models at home ➤ aspirations and expectations of parents and ultimately of children |
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| Desired Outcomes | | Outcome |
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| A | To improve the progress of PP children particularly in writing. | The majority of the PP pupils will make at least expected progress in reading, writing and maths in every year group |
| B | To embed an enjoyable and purposeful curriculum which focuses on life experiences and results in raising standards | Opportunities will be created that enrich the children’s experiences, increase aspiration and motivate, to enthuse the children to want to learn outside of school. The children will experience learning in different contexts. |
| C | To ensure that the emotional health and social development of pupils is facilitated | More confidence shown in lessons by PP pupils enabling them to make sustained contributions which impacts on their learning, increased self esteem, good attendance and increased participation in all aspects of school. Evidence of this to be tracked by the use of SMSC Gridmaker and Jigsaw assessments systems. |
| D | To raise attainment and close gaps in learning by improving parental engagement for vulnerable families. | Levels of engagement with school will increase through better attendance at parents’ events. Meetings and support provided will contribute to parental ability to support their children to progress |

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| | | in their learning. Parents will have access to support and information when they face personal challenge. School staff and families will work together effectively to support children and help them make the best progress possible. |
| E | To support children's speech and language and communication skills | Through the support of outside agencies children will make progress in their language development and vocabulary development so that they can express themselves confidently |
| F | To develop staff knowledge and skills in delivering purposeful writing which is evident across all subjects resulting in increased stamina without losing the enjoyment for writing. | Pupil outcomes and quality first teaching particularly in writing to support children's learning will improve. |
| G | To develop our accuracy in assessment of learning in all subjects and use this to inform teaching to ensure good or better progress is made by each child from their individual starting points. | Through rigorous tracking system disadvantaged children will be identified, targeted and progress and attainment monitored so that they make good or better progress from their individual starting points. |

| Item/Project | Cost | How it will support learning/Desired Outcomes | Impact/Review Covid 19 impacted on some of our desired outcomes. School closed to most pupils March 2020 to end of year. |
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| 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. To improve the social, emotional and mental health of children and | Pastoral team comprises of 1 FT family worker; 0.8 Learning Mentor; 1 FT DSL Time: All school year Learning mentor 103k | <ul style="list-style-type: none"> To raise the attainment and close gaps in learning by improving parental engagement for vulnerable families. Vulnerable children and vulnerable families will be supported to stabilise their lives, and that basic care needs are met and | Attendance Sept 19 – March 20 96% which is above national average Persistent absence consisted of 10 families who had less than 85% attendance Learning mentors have robust procedures in place to tackle absence and lateness. Home visits are made daily to address absence and lates. Early Bird club is used by parents who need to drop their children off well before school starts, this provides a stable start for the children. Suspended March 2020 Certificates given for termly 100% attendance are liked by parents and children and parents attend the assemblies. |

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| <p>lessen the social and emotional barriers</p> | <p>Early Birds Before School Club, part payment of salaries and resourcing £5k</p> | <p>the children are ready to learn.</p> <ul style="list-style-type: none"> • To ensure that all children are not disadvantaged through language and poor English therefore working with families and parents. • To run classes/workshops for parents to help them understand the importance of engagement with school • To run classes/workshops to safeguard their children • To run Citizens Advice for parents around finances, housing etc • To run Triple P parenting classes • Named contact for parents in crisis • Signposting to foodbanks • CAF lead professional | <p>Assemblies suspended March 2020. Attendance rewards given to Y6 leavers July 2020</p> <p>New arrivals are visited and welcomed and signposted to help and information. Home visits suspended March 2020. There is an open door policy- staff are always available to support parents. Adapted to telephone calls with parents during Covid.</p> <p>If necessary 2nd hand uniform is available at cut price. Shoe bank vouchers of £50 per child are given where necessary and the school donates £350 pa. Bus passes are also organised.</p> <p>Monitoring shows parent coffee mornings are attended by regular parents but we continue to target key parents too. More fathers are attending. Virtual coffee mornings during Covid. Parents are better informed about life style choices through the workshops from external organisations ie healthy eating, debt management etc who are invited into school. They are signposted to free community activities. Feedback form have positive comments from parents. They enjoy the social time together and the signposting to courses and supporting agencies.</p> <p>School works closely with PCSO's who are now better known in area and parents can come to talk to them confidentially. Our local PCSO has talked to our year 6 children about the Knives End Lives campaign. Precious Lives - The aim of the project is to de-glamorise guns, knives and gangs and present the real dangers faced by young people if they choose to carry a weapon or associate with a gang. By giving young people accurate and honest information, it allows them to weigh up the options, identify the risk and consequences and make informed choices.</p> |
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| | <p>Intervention Team costs £52k</p> | <ul style="list-style-type: none"> • Transition work to secondary school • Home visit to all new arrivals in school • Support with uniform and PE uniform and shoes • Applications made for parents ie boot fund • Protective Behaviours - a safety awareness and resilience building programme • Mindfulness/ Yoga with targeted children • Mindfulness for parents • 1:1 support for pupils with emotional difficulties • Develop and embed PSHE curriculum to support emotional wellbeing and self regulation. • To reduce lateness and ensure punctuality. | <p>The school engages without outside agencies to support both parents and children: NSPCC, Speak out Stay Safe KS1 & KS2 – children recognise and protect themselves from abuse and neglect.</p> <p>PANTS helping parents to teach their children how to stay safe and the importance of speaking up if something bad does happen.</p> <p>Child Safety Week - raise awareness of the risks of child accidents and how they can be prevented.</p> <p>Protective Behaviours - a safety awareness and resilience building programme which helps children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened; and explores practical ways to keep safe.</p> <p>Safeguarding Pupil Voices - we actively encourage children to be involved in the safeguarding development of our school, to make their voices heard so that every child feels that their opinions and ideas are valued in all aspects of school life.</p> <p>Safer Internet Day – we promote the safe and positive use of digital technology for children and young people.</p> <p>Child Sexual Exploitation Workshops (Blast Project) KS2 – have raised awareness and for children to recognise the signs of grooming, healthy and unhealthy relationships.</p> <p>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.</p> <p>Breakthrough support has been given to single parents helping them apply for jobs and securing jobs.</p> <p>Parents are happy to approach the school without stigma to receive food bank vouchers and fuel vouchers too.</p> |
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| | <p>Staff training £150 Resources £100</p> | <ul style="list-style-type: none"> • Provide a stable start for children. • Enjoyable extra curricular activities will support the children's love for learning and value school more. | <p>CAB available issues with housing, finances and health sign post.</p> <p>Coventry Haven Forced Marriage support</p> <p>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</p> <p>As a result there is more parental engagement and more parents come to school before they get into crisis.</p> <p>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.</p> <p>Learning mentors continue to support behaviour, self-esteem, attitudes to learning, sense of well-being, school enjoyment and provide an ongoing support for families and pupils.</p> <p>Our school motto – GARK (Good Learners; Accepting; Respecting and Kindness) is linked with British Values. These values are an integral to school life and children can confidently speak about them. All children are aware of our values and refer to them in their daily lives. This is evident in that overall pupils are respectful, calm and hardworking reflecting 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.</p> <p>Mindfulness sessions take place for Key Stage 2. It is a chance for the children to learn new skills and calming techniques they can use at home and in school. The children are calmer and more sociable children. When new arrivals have attended they quickly built relationships with the Family worker. Parent mindfulness is attended by targeted parents and have used</p> |
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| | Clinical Psychologist costs £18.6k | | <p>strategies at home with their children including using the mindfulness app.</p> <p>Clinical Psychologist works with our most vulnerable children on a weekly basis ensuring they can verbalise and reason their emotions, anxieties and behaviours.</p> |
| To improve standards in reading and writing in all Key Stages | <p>Intervention team costs as above</p> <p>Library costs subscription increase £2825</p> <p>Library subscriptions Librosoft £295</p> <p>Reading subscriptions Literacy Shed £20 CLPE – Power of Reading £350 First News £302</p> | <ul style="list-style-type: none"> • Additional writing moderations across KS2 and KS1 • Additional staff meeting time for reviewing long term plans • Leaders to analyse phonic teaching and learning • 'Strictly Come Reading' club • 'Reading for Pleasure' has been continued and training session January 2020. • Training Day Feb 2020 Southfields Writing Curriculum • Witches and Wizards week February 2020 focus on enrichment | <p>Bespoke writing aspirations shared with children, recording dates when aspirations are met. Purposeful writing and increased stamina evidence in book trawl.</p> <p>Staff targeted identified children from progress meetings. Evidence of accurate assessment seen at progress review meetings. In KS1 good or better progress was made by each child from their individual starting point. Provision for phonics across the school involves all teachers and teaching assistants. Bespoke small group teaching across school and regularly assessed and restructured as needed to support pupil progress.</p> <p>Helped to identify gaps in coverage and gave teachers a chance to celebrate what had worked and review and refine what did not work</p> <p>Staff were able to explore high quality texts from a range of authors and use these in the classroom. Displays promote staff as readers. After school book club to promote reading for pleasure. Staff book club to raise the profile of reading.</p> |

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| | <p>Nelson Handwriting £225</p> <p>Library Quiz £91</p> <p>Production costs £1100</p> <p>CPD costs including staff training £1k</p> <p>Cost of Y6 additional teacher £12k</p> | <p>activities leading into writing.</p> <ul style="list-style-type: none"> • July 2020 staff revisit Curriculum planning • Y6 Library Book Quiz • ‘Cinderella’ production in school • 4 staff training on English Deep Dive and disseminated to all staff <ul style="list-style-type: none"> • Additional teacher for Y6 in all year to reduce class sizes | <p>At the end of KS1 75% of disadvantaged pupils achieved expected standard in reading, which outperformed the non-PPG children. The school is broadly in line with National.</p> <p>81% of our disadvantaged pupils achieved expected standard in Year 1 phonics which outperformed the non-PPG children. The school is broadly in line with National and local.</p> <p>At the end of KS2 82% of disadvantaged pupils achieved expected standard in reading, which outperformed the non-PPG children. The school achieved higher than National attainment.</p> <p>26% of disadvantaged pupils achieved Greater Depth in Reading which although is lower than National, this gap accounts for only 2 children.</p> <p>At the end of KS1 disadvantaged pupils 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.</p> <p>At the end of KS2 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.</p> <p>Disadvantaged pupils in SPAG performed in line with National Expected attainment and outperformed National at greater depth.</p> |
| <p>To improve standards in maths across the school</p> | <p>£3300 power maths</p> <p>Maths subscriptions £2k</p> | <ul style="list-style-type: none"> • Continued investment in the newly developed mastery scheme ‘Power Maths’ | <p>At the end of KS1 and KS2 non PPG pupils outperformed PP 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.</p> |

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| | Times Tables Rock Stars Subscription £170 | | Profile of times tables raised through TTRS purchase. Whole school focus and implementation via competition both in school and nationally and standards of times tables usage improved particularly the fluency of multiplication and division facts. |
| To support wider learning opportunities in the curriculum | Subsidised Educational Visits for All DYM costs part funded £14k Cost of 2 minibuses hire £6k Part intervention team costs as above | <ul style="list-style-type: none"> • To create opportunities in school that enrich children's experiences eg. Theatre productions, specialist groups, artists, to inspire and motivate children. • To enhance life chances and allow children to experience learning in different contexts. • Inclusion for all and every child and family experiencing affordable trips. • To raise excitement and enjoyment of the broad and balanced curriculum • Wider learning opportunities including lunch time activities and sporting clubs after school | <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. A wide variety of enrichment experiences and well developed curriculum will improve cultural capital and knowledge.</p> <p>EYFS enrichment activities: Whole School Bike to School Week Harvest Festival Assembly Hands on Science Day Remembrance Day Assembly Sparkle Day Christmas Fair School Disco Coventry Rugby Club Assembly Rock Band in School Witches and Wizards Week Harry Potter Day Quidditch Workshops Book Week and Book Fair Staff Band Assembly Children's Christmas Dinner Nativity Production Christmas Craft Day Diwali Day</p> <p>KS1 Nursery Reception Reception</p> <p>Visit to Coombe Abbey Autumn Walk at Coombe Abbey Visit to Hatton Country World Visit by the Fire Service</p> |

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| | <p>Performing Arts costs £5k</p> <p>Music Tuition £4.5k</p> <p>Part Sports Assistant costs £2k</p> | <ul style="list-style-type: none"> • Additional music provision including lunch time and after school clubs • Additional sports opportunities | <p>Mother's Day Assembly</p> <p>Craft Day</p> <p>Year 1 Visit to the Herbert Art Gallery</p> <p>Year 2 Dinosaur Day- Portals of the Past</p> <p>Visit to Coombe Abbey</p> <p>KS2 UK Parliament Assembly</p> <p>Christmas Production</p> <p>Able Maths Day at Broad Heath</p> <p>Year 4 Visit by West Midlands Fire Service</p> <p>Visit from the Cats Protection League</p> <p>Year 5 Bikeability course</p> <p>Visit to the National Space Centre</p> <p>Into University Workshop – "What is University"</p> <p>Engineers Without Borders Workshop</p> <p>Year 6 Visit to Dol-y-Moch</p> <p>Into University Focus Week – Coventry Blitz</p> <p>Year 6 Visit to Holdenby House</p> <p>Engineers Without Borders Workshop</p> <p>Library Quiz</p> <p>Visit to the Belgrade Theatre to see HOLES</p> <p>Weekly Additional Music</p> <p>Yr3 Percussion</p> <p>Yr 5 Guitar</p> <p>African Drumming/Choir</p> <p>Yr 4 Ukulele</p> <p>Advanced yr 6 Strings/Individual lessons</p> <p>After-school Music Club</p> <p>Weekly Additional Sports Clubs</p> <p>KS1 multi sport</p> <p>KS1 gymnastics</p> <p>KS2 rugby</p> <p>Y4-6 Netball</p> |
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| | Laptops for KS2 £3k | | <p>Y5 Ball sports Y6 Dance School Games Girls running club.</p> <p>Children can articulate their future aspirations and speak about how they will achieve their goals. Good learning behaviours are evident throughout the school.</p> <p>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.</p> |
| To support children's speech and language and communication skills | <p>Speech and language costs £13k</p> <p>Staff training £300</p> <p>Tapestry costs £200</p> <p>Cornerstones £200</p> | <ul style="list-style-type: none"> • Additional speech and language provision • Improved language skills and enhance vocabulary. • Appropriate, relevant and timely work to raise attainment. • To build confidence within children who struggle with speech | <p>Additional weekly speech and language therapy to support targeted children across the school. 83.6% of children accessing speech and language therapy achieved 75% or more of their targets. Reasons for children not meeting targets: slower progress than expected; suspected wider needs, eg. Global learning difficulties; lack of family engagement.</p> <p>Wellcomm is used in Early Years and is having an impact on the children's language development. Usage of WellComm and Speech Link in EYFS shows improved outcomes in CLL and to support swifter referrals to targeted support.</p> <p>Tapestry Assessment and Learning Journal was purchased to record progress of individual pupils and to support parental engagement.</p> <p>Cornerstones to support curriculum planning for EYFS</p> |
| EAL/SEN/Language/Social & Emotional support | Dedicated EAL Teaching | <ul style="list-style-type: none"> • Early intervention for newly arrived pupils | HLTA supports targeted newly arrived children on a weekly basis. |

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| | Assistant part costs £7.2k EAL subscription £130 | will accelerate their progress. <ul style="list-style-type: none"> • To ensure that all children are not disadvantaged through language and poor English. • To build confidence and self esteem. | Initial baseline assessments are completed within 2 weeks of arrival. Additional money 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 Additional resources to support bespoke planning for EAL children |
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