

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Southfields Community Primary School
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	James Gale
Pupil premium lead	John Marsh
Governor / Trustee lead	Deborah Rock

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,365
Recovery premium funding allocation this academic year	£21,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£227,970

# Part A: Pupil premium strategy plan

## Statement of intent

*When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the EEF should then be used to support decisions around the usefulness of different strategies and their value for money.*

*Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.*

**Our ultimate objectives are:**

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.*
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.*

*We aim to do this through:*

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.*
- Ensuring 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.*
- When 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 mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.*

*Achieving these objectives:*

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.*
- To allocate additional teachers and intervention staff to ensure rapid catch-up.*
- 1-1 support through the use of teaching assistants and external agencies.*
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.*
- Additional learning support.*
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.*
- Pastoral support for children and their families.*
- EAL support for children and their families.*

## Challenges

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

Challenge number	Detail of challenge
1	Narrow attainment gap for PP vs non-PP across all subjects.
2	PP pupils attainment in writing is lower than national.
3	High transience 62% school vs 81% nationally (2020 data).
4	High percentage of EAL 70%.
5	Social and emotional needs of both pupils and parents including poor mental health.
6	Limited life-experiences.
7	Low parental engagement across all curriculum areas.

## 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
Progress in Reading	Achieve at least national average progress scores in KS2 Reading
Progress in Writing	Achieve at least national average progress scores in KS2 Writing
Progress in Mathematics	Achieve at least national average progress scores in KS2 Maths
Attainment in Reading, Writing and Maths	A reduction in the difference between the attainment of PP vs non-PP children as a result of accelerated progress for PP children. EAL and SEND children who are also PP are receiving additional tailored support.
Greater Depth and Challenge	To raise the percentage of PP pupils achieving Greater Depth across the school
Increased parental engagement	Raise profile of home school links with the majority of PP families engaging with parental workshops / pastoral support.
Life Experiences	All PP pupils access the full range of enrichment experiences to enhance their cultural capital.
Social and emotional support	Through careful tracking and the deployment of key staff / agencies, support

	for pupils and parents is in place and is having a measurable impact.
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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: £70,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Third experienced teacher to support current Year 6 to reduce class size and target teaching (£19800) 3x days per week.</i>	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that smaller classes would allow teachers to increase the amount of attention each child will receive.	1, 2, 3 and 4
<i>Teaching and Consultant to develop quality of Teaching in school (16days x £450 = £7,200)</i>	<a href="https://educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a> High quality teaching has the biggest impact on pupil outcomes.	1, 2, 3 and 4
<i>Assistant Headteacher to deliver CPD on teaching and learning (providing coaching and mentoring support) 1.5 days per week out of class (£15,000)</i>  <i>Supply cover for staff to receive CPD (£6000)</i>	We have looked at the capacity of staff within the school and recognise that we need to utilise staff to be able to support less experienced members of staff and have identified a senior member of staff who will take on and develop this role.	1, 2, 3 and 4
<i>Targeted CPD to develop teaching and learning (£21,870)</i>  <i>Maths Resources Rekenreks £1000 to support delivery of High-Quality Maths Teaching</i>	<a href="https://educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a> CPD has been procured to develop the quality of teaching and learning including from the Gateway Alliance, National College and several additional providers.	1, 2, 3 and 4

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

Budgeted cost: £ 77,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To support children's speech and language and communication skills (Speech and language costs £14322k)</i>	<p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>One-to-one and small group tuition will have a high-moderate impact on attainment and progress.</p>	1, 2, 3 and 4
<i>To identify and address gaps in learning, build resilience through immediate feedback, encourage independent learning and increase engagement, motivation and outcomes (LbQ £300)</i>	<p>Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</p> <p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p>	1, 2, 3 and 4
<i>NTP Tutoring to support catch-up (£36,450)</i>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>One-to-one and small group tuition will have a high-moderate impact on attainment and progress.</p>	1 and 2
<i>Additional Language Intervention from EAL HLTA (£26,388)</i>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Oral language interventions have a very high impact.</p>	1, 2, 3 and 4

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

Budgeted cost: £ 82,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To continue to support wider learning opportunities in the curriculum and to develop the outdoor provision (£14,000 DYM)</i></p> <p><i>Music Tuition</i></p> <p><i>£4,000</i></p> <p><i>HLTA Sports Assistant costs £2,000</i></p> <p><i>Trips and experiences to enrich curriculum £5,000</i></p>	<p><i>To ensure cultural capital is maximised in vulnerable groups.</i></p> <p>Subsidised Educational Visits for all Dol-y-Moch costs (part funded).</p> <p>To help support swimming particularly for those children who missed out on swimming during lockdown. To develop swimming confidence.</p> <p>Theatre experiences</p> <p>To provide the opportunity for children to learn a musical instrument and enjoy music</p> <p>Wider sporting experiences</p> <p>Wider learning opportunities including lunch time activities and sporting clubs after school</p> <p>Into University programme designed to raise aspirations for future careers.</p> <p>Promote healthy lifestyles</p>	<p>5, 6 and 7</p>
<p><i>To ensure a smooth transition into and out of Southfields Primary School, including transition from year group to year group (Pastoral team / Learning Mentor £5000, EAL subscription £130).</i></p>	<p><a href="https://www.educationendowmentfoundation.org.uk">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Schools put significant effort into sharing information and making new, positive connections, so that pupils start confidently in their new setting. We know that transitions between classes, year groups and settings are likely to be of significant importance in the lead up to the new academic year.</p> <p>The evidence that attends transition is largely focused on the move from primary to secondary. However, principles can be learned for other potentially vulnerable transition points.</p> <p>Several studies have shown a dip in attainment, especially in literacy and numeracy, coinciding with this time of change.</p>	<p>5</p>
<p><i>To develop pupil's self-esteem and confidence, engagement with learning, sense of well-</i></p>	<p><a href="https://www.educationendowmentfoundation.org.uk">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive</p>	<p>5 and 7</p>

<i>being and enjoyment of school (Clinical Psychologist £19k)</i>	outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.	
<i>Little Tigers Breakfast Club £5000</i>	Supporting children and their families with establishing routines, providing a place for additional academic assistance (e.g. homework) and supporting vulnerable parents with access and help to get in to work.	5, 6 and 7
<i>To reduce social and emotional barriers to learning and provide parental support (workshops / outreach) through the highly effective work from our pastoral team £28000</i>	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes. Schools and early years settings can support parents to engage with their children's learning in a wide range of ways, for example, by: Offering advice on improving the home learning environment; and Running more intensive programmes for children struggling with reading or behaviour.	6 and 7

**Total budgeted cost: £ 227970 + £2490 of additional contribution from school budget = £230460**

## 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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data.

The end of Key Stage One data demonstrates that pupil premium children's progress in reading, writing and maths was equal to or greater than that of non-pupil premium children except for Spring to Summer in maths (as shown by the highlighted figures in the table below).

Pupils Progress and Attainment Data																		
Group	Progress (number of steps – expected is 2)									Attainment (% at EXS / EXC)								
	Entry to Autumn			Autumn to Spring			Spring to Summer			Autumn			Spring			Summer		
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
All	2	2	2	3	3	6	4	5	3	4.2%/36%	81%/66%	34%/0%	59%/27%	46%/20%	66%/3%	59%/15%	54%/10%	63%/9
PP	4	2	3	3	3	7	5	5	3	25%/19%	19%/6%	13%/0%	32%/27%	33%/5%	59%/18%	57%/7%	50%/0%	57%/0%
Non-PP	3	2	3	3	3	5	4	5	4	48%/40%	70%/46%	43%/0%	57%/57%	57%/30%	72%/51%	59% / 4.6%	55%/13%	63%/11%

The end of Key Stage Two data demonstrates that pupil premium children made more progress than non-pupil premium children. The table below shows the average number of 'steps' progress made by children in each term. For example, between Spring and Summer Terms, non-pupil premium children made an average of 3 steps progress in maths, whereas pupil-premium children made an average of 4 steps progress (the expected amount of progress per term is 2 'steps')



Pupils Progress and Attainment Data																			
Group	Progress (number of steps - expected is 2)									Attainment (% at EXS / EXC)									
	Entry to Autumn			Autumn to Spring			Spring to Summer			Autumn			Spring			Summer			
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	
All	3	3	2	5	5	5	5	5	3	30%/6%	22%/2%	36%/0%	56%/42%	42%/14%	69%/37%	76%/39%	64%/8%	80%/25%	
PP	3	3	2	5	5	5	5	5	4	22%/4%	14%/0%	18%/0%	50%/32%	36%/11%	65%/22%	62.5%/25%	48%/0%	71%/4%	
Non-PP	3	3	2	4	4	4	4	5	3	41%/10%	31%/3%	55%/0%	66%/56%	51%/17%	79%/55%	88%/52%	80%/16%	88%/44%	

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Oxford University Press
Learning By Questions	LBQ