

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-25 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	461
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	James Gale
Pupil premium lead	John Marsh
Governor / Trustee lead	Sharon Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239,760
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£239,760

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 residentials. 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 non-PP (disadvantaged vs non-disadvantaged)
3	Pupil stability is low with many pupils leaving and joining each year group annually – in 2024, the figure was 47% vs 79% nationally.
4	High percentage of EAL 73%.
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	Link to Challenge	Success criteria
Progress in Reading	1, 3, 4	Achieve at least national average progress scores in KS2 Reading. Internal pupil tracking indicates disadvantaged pupil progress is improving and the gap between disadvantaged and non-disadvantaged is reducing. EAL and transient (mobile) children who are also PP are receiving additional tailored support.
Progress in Writing	1, 2, 3 and 4	Achieve at least national average progress scores in KS2 Writing Internal pupil tracking indicates disadvantaged pupil progress is improving and the gap between disadvantaged and non-disadvantaged is reducing. EAL and transient (mobile) children who are also PP are receiving additional tailored support.
Progress in Mathematics	1, 3 and 4	Achieve at least national average progress scores in KS2 Maths

		Internal pupil tracking indicates disadvantaged pupil progress is improving and the gap between disadvantaged and non-disadvantaged is reducing. EAL and transient (mobile) children who are also PP are receiving additional tailored support.
Attainment in Reading, Writing and Maths	1, 2, 3 and 4	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 transient (mobile) children who are also PP are receiving additional tailored support.
Greater Depth and Challenge	1, 2, 3 and 4	To raise the percentage of PP pupils achieving Greater Depth across the school EAL and transient (mobile) children who are also PP are receiving additional tailored support.
Increased parental engagement	7	Raise profile of home school links with the majority of PP families engaging with parental workshops / pastoral support.
Life Experiences	6	All PP pupils access the full range of enrichment experiences to enhance their cultural capital.
Social and emotional support	5	Through careful tracking and the deployment of key staff / agencies, support for pupils and parents is in place and is having a measurable impact.

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: £86,400

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 (£24,375) 2.5x 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	1, 2, 3 and 4

	would allow teachers to increase the amount of attention each child will receive.	
<i>Teaching and Learning Consultant to develop quality of Teaching in school (£8400)</i>	High-quality teaching EEF (educationendowmentfoundation.org.uk) 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 (£14625)</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 (£24,000)</i>	High-quality teaching EEF (educationendowmentfoundation.org.uk) CPD has been procured to develop the quality of teaching and learning including from the Gateway Alliance, WalkThrus, NPQs (cover costs), Ruth Miskin (RWI), National College, UCL, Voice 21 and several additional providers.	1, 2, 3 and 4

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

Budgeted cost: £ 122,179

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 £15,479k)</i>	Oral language interventions EEF (educationendowmentfoundation.org.uk) One-to-one and small group tuition will have a high-moderate impact on attainment and progress. EEF Recommendations state that teaching assistant interventions (targeted oral language interventions) can increase impact from between +4 to +6 months	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 £1000)</i>	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.	1, 2, 3 and 4
<i>Small Group and 1-1 Targeted Interventions focused on Early Language Acquisition/ Reading (£76,500)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit One-to-one and small group tuition will have a high-moderate impact on attainment and progress.	1, 2, 3 and 4
<i>Additional Language Intervention from EAL HLTA (£29,200)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit <i>Oral language interventions have a very high impact.</i>	1, 2, 3 and 4

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

Budgeted cost: £ 84,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To continue to support wider learning opportunities in the curriculum and to develop the outdoor provision (£15,700 DYM)</i>	<i>To ensure cultural capital is maximised in vulnerable groups.</i> Subsidised Educational Visits for all Dol-y-Moch costs (part funded). To help support swimming particularly for those children who missed out on swimming during lockdown. To develop swimming confidence. Theatre experiences	5, 6 and 7

<p><i>HLTA Sports Assistant costs £2,000</i></p> <p><i>Trips and experiences to enrich curriculum £5,000</i></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><i>To build strong links between school and families to support vulnerable pupils in their experiences at Southfields Primary School, including transition from year group to year group (Pastoral team / Learning Mentor £5000, EAL subscription £130).</i></p>	<p>3. Wider strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Schools put significant effort into building links within the community, 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>	5
<p><i>To develop pupil's self-esteem and confidence, engagement with learning, sense of well-being and enjoyment of school (Clinical Psychologist £19k; Play Therapist £4680)</i></p>	<p>3. Wider strategies EEF (educationendowmentfoundation.org.uk)</p> <p>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive 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.</p>	5 and 7
<p><i>Little Tigers Breakfast Club £5000</i></p>	<p>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.</p>	5, 6 and 7
<p><i>To reduce social and emotional barriers to learning and provide parental support</i></p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes.</p>	6 and 7

<p><i>(workshops / outreach) through the highly effective work from our pastoral team £28000</i></p>	<p>Schools and early years settings can support parents to engage with their children's learning in a wide range of ways, for example, by:</p> <p>Offering advice on improving the home learning environment; and</p> <p>Running more intensive programmes for children struggling with reading or behaviour.</p>	
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Total budgeted cost: £ 293,089


Total PP Income: £239,760

Additional Contribution from Revenue Budget: £53,329

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 2023 to 2024 academic year.



Key Stages Dashboard Suite 2024 -

View School, LA & National with access to subject focused tables via menu on left



Select School or Coventry

Southfields

Select Pupil Group

- All Pupils
- Disadvantaged
- EAL
- Female
- Male
- Minority Ethnicity
- Non-Disadvantaged
- Non-EAL
- Other than Minority ...
- SEN EHCP
- SEN No Recorded Pr...
- SEN Support
- SEN Support & EHCP

EYFS: % GLD

Domain	Cohort	% GLD	Gap	Previous Year	Trend
National	85880	51.9%	0.0%	52.0%	-0.1%
Southfields	19	63.2%	11.3%	41.7%	21.5%

Year 1 Phonics : % WA

Domain	Cohort	% WA	Gap	Prev. Year	Trend
National (331999)	126770	68.3%	0.0%	66.8%	1.5%
Southfields	16	75.0%	6.7%	56.3%	18.7%

Your EYFS GLD rate for Disadvantaged pupils has increased by 21.5% to 63.2%, and is now 11.3% above the national average - this trend ranks 18th out of 92 schools in the city, while the actual rate ranks 23rd

Your Year 1 Phonics pass rate for Disadvantaged pupils has increased by 18.7% to 75.0%, and is now 6.7% above the national average - this trend ranks 20th out of 92 schools in the city, while the actual rate ranks 32nd

KS2: % RWM EXS or above / % High Standard

Domain	Cohort	% EXS	Gap	Previous Year	Trend	% HS	Gap HS	Previous Year HS	Trend HS
National (331999)	183030	45.5%	0.0%	44.0%	1.50%	3.0%	0.0%	3.2%	-0.2%
Southfields	31	61.3%	15.8%	56.5%	4.80%	3.2%	0.2%	4.3%	-1.1%

Your Key Stage 2 combined EXS rate for Disadvantaged pupils has increased by 4.8% to 61.3%, and is now 15.8% above the national average - this trend ranks 42nd out of 92 city schools, while the actual rate ranks 12th

Your KS2 combined Higher Standard rate for Disadvantaged pupils has decreased by 1.1% to 3.2%, and is now 0.2% above the national - this trend ranks 79th out of 92 city schools, while the actual rate ranks 23rd

Data Source: NCER Nexus as at 20/11/2024

Southfields Primary School (3312153) Key Stage 2 Pupil Group Assessment Profile Select Year---> 2022 2023 2024

Reading, Writing and Maths

Pupil Group	Cohort Size	>= EXS	National GAP EXS	High Standard	National GAP HS
All Pupils	60	71.7%	11.2%	18.3%	10.7%
Minority Ethnicity	55	69.1%	5.7%	18.2%	9.3%
SEN No Recorded Provision	50	76.0%	4.6%	22.0%	2.7%
EAL	45	73.3%	11.1%	17.8%	9.5%
Male	33	63.6%	6.7%	15.2%	8.8%
Disadvantaged	31	61.3%	5.8%	3.2%	0.1%
Non-Disadvantaged	29	82.8%	5.9%	34.5%	24.9%
Female	27	81.5%	7.3%	22.2%	13.4%
Non-EAL	14	64.3%	4.0%	21.4%	14.0%
SEN Support & EHCP	9	44.4%	2.0%	0.0%	-1.2%
SEN Support	8	50.0%	2.5%	0.0%	-1.5%
Other than Minority Ethnicity	5	100.0%	41.1%	20.0%	3.1%
SEN EHCP	1	0.0%	-8.8%	0.0%	-0.5%

Reading

Pupil Group	Cohort Size	>= EXS	National GAP EXS	Higher Std.	National GAP HS	KS1-KS2 Progress
All Pupils	60	86.7%	12.5%	55.0%	28.6%	
Minority Ethnicity	55	85.5%	11.1%	56.4%	27.5%	
SEN No Recorded Provision	50	90.0%	6.3%	58.0%	24.4%	
EAL	45	86.7%	14.7%	57.8%	31.2%	
Male	33	81.8%	11.0%	51.5%	26.6%	
Disadvantaged	31	83.9%	21.4%	45.2%	27.1%	
Non-Disadvantaged	29	89.7%	10.4%	65.5%	32.6%	
Female	27	92.6%	14.9%	59.3%	27.3%	
Non-EAL	14	85.7%	10.5%	50.0%	20.9%	
SEN Support & EHCP	9	66.7%	26.1%	44.4%	34.2%	
SEN Support	8	75.0%	27.4%	50.0%	38.0%	
Other than Minority Ethnicity	5	100.0%	25.9%	40.0%	11.9%	
SEN EHCP	1	0.0%	-19.2%	0.0%	-4.9%	

Writing

Pupil Group	Cohort Size	>= EXS	National GAP EXS	Greater Depth	National GAP GDS	KS1-KS2 Progress
All Pupils	60	78.3%	6.6%	20.0%	7.2%	
Disadvantaged	31	74.2%	5.6%	3.2%	-3.2%	
EAL	45	77.8%	5.8%	20.0%	6.9%	
Female	27	92.6%	7.3%	22.2%	6.1%	
Male	33	66.7%	1.3%	18.2%	8.5%	
Minority Ethnicity	55	76.4%	3.0%	20.0%	5.8%	
Non-Disadvantaged	29	82.8%	5.6%	37.9%	22.2%	
Non-EAL	14	78.6%	6.7%	21.4%	8.6%	
Other than Minority Ethnicity	5	100.0%	29.2%	20.0%	7.9%	
SEN EHCP	1	0.0%	-12.3%	0.0%	-1.1%	
SEN No Recorded Provision	50	84.0%	0.7%	24.0%	8.3%	
SEN Support	8	50.0%	0.0%	0.0%	-3.0%	
SEN Support & EHCP	9	44.4%	-1.1%	0.0%	-2.5%	

Mathematics

Pupil Group	Cohort Size	>= EXS	National GAP EXS	Higher Std.	National GAP HS	KS1-KS2 Progress
All Pupils	60	80.0%	7.0%	35.0%	1.3%	
Minority Ethnicity	55	78.2%	1.6%	36.4%	7.7%	
SEN No Recorded Provision	50	84.0%	0.9%	38.0%	9.6%	
EAL	45	84.4%	7.1%	40.0%	10.6%	
Male	33	78.8%	5.3%	39.4%	13.0%	
Disadvantaged	31	71.0%	11.9%	19.4%	6.5%	
Non-Disadvantaged	29	89.7%	10.8%	51.7%	23.3%	
Female	27	81.5%	9.1%	29.6%	8.7%	
Non-EAL	14	64.3%	-7.8%	21.4%	-0.8%	
SEN Support & EHCP	9	55.6%	18.3%	22.2%	15.4%	
SEN Support	8	62.5%	18.6%	25.0%	17.1%	
Other than Minority Ethnicity	5	100.0%	29.0%	20.0%	-0.9%	
SEN EHCP	1	0.0%	-17.1%	0.0%	-3.4%	

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Pupil Premium children at Southfields achieved higher levels in GLD, Y1 Phonics Screening and KS2 SATs when compared to national figures for disadvantaged children.

In EYFS, the GLD rate for disadvantaged children increased by 21.5%, resulting in figures 11.3% higher than national.

In the Year 1 Phonic Screen, the pass rate increased by 18.7%, resulting in figures 6.7% higher than national.

The end of KS2 data for combined RWM increased by 4.8% resulting in figures 15.8% higher than national data.

Data from the end of Key Stage national assessments indicate that the gap between Pupil Premium and non-Pupil Premium children has been narrowing when compared to the national figures.

In 2022, the difference between the national RWM figure for all children at KS2 and Pupil Premium children at Southfields was 17.2%. In 2023, the difference was only 3.1%. This represents a narrowing of the gap by 14%. In 2024, 61.3% of Pupil Premium children at Southfields achieved the expected standard in RWM, in line with the national figure (60.9%) for all children. As a result, the gap was reduced from 3.1% to 0%.

This data trend represents a three-year journey of diminishing the gap between Pupil Premium children at Southfields and the national data for all children at the end of KS2.

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
Blast	Blast Programme Limited
Wellcomm	GL Assessment
Teddy Talk	Teddy Talk Test
Mastering Number	NCETM
Read Write Inc – Tutoring and Freshstart	Ruth Miskin / Oxford University Press