

# Pupil premium strategy statement – Southfields Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	533
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Sarah Mathlin, Headteacher
Pupil premium lead	Sharon Payne, Head of Inclusion
Governor / Trustee lead	Luciana Isnovoiu, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,095.00
Pupil premium funding carried forward from previous years	£1,438.43
<b>Total budget for this academic year</b>	<b>£292,533.43</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>80% of Non disadvantaged pupils without SEND achieved the end of Key Stage 2 expectations in 2024/2025.</p> <p>71.4% of Pupil Premium pupils without SEND achieved the end of Key Stage 2 expectations in 2024/2025.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>82.5% of Non disadvantaged pupils without SEND achieved the end of Key Stage 2 expectations in 2024-2025.</p> <p>57.1% of Pupil Premium pupils without SEND achieved the end of Key Stage 2 expectations in 2024-2025.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals and parental requests for support remain relatively high. Of those pupils currently accessing support from the Nurture Team 61% are disadvantaged.</p>
5	<p>Our attendance data for 2024-2025 indicates that attendance among disadvantaged pupils was 2% lower than for non-disadvantaged pupils.</p> <p>Twelve disadvantaged pupils were 'persistently absent' (less than 80% attendance) compared to four of their peers during the period 2024-2025. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To ensure high quality teaching and learning in all subjects	Observations, books and data indicate that pupils are engaged with their learning and are making progress towards outcomes. Non core subjects are fun, creative, stimulating and thought provoking. Adaptive teacher strategies for vulnerable pupils.
To ensure that the SEMH needs of disadvantaged pupils have been identified and strategies are being implemented consistently across the school	Revised behaviour policy implemented consistently by all staff. All staff to complete the remaining therapeutic thinking approach training. Strategies to promote pupil engagement, self regulation and restorative practices. Use data to inform targeted interventions. Disadvantaged pupils and their families engaged in activities organised by the school to support their needs and to promote wellbeing and community.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£27,532**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shared professional habits and collective responsibility. Ensure fidelity to the whole school approach. Ensure staff have the motivation, knowledge and skills to adapt teaching approaches and embed support for vulnerable pupils into every day thinking.	<i>'Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.'</i> <i>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</i>	1 2 3 4 5

<p>Diagnosing the needs of vulnerable pupils. Looking beyond data and understanding the lived experiences of disadvantaged pupils compared to their peers.</p> <p><b>Staff Development and Training</b></p> <ul style="list-style-type: none"> <li>● Identifying vulnerable pupils and focusing on support</li> <li>● Online training packages through The Key (ACES, Behaviour, etc)</li> <li>● ‘Little Wandle’ phonics training</li> <li>● Reading training (for subject leaders and whole staff)</li> <li>● Writing training (for subject leaders and whole staff)</li> <li>● Oracy training (for Oracy lead and whole staff)</li> <li>● Elklan training</li> <li>● Maths Mastery training and support to implement new curriculum approach</li> <li>● Specific training for vulnerable groups e.g. Autism</li> </ul> <p>Develop the use of Artificial Intelligence (AI) to supplement planning ideas to create engaging teaching and learning. Explore ways of using AI to provide models and resources.</p>	<p><i>‘Effective professional development is likely to provide teachers with the techniques they require to improve practice. Following building knowledge and then being motivated to act upon it, these techniques will provide the tools required to take action and change practice.’</i></p> <p><i>‘PD may be more effective if it establishes a method whereby teachers can monitor and record their own performance’</i></p> <p><a href="#"><u>Effective Professional Development Guidance Report- EEF</u></a></p> <p><a href="#"><u>Mathematics guidance: key stages 1 and 2 - GOV.UK</u></a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312"><u>https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312</u></a></p>	
<p>Pupil Premium Lead to support the identification of the strengths and needs of disadvantaged pupils and make strategic decisions related to support and interventions. Pupil Premium Lead to monitor teaching and learning and put effective plans</p>	<p>Impact reports, governors’ reports, monitoring and feedback. Training and support provided to staff.</p> <p>EEF- Putting evidence to work; A school’s guide to implementation</p>	<p>1 2 3 4 5</p>

in place to improve outcomes across the school.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£217,687**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group learning for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a></p>	<p>Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1 2 3 4
<p>Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics/ reading support. Delivered using the 'Little Wandle' programme.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2
<p>'Infant Language Link' assessment tool and intervention programme to improve vocabulary and early communication skills.</p> <p>Impact of Oracy training monitored within the classroom. A range of opportunities for pupils to engage in different communication methods and responses e.g. partner talk and choral response to encourage active learning</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1
<p>Access to online learning within the curriculum and as part of home learning for example Spelling Shed, TT Rock Stars, PIXL.</p>	<p>Studies involving digital technology typically have greater impact (+ 6 months).- EEF Toolkit</p>	2 3

	<a href="#">Metacognition and self-regulation   EEF</a> <a href="#">EEF Digital Technology Guidance Report</a> <a href="#">Using Digital Technology to Improve Learning   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£47,314**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Revised behaviour policy. Whole staff training on 'Therapeutic Thinking Approach'. Consistent implementation of strategies.</p> <p>Monitoring of Nurture provision including groups at break and lunchtimes.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	4 5
<p>Pupils have access to a fully trained counsellor (when needed) to support wellbeing and mental health</p>	<p>Schools have counselors to provide students with a safe, confidential space to address emotional, social, and developmental concerns that can affect their well-being and learning. They help students develop coping skills, improve self-esteem, and navigate issues like bullying, family problems, stress, and anxiety, acting as a crucial support system within the school community.</p>	4
<p>Ensure that pupils have the opportunity to enhance their learning in the classroom with activities both in and out of school including visits and residential.</p> <p>Partial funding for trips and residential and for activities and visitors within school where a cost is implemented.</p>	<p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p>Providing opportunities that children may not experience due to financial constraints will help to nurture lifelong skills and lifelong learners.</p>	1 2 3 4 5
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

<p>This will involve the Attendance Officer and Inclusion team working together with classroom staff and families to improve persistent lateness and absence.</p>		
<p>Raise the profile of activities organised by the school to promote wellbeing and a sense of community. Promote opportunities for families to have positive experiences in school to begin to combat negative experiences that parents may recall from their own schooling.</p>	<p>Feedback from parents who attend activities organised by the school is generally very positive. Increasing the attendance of events by disadvantaged pupils and their families would improve their relationship with school.</p>	<p>4 5</p>
<p>Milk to be available to disadvantaged pupils at break times.</p>	<p>Pupils are healthier and have fewer illnesses resulting in better attendance and progress impacting on outcomes.</p> <p><a href="#">National Library of Medicine</a>- The potential nutrition-, physical- and health-related benefits of cow's milk for primary-school-aged children</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £292,533**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that Pupil Premium Pupils without SEND are making progress.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrated that Pupil Premium pupils without SEND performed below Non disadvantaged pupils without SEND however the gap is narrowing

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance among disadvantaged pupils was 2% lower than for non-disadvantaged pupils.

Twelve disadvantaged pupils were 'persistently absent' (less than 80% attendance) compared to four of their peers during the period 2024-2025. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Teacher referrals and parental requests for support remain relatively high. Of those pupils currently accessing support from the Nurture Team 61% are disadvantaged.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the gap between Pupil Premium pupils and their non disadvantaged peers has narrowed.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>Service children had access to social and emotional support regularly and had designated time with staff in order to complete activities about deployment and the challenges faced during this time. These children practised coping strategies so that they could self-regulate in times of difficulty and understand their emotions.</p> <p>Service children had talk time with an adult in order to share and discuss emotions.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.</p>

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.