

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the previous 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 Primary School
Number of pupils in school	551
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2025-2026
Date this statement was published	December 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs Laura Martin 2022-2024 Mrs Joanna Urciuoli 2024-2025 Mrs Sarah Mathlin 2025-2026
Pupil premium lead	Mrs Ellie Kapler 2022-2024 Miss Sharon Payne 2024-2026
Governor lead	Mrs Lauren Westley 2022-2024 Mrs Luciana Isnovoiu 2024-2026

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Financial Year April 2024 to March 2025)	£268,480
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	£268,480

Part A: Pupil premium strategy plan

Statement of intent

At Southfields, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with Equal Opportunities for all. We are totally committed to social justice and improving life chances for potentially vulnerable children. We are dedicated to sharing our work and findings beyond the school to improve outcomes for as many children as it can reach, and we have a particular specialism in Speech and Language development.

As a school, we strive to ensure that our Pupil Premium children have excellent learning and experiential opportunities, both inside and outside of school. We offer bespoke plans for our children through a thorough and shared analysis of the barriers that they may face and tailoring provision to ensure that these barriers are addressed and overcome, whilst supporting and nurturing our children and their mental health and wellbeing. All teaching staff are involved in the identification of pupils, analysis of data and monitoring, so that they have an excellent understanding of the children and their needs. This also means that there is a good awareness of strengths, weaknesses and context throughout the school.

We provide a culture where:

- Staff believe in ALL children
- Staff adopt a “solution-focused” approach to overcoming barriers
- Staff support children and parents/carers to develop growth mind sets towards learning
- A love of learning is nurtured and encouraged
- Lifelong learning and skills are nurtured
- The mental health and well-being of our children and families are supported

Through careful analysis of whole school, Phase, Year Group, Classes, Groups, individual pupils and core subject outcomes, the points below are considered to narrow the Gap and catch up to national, and also match the outcomes for pupils within the school.

1. Core Subject Analysis – See Core subject leader report English (Reading, Writing, EGPS), Mathematics and Science
2. Year Leader Reports, including the wider curriculum and clubs
3. Class teacher contexts and Pupil Premium Passports
4. QLA analysis from PIXL tests
5. School Action Plan for Pupil Premium

Through this carefully planned work, we support pupils through additional adult support, targeted interventions and group work. Regular analysis and monitoring is carried out to ensure that our children are receiving the best and most relevant provision for their needs.

In addition to the academic areas listed above we also:

This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

- Provide Welfare, Nurture and wellbeing support for pupils through the SEMH team, who support pupils when needed, as well as monitoring attendance, meeting with parents and providing access to a trained counsellor where necessary.
- Have a fully trained speech, language and communication therapist who provides base line assessments for pupil premium children who have been identified as having a SALT need or are suspected to have a SALT need, as well as guidance and support where needed throughout the school phases.
- Provide access to a range of IT/Computing resources to support high quality learning beyond the school.
- Arrange visits, theatre companies, visitors and project work to enhance the curriculum, raise attainment and improve futures.
- Offer experiential Learning and broaden horizons through the school experiential learning areas.
- Support access to subsidised visits and residential visits.
- Facilitate staff and Parent Continual Professional Development to raise awareness and mindfully use current research and best practice to develop our own pedagogy, and therefore positively impacting outcomes for pupils and families.
- Support access to clubs and music - this includes access to a music director, voice training and also the opportunity to learn instruments, as well as providing regular lessons within the classroom in some cohorts. We also provide subsidised lessons for pupils to learn additional tuned instruments and pay for exams and qualifications.

Challenges

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

Challenge number	Detail of challenge
1	Issues with attendance and punctuality
2	Prior underachievement. Identified as not on track to meet targets at mid-point 2019-20 and/or under attaining at end of last key stage
3	A high number of pupils vulnerable to social and emotional issues
4	KS1 identified as missing reading lessons at a significant stage of their development
5	High number of SEND pupils who missed key milestones in learning due to lack of access to specialist training
6	Safeguarding and welfare issues
7	Vulnerable families with social and emotional needs
8	Language development, language delay and communication issues
9	Social and economic disadvantage
10	Behavioural and SEMH needs
11	Complex family situations
12	Health, diet and physical wellbeing
13	Resources and support for learning at home
14	Opportunities for learning outside of school and extra-curricular activities

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
To broaden horizons through a well thought out and planned curriculum with exceptional opportunities to enhance the breadth of our educational offer.	Because pupils have access to a broad curriculum, they apply basic skills well. Pupils make excellent progress and enjoyment is high. Pupils have memorable experiences that help to support their engagement and escalate progress in all subjects
To improve the basic skills, knowledge and understanding of Pupil Premium children in our school, particularly in Writing, Reading, Oracy, Spelling/Phonics and Mathematics (instant recall, automaticity, fluency, oracy and problem solving).	Data, pupil voice, staff and parent voice as well as books show that PP children make excellent progress in Writing, Reading, Oracy, Spelling/Phonics and Mathematics (instant recall, automaticity, fluency, oracy and problem solving)
To raise aspirations and understanding of the value of education/importance of effort at school, linked to future life, wellbeing and occupations.	Pupils have improved aspirations and can express this showing an understanding of education both within and beyond the school.

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: £18,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Development and Training</p> <ul style="list-style-type: none"> ● Courses, resources ● Focus on supporting PP children ● Specialist training (HUB) ● Online training packages through The Key (ACES, Behaviour, etc) ● STEPS training ● Mental health training ● Pupil Premium training ● Phonics training ● Writing training ● Oracy training ● Elklan training ● More leaders employed which provides stronger teaching for those with the most need ● Sunshine Room specialist staff-behaviour, family worker ● Specialist teachers to overcome barriers in English ● Basic skills teaching enhanced through skilled leaders ● Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. ● We will fund teacher release time to embed key elements of guidance in school and to access CPD 	<p><i>'Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.'</i></p> <p><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></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>Effective Professional Development Guidance Report- EEF</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312</p> <p>School evidence: Oracy within all aspects of the curriculum- we are a voice 21 school. Partnership with Maths Hub. Music Hub award. Artsmark Award. Science Award. A part of PCC Pupil Premium training 2022-2023</p>	<p>2,3,4,5,8,10,</p>
<p>PP Lead</p> <ul style="list-style-type: none"> ● 1 day focused work to oversee whole provision, monitor pupils and put effective plans in place to improve outcomes across the school ● Monitoring and support 	<p>School evidence- 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>1,2,3,4,5,6,7,8,9, 10,11,12,13, 14</p>

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

Budgeted cost: £237,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions</p> <ul style="list-style-type: none"> Teaching Groups and 1:1 support See School Improvement Plan for key priorities to raising achievement of Pupil Premium Pupils Phonics support and catch up Additional staff to work with targeted pupils (core subjects) 	<p>Special Educational Needs Guidance Report- EEF</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312</p> <p><i>EEF- Making best use of teaching assistants</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1,2,3,4,5,8,9,10,</p>
<p>Online Resources</p> <ul style="list-style-type: none"> Access to Online learning (WhiteRose Maths, Times Table Rock stars, Science Bug, Phonics Bug, Maths Bots, Purple Mash) 	<p><i>Studies involving digital technology typically have greater impact (+ 6 months).- EEF Toolkit</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF Digital Technology Guidance Report</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1,2,4,5,8,9,13,14</p>
<p>Resources and clubs</p> <ul style="list-style-type: none"> Purchase resources to improve pupils progress and provision in reading, writing, Mathematics and EGPS Provide additional resources to 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p><i>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).- EEF Toolkit</i></p>	<p>1,2,4,5,8,9,10,13,14</p>

<p>support at home or in school to scaffold learning and provide specified support.</p> <ul style="list-style-type: none"> Designated time when children need time to complete reading/homework activities when not able to complete at home 	<p><i>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision- EEF Toolkit</i></p> <p><i>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages- Working with parents to support children's learning- guidance report</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	
<p>Speech and Language Therapy</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>We are a HUB of expertise- specialist knowledge and staff School based evidence from SALT Assessments and programmes.</p>	2,4,5,8
<p>Specialist Reading Teaching</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/iteracy-ks-1</p>	2,4,5,8

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

Budgeted cost: £47,611

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Visits, Residential trips and inspirational ideas</p> <ul style="list-style-type: none"> Wider aspects of school life – Clubs and Children's University Resources Additional staff to enhance the wider aspects of school life to contribute to emotional wellbeing as well as interest in learning within and beyond the school Additional experiences to enhance learning for pupils with visitors to the school 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</p> <p>Providing opportunities that children may not experience due to financial constraints will help to nurture lifelong skills and lifelong learners. School evidence- increased family engagement</p>	9, 13,14
<p>Music</p> <p>To raise standards in the core subjects and experiential learning</p>	<p>Music improves concentration, in addition to English and Mathematic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	9, 13,14
<p>Attendance Officer 1 day</p> <p>Attendance monitoring meeting, merits and support</p>	<p>EEF Parental Engagement Guidance Report</p> <p>Local Authority reports- local and national attendance and Covid impact</p>	1,6,7,9,10,11

	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
	School based evidence- monthly attendance reports	
Welfare – Counsellor Pupils have access to a fully trained counsellor (when needed) to support wellbeing and mental health	<p><i>'Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact.'</i>- EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1,3,6,7,9,10,11,15
Uniform and spare clothes <ul style="list-style-type: none"> To support pupils to wear school uniform To purchase spare PE kit, Swimming kit and sports wear To purchase spare clothing and resources in case of accidents 	<p>School evidence- Pupils feel a part of the learning community and emotionally feel the same as other pupils.</p> <p>School evidence- financial constraints within families.</p> <p>School evidence- welfare and family issues.</p> <p><i>'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.'</i>-EEF Toolkit</p> <p><i>'Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation.'</i>- EEF Toolkit</p> <p><i>'If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.'</i>- EEF Toolkit</p>	9, 12
Milk at lunchtimes <ul style="list-style-type: none"> To be available to all children at lunchtimes 	<p>School evidence- Pupils are healthier and have fewer illnesses resulting in better attendance and rapid progress impacting on outcomes.</p> <p>National Library of Medicine- The potential nutrition-, physical- and health-related benefits of cow's milk for primary-school-aged children</p>	9, 12

Total budgeted cost: £304,200

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 2023-2024 academic year.

<u>Provision</u>	<u>Examples of intervention</u>	<u>Impact</u>	<u>Future Actions</u>
Teaching Assistants /Interventions	<p>Teaching Groups and 1:1 support.</p> <p>See School Improvement Plan for key priorities to raising achievement of Pupil Premium Pupils.</p> <p>Additional staff to work with targeted pupils (core subjects).</p> <p><i>'In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</i></p> <p><i>'A particular focus for interventions is likely to be on literacy and numeracy.'</i></p> <p><i>'Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery'.</i></p>	<p>PP children had access to a range of academic and SEMH interventions which were targeted to individual needs. This has led to Raised attainment and progression for PP children throughout the school.</p> <p>Standards in core subjects have been raised through targeted programmes and interventions, attainment has been raised and progression has been improved through teaching, interventions and targeted support.</p> <p>Additional staff have been provided to allow for programmes and interventions to take place with HLTAs, Teachers and TA's. Boosters have been ran daily and after school by teachers and a high number of PP children attended these boosters. .</p> <p>Tailored interventions and boosters have been offered to improve progress and diminish gaps in knowledge and understanding. These have been completed by teachers, teaching assistants and specialist teachers. An amount of PP children from all classes have had these interventions/boosters, focusing on gaps in knowledge identified by class teachers. Interventions have been offered as small groups, or specific one to one support. These were delivered daily and weekly for either a term or half term, depending on the needs of the individual child/group.</p> <p>Interventions have had an English/Math/Reading focus in order to address gaps in knowledge and embed skills and knowledge. Bespoke programmes were provided for pupil premium children within each year group in order to best support their needs. These have been tracked by the PP lead to ensure that PP children had further provision and intervention where needed.</p> <p>After school boosters and boosters within the school day have been offered by school staff in order to further support, knowledge and understanding and enable children to make good progress and achieve ARE or better. Boosters for children with SEN have also been offered in order to support children, pre-teach and address gaps in knowledge and understanding.</p> <p>Basic skills have been a consistent focus across all areas of the curriculum in order to consolidate knowledge and identify/diminish gaps in knowledge.</p> <p>Behaviour and social/emotional/mental health and wellbeing interventions have been offered to focus groups/pupils by the Nurture Team and counsellor. Children have been taught self-regulation strategies for emotions and have worked on emotional vocabulary and literacy, meaning they are more aware of their emotions during this difficult time and have strategies to support themselves.</p> <p>Transition support was also available in order to reduce anxieties and ensure that transitions are successful within the academic year. This was in person, and over Class Dojo. Social stories, pictures and videos were also provided.</p>	<p>Identify high performing interventions – which work best and why?</p> <p>Continue with interventions and booster sessions.</p> <p>Continue to assess gaps in knowledge and provide interventions and boosters.</p> <p>Continue to evaluate the effectiveness of interventions.</p> <p>Potential for GD PP children- identify and plan for boosters/further learning opportunities.</p>
Resources and Clubs	Purchase resources to improve pupils progress and provision in reading,	Pupils have not been disadvantaged by access to resources and support beyond the school, with resources they can access to support learning within and beyond	Continue to audit resources in order to

	<p>writing, Mathematics and EGPS</p> <p>Provide additional resources to support at home or in school to scaffold learning and provide specified support.</p> <p>Offer a range of clubs to nurture talents and broaden horizons.</p>	<p>the school day to narrow the gap to national and pupils within school who are not PP.</p> <p>A broad variety of clubs have been offered to all children, as well as online opportunities which are available on our school website.</p> <p>All children have resources readily available in the classroom in order to support and further their learning and these have been regularly audited and purchased by teachers and leaders.</p> <p>Resources have also been sent home for children to ensure that they have the materials needed for further/home learning.</p> <p>Clubs have nurtured talent, developed skills and encouraged enthusiasm. Children have tried new things and discovered new hobbies.</p>	<p>improve provision and progress.</p> <p>Continue to provide resources for children to use at home to participate in further learning.</p> <p>Continue to offer a range of clubs to broaden horizons.</p> <p>Assess subsidies.</p>
Online Resources	<p>IXL</p> <p>Purple Mash</p> <p>Times Table Rock Stars</p> <p>Numbots</p> <p>Spelling Shed</p>	<p>Online resources are used within the classroom and for home learning. These are tailored to support the needs of children and to support academic progress and understanding. Across the school, 100% of PP children have access to these programmes.</p> <p>Time has been offered in school for children to further access these programmes.</p> <p>Incentives have been used within school for usage and to promote engagement (e.g. competitions, certificates, leaderboards).</p>	<p>Continue to assess and evaluate the use of these programmes and their benefits for the children. Ensure that these are being used both in school and at home, promote these resources and support parents/carers with the use of these programmes.</p>
PP Lead 1 Day	<p>Overseeing provision, monitoring pupils and putting effective plans in place to improve outcomes across the school.</p> <p>Training and supporting staff.</p>	<p>Pupils have been consistently monitored and appropriate provision and support to enable them to make progress and to support their mental and emotional wellbeing</p> <p>Funding has been broken down so that staff have an enhanced understanding of the PP children within their class and the funding provided. This has led to improved and more thorough provision as staff are more aware of the finance. This has also enabled PP provision to be robustly monitored and tracked to ensure that all PP children have further opportunities. This has been tracked through a log of provision. .</p> <p>Training, support, advice and information were regularly provided to staff and governors.</p>	<p>Continue to rigorously monitor PP children and provision to support better than expected progress for them to reach ARE or further.</p> <p>Continue to monitor provision to ensure that PP children have access to further provision.</p>
Speech and Language Therapy	<p>Speech and language specialist support.</p> <p>Tailored speech and language programmes.</p>	<p>All children have access to specialist speech and language support and speech and language therapists created tailored programmes to support the children. Staff have been trained to support in delivering these programmes so SALT is provided within the classroom, as well as during time with specialist staff.</p> <p>The HUB has provided training for staff on identifying and supporting speech, language and communication difficulties in order to improve provision within the classroom.</p> <p>Regular training for TAs has been offered and there was a fantastic uptake. TAs have been upskilled.</p> <p>ELKLAN training for all staff- improved support and practice within the classroom and further consideration for communication.</p> <p>Blank level training for all staff- questioning, resources, discussions etc. This has led to improved understanding and provision.</p> <p>Regular training has been offered through our SALT therapist and the Hub. This is now an integral part of staff induction so all staff are aware of the requirements of provision for those with SLCN needs.</p>	<p>Continue to refer children as and when needed.</p> <p>Continue to deliver programmes.</p> <p>Continue to train and support staff for deliverance.</p> <p>Monitor classroom environments.</p>

Staff Development and Training	Courses and resources to support staff with a focus on supporting PP children.	<p>The school learns from others to improve its provision, which it shares with parents.</p> <p>Training for core and foundation subjects have been attended in order to further pedagogical knowledge and improve provision. All staff are up to date with educational research and adapt practise consistently across the school.</p> <p>Staff have attended courses, seminars and training in order to improve teaching and learning and outcomes across the school.</p> <p>SEMH courses have been attended and staff have developed strategies to support mental health and wellbeing.</p> <p>Colourful Semantics training has been undertaken by all staff to support writing.</p> <p>Oracy supports vocabulary and speaking, listening and understanding. Staff have attended training and each class has a focus on oracy throughout the curriculum.</p> <p>Maths Hub and CPD for staff.</p> <p>Little Wandle and writing training for all staff.</p> <p>Science support and training.</p> <p>TA training on SMSC and Basic skills</p> <p>SEND support and training in place to support provision.</p> <p>(See SDP for further training undertaken)</p>	<p>Offer a wide variety of training and development to staff.</p> <p>Share excellent practise and expertise.</p> <p>Draw upon the advice and expertise of other professionals.</p> <p>Promote a reflective environment in which staff are continuously reflecting upon and improving their practise.</p> <p>Continue to read educational research on evidence based approaches.</p>
Visits, residential trips and inspirational ideas.	<p>Visits subsidised</p> <p>Visitors in school</p> <p>Learning</p> <p>Subsidised residential visits</p> <p>Experiential Learning opportunities</p> <p>School environment development experiences and opportunities</p> <p>Wow days/hooks</p>	<p>Children throughout the school got to experience trips, visits, residential visits and experience days. Their experiences were broadened beyond those within the school day. Support was available for families so that children didn't miss out do to financial constraints,</p> <p>Our rich school environment encourages children to immerse themselves into their learning and develops opportunities within the school day (e.g. Eco area, allotments, forest school).</p> <p>The children have taken part in experience days and opportunities to broaden their learning and experiences.</p> <p>Parents/carers have been invited to school for reading cafes, history cafes, SEND support etc. Opportunities for families to visit the school and work with their children have been broadened.</p> <p>The Ski trip offered opportunities for PP children which they might never be able to experience outside of school. Some PP children had support with funding through PP+ and attended a residential trip abroad in which they learned to ski.</p>	<p>Continue to evaluate trips, visits and their impact on pupils.</p> <p>Gather pupil and parent voice after trips and visits to inform future decisions.</p> <p>Consider further opportunities for experience lessons within our curriculum.</p> <p>Continue to explore opportunities to support and promote parental engagement and strengthen the home/school partnership.</p>
Welfare-Counsellor	Pupils have access to a fully trained counsellor (when needed) to support wellbeing and mental health	Counselling supported pupils who need additional professional help to improve their mental health and well-being. This offer is also extended to parents/carers. Parents/carers know that they have someone to talk to if they are in need of support. The Nurture Team and counselling staff have ensured that they have been a safe place for the school community and offered specialist advice and support.	<p>Continue to support wellbeing and mental health.</p> <p>Continue to monitor children and offer access to counselling if necessary.</p>
Attendance Officer-1 day	Attendance monitoring meeting, merits and support	Attendance has been monitored to ensure that all pupils attend school regularly.	Explore attendance incentives and rewards.

		Vulnerable children and persistent absentees were monitored vigorously and support was put in place for these families.	Continue to raise and monitor attendance. Continue to support families with persistent absence.
Specialist reading teaching	Specific programmes to improve reading by a trained member of staff.	Pupils' knowledge and understanding of reading is improved and pupils make better than expected progress to diminish the difference between themselves and their peers. Specialist phonics support is provided to children, as well as staff that need refreshing. This is whole-school. Little Wandle is used throughout the school and children are assessed and supported, with catch up programmes in place.	Continue to assess the needs of the children and offer this provision when needed to support and further knowledge, understanding and progress. Continue to follow Little Wandle and run catch up programmes where needed..
Music, Clubs, Enriched Curriculum.	Clubs/Music/Theatre Resources Enriched curriculum Swimming Pool Children's University	All pupils have access to clubs/music tuition. External swimming sessions were undertaken by several year groups. Children's University-subsidised and access to clubs virtually as well as in and out of school. Wider learning opportunities have been promoted and celebrated with half termly meetings. The children have shared their experiences during assemblies. The children have a sense of achievement and have goals to work towards in order to achieve their 'degree'. A graduation ceremony was held at the end of the year to celebrate achievements. Concentration and skills improved and talents have been nurtured. An enriched curriculum is offered- there are visits, experiences, visitors to school, etc. All year groups offered this provision so every child had the opportunity to experience enrichment activities.	Further PP access to music tuition/trips/visits. Continue to raise the profile of Children's University. Audit the curriculum for enrichment opportunities.
Uniform and spare clothes	Uniform Subsidised Book bags Spare PE/swimming kits Sports Team kits Spare pants/socks Spare shoes/trainers	Pupils feel a part of the learning community and emotionally feel the same as other pupils. Every child has access to uniform and parents/carers need not worry about the financial aspect of purchasing uniform as we have stock which is bagged as new and given to families who need it Clean and spare clothes were provided to prevent illness, support hygiene and to support families during times of financial hardship. Parents feel supported, part of the community and financial burden has been reduced. Children have access to the appropriate uniform which is clean and in good condition.	Continuing provision-uniform swap/collection area within school.
Milk	Milk/Snacks/Fruit	Pupils are healthier and have fewer illnesses resulting in better attendance and rapid progress impacting on outcomes. Children are not hungry and have the offer of healthy options at playtime.	Continue to provide milk and fruit to children in line with new government guidelines.

Externally provided programmes

Programme	Provider
TTRockstars	https://trockstars.com/
Numbots	https://numbots.com/
Spelling Shed	https://www.spellingshed.com/en-gb/
Purple Mash	https://www.purplemash.com/login/
White Rose	https://whiteroseeducation.com/
PIXL	https://auth.pixl.org.uk/

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Teaching and interventions</p> <p>Online resources</p> <p>Social and emotional support (counsellor and Sunshine Room)</p>
What was the impact of that spending on service pupil premium eligible pupils?	<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> <p>They also created resources to use at home in order to support the challenges faced by service children.</p> <p>Service families were invited in alongside serving personnel and veterans for Remembrance.</p>

Further information

Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be.”

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning.
- Regular and thorough communication between home, school and those involved with the child.
- Providing high quality interventions by skilled staff which are tailored to the individual needs of the child.
- Working with other agencies to bring in additional expertise.
- Providing support for parents to develop their own skills to support their children’s learning within the curriculum.
- To manage and support in times of crisis.
- Recognising and building on children’s strengths and achievements to further boost confidence.
- Going the ‘Extra Mile’ for our children.

In our determination to ensure that **ALL** children succeed, we recognise the need for and are committed to providing completely individualised interventions for set periods of time in order to support children in times of need.

Wellbeing

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted over previous academic years. Disadvantaged pupils have been particularly impacted. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan and with the use of our Nurture room and SEMH team.

Rapid Graspers

Southfields Primary School is committed to ensuring that **all** children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged rapid graspers are provided with opportunities to not only access and embrace the curriculum, but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, Arts or simply new experiences that may not be available to help them because of their circumstances. Our aim is to help our children nurture existing talents, and help them to identify new ones. These opportunities can be provided in and/or outside of school hours.

Additional activity

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

- embedding more effective practice around feedback. **EEF evidence** demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a **DfE grant to train a senior mental health lead.**