

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 Primary School
Number of pupils in school	578
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Laura Martin
Pupil premium lead	Mrs Ellie Kapler
Governor lead	Mrs Natalie Lumb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,333
Recovery premium funding allocation this academic year	£ 25,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (overspent on PP)
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	£ 265,668

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:

- o Staff believe in ALL children
- o Staff adopt a “solution-focused” approach to overcoming barriers
- o Staff support children and parents/carers to develop growth mind sets towards learning
- o A love of learning is nurtured and encouraged
- o Lifelong learning and skills are nurtured
- o 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, GPS), Mathematics and Science
2. Phase Leader Report, including the wider curriculum and clubs
3. Class teacher contexts and Pupil Premium Plans
4. Individual Pupil Premium Plans
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 and wellbeing support for pupils through the Welfare 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 with all pupil premium children, 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 and raise attainment.
- Offer experiential Learning and Broadening 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 purchasing their own recorder and having regular lessons within the classroom. 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: £ 26,065

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 • Designated Teacher Training • Positive handling 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 Maths Hub resources and CPD (including Teaching for Mastery training). 	<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>School evidence: NPQSL- 2 members of staff completing research projects Oracy in wider curriculum Oracy in Maths and improving outcomes Partnership- Cambridgeshire Maths hub- Maths Mastery Music hub- we have achieved an award</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</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: £ 196,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions</p> <ul style="list-style-type: none"> Teaching Groups and 1:1 See School Improvement Plan for key priorities to raising achievement of Pupil Premium Pupils Catch up programmes (COVID 19) Additional staff to work with targeted pupils (core subjects) 	<p>Special Educational Needs Guidance Report- EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</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 (Learning by Questions, IXL, Power Maths, Times Table Rock stars, Bug Club, Espresso home edition, Science Bug, Phonics Bug) 	<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 support at home or in school to scaffold learning and provide specified support. Extra IT equipment and internet access for families 	<p><i>School evidence- audit completed to see the needs within households in order for children to participate in home learning.</i></p> <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><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>1,2,4,5,8,9,10,13,14</p>

	<p>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</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>	
Speech and Language Therapy	<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
Specialist Reading Teaching	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	2,4,5,8

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

Budgeted cost: £ 42,801

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-sel</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 life long 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 suppo</p>	<p>EEF Parental Engagement Guidance Report</p> <p>Local Authority reports- local and national attendance and Covid impact</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>School based evidence- monthly attendance reports</p>	1,6,7,9,10,11

<p>Welfare – Counsellor</p> <p>Pupils have access to a fully trained counsellor (when needed) to support wellbeing and mental health</p>	<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>	<p>1,3,6,7,9,10,11,15</p>
<p>Uniform and spare clothes</p> <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>	<p>9, 12</p>
<ul style="list-style-type: none"> ● Milk at lunchtimes 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>	<p>9, 12</p>

Total budgeted cost: £ 265,668

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 2020 to 2021 academic year.

Funding	Provision	Examples of intervention	Impact	Future Actions
£141,418	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>Catch up programmes (COVID 19).</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. ‘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>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.</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 a tutor from the NTP. 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 weekly for either a term or half term, depending on the needs of the individual child/group (evidence of progress and deliverance on inclusion drive).</p> <p>Interventions have had an English/Maths focus in order to address gaps in knowledge and embed skills and knowledge. Bespoke programmes were provided for pupil premium children in order to best support their needs. These were also offered online during the national lockdown.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p> <p>After school boosters were also offered by school staff in order to further support, knowledge and understanding and enable children to make good progress and achieve ARE or better.</p> <p>Extended school day for all year groups for basic skills of spelling and maths-there is a basic skills focus throughout the school in order to consolidate knowledge and identify/diminish gaps in knowledge. Curriculum audits have been completed to ensure areas missed have been identified and addressed so that the children have not missed any key teaching and learning for their year.</p> <p>Behaviour and social/emotional/mental health and wellbeing interventions have been offered to focus groups/pupils by the Sunshine Room and counsellor. Children have been taught coping strategies for emotions and have worked on emotional vocabulary and literacy,</p>	<p>Identify high performing interventions – which work best and why?</p> <p>Continue with catch-up interventions and booster sessions.</p>

			<p>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 the children transitioned back into school successfully during the current climate. This was in person, virtually and over Class Dojo. Support stories, pictures and videos were also provided.</p>	
£19,588	Resources and Clubs	<p>Purchase resources to improve pupils progress and provision in reading, 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>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 the school day to narrow the gap to national and pupils within school who are not PP.</p> <p>During remote learning, additional resources were purchased in order to ensure that 100% of PP children had access to books, stationary, laptops and the internet.</p> <p>A broad variety of clubs have been offered to all children, as well as online opportunities for clubs during the national lockdown.</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>Continue to audit resources in order to improve provision and progress.</p> <p>In the event of another lockdown, resources will be provided again to ensure that all children can access their learning from home.</p> <p>Continue to provide resources for children to use at home to participate in further learning.</p>
£19,588	Online Resources	<p>IXL</p> <p>Purple Mash</p> <p>Times Table Rock Stars</p> <p>Active Learn, Espresso</p>	<p>Increased engagement and access to learning and resources during the National Lockdown. These resources were used by staff and children in order to support, further and consolidate remote learning. Online resources are also used within the classroom and for home learning. Across the school, 100% of PP children had access to these programmes throughout the national lockdown, as well as laptops and internet dongles.</p> <p>The school completed a PP audit of resources used and monitored this in this report:</p>	<p>Continue to assess the use of these programmes and their benefits for the children. Ensure that these are being used both in school and at home and support parents/carers with the use of these programmes.</p>
£13,617	PP Lead 1 Day	<p>Overseeing provision, monitoring pupils and putting effective plans in place to improve outcomes across the school.</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. During the national lockdown and return to school, PP children were monitored weekly and actions were taken if mental wellbeing needed support, resources were needed or if engagement dropped. Support with remote learning was also offered to parents:</p>	<p>Continue to rigorously monitor PP children and provision to support better than expected progress for them to reach ARE or further.</p>
£1601	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>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>
£1195	Staff Development and Training	<p>Courses and resources to support staff with a focus on</p>	<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</p>	<p>Offer a wide variety of training and development to staff.</p>

		supporting PP children.	<p>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>Oracy has been introduced in order to support 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>TA training on SMSC and Basic skills</p> <p>Staff training on IT and effective remote learning.</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 teachers are continuously reflecting upon and improving their practise.</p>
£13,138	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>[Due to COVID-19- school trips, residential visits and visitors in school were not possible. Online/virtual experiences and opportunities were created where possible.]</p> <p>An enriched curriculum was still offered during the national lockdown and during Covid restrictions. There were visits, experiences, visitors to school, etc. which were made available online. All year groups offered this provision so every child had the opportunity to experience enrichment activities.</p> <p>We had visiting artists who did remote tours of their studios.</p> <p>We had authors talk to us about their writing and show the children around where they write and where they get their ideas.</p> <p>We had Children's University sessions for pupils to attend archaeology events, as well as share their pets.</p> <p>Residential visits and inspirational ideas are currently being planned and are in place for the academic year 2021-2022 with subsidies for Pupil Premium.</p>	<p>Consider impact of Covid 19 and potential issues for the next academic year.</p> <p>Review this expenditure again at the end of the financial year.</p>
£3033	Welfare-Counsellor	Pupils have access to a fully trained counsellor (when needed) to support wellbeing and mental health	<p>Counselling supported pupils who need additional professional help to improve their mental health and well-being. This offer is also extended to parents/carers and has been vital during the pandemic. Phone calls and virtual meetings have been offered whilst there have been Covid restrictions and parents/carers know that they have someone to talk to if they are in need of support. The Sunshine Room and staff have ensured that they have been a safe place for the school community and offered specialist advice and support.</p> <p>Support was offered to children and parents to support them through the lockdown as well as time in school</p>	<p>Continue to support wellbeing and mental health.</p> <p>Continue to monitor children and offer access to counselling if necessary (this is also extended to parents/carers).</p>
£14,000	Attendance Officer- 1 day	Attendance monitoring meeting, merits and support	<p>Attendance has been monitored to ensure that all pupils attend school regularly. This was also monitored during remote learning and parents/carers and children were offered further support where needed.</p> <p>Vulnerable children were offered 'bubble' places during the national lockdown and their attendance was monitored. Blended learning was also offered to those who could not attend school and this attendance was monitored daily.</p>	Explore attendance incentives and rewards. Continue to raise and monitor attendance.

			<p>95% of children across the school engaged with remote learning, or attended school provision.</p> <p>School attendance when pupils were in school was also good for PP children, this was monitored regularly.</p>	
£7167	Specialist reading teaching	Specific programmes to improve reading by a trained member of staff.	<p>Pupils knowledge and understanding of reading is improved and pupils make better than expected progress to diminish the difference between themselves and their peers.</p> <p>Specialist phonics support is provided to children, as well as staff that need refreshing. 80% of PP children in Year 1 have a secure knowledge and understanding of phonics which enabled them to pass (in-house) phonics screening tests.</p>	Continue to assess the needs of the children and offer this provision when needed to support and further knowledge, understanding and progress.
£2389	Music, Clubs, Enriched Curriculum.	<p>Clubs/Music/Theatre Resources</p> <p>Enriched curriculum</p> <p>Swimming Pool</p> <p>Children's University</p>	<p>All pupils have access to clubs/music tuition- even during the school closure, this was made virtual and pupils could access these online.</p> <p>All pupils had access to swimming during the summer term.</p> <p>Children's University-subsidised and access to clubs virtually- teacher created. Improved CU engagement and members, this has increased by 100% with 30% of the school enrolled. Wider learning opportunities have been promoted and celebrated with half termly meetings. The children have a sense of achievement and have goals to work towards in order to achieve their 'degree'.</p> <p>Concentration and skills improved and talents have been nurtured, despite the pandemic.</p> <p>An enriched curriculum was still offered during the national lockdown and during Covid restrictions as there were visits, experiences, visitors to school, etc. which made available online. All year groups offered this provision so every child had the opportunity to experience enrichment activities.</p>	<p>Further PP access to music tuition/trips/visits.</p> <p>Continue to raise the profile of Children's University.</p> <p>If another lockdown occurs, offer a range of enrichment activities.</p>
£1195	Uniform and spare clothes	<p>Uniform Subsidised</p> <p>Book bags</p> <p>Spare PE/swimming kits</p> <p>Sports Team kits</p> <p>Spare pants/socks</p> <p>Spare shoes/trainers</p>	<p>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 away to parents who need it</p> <p>Clean and spare clothes were provided during the pandemic to prevent illness, contamination and to support families during times of financial hardship.</p> <p>Parents feel supported, part of the community and financial burden has been reduced.</p>	Expanding the provision- uniform swap/collection area within school.
£996	Milk	Milk/Snacks/Fruit	<p>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 snacks and healthy options at playtime.</p>	Continue to provide milk and fruit to children.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Disadvantaged pupils were 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.

Externally provided programmes

Programme	Provider
TTRockstars	https://trockstars.com/
IXL	https://uk.ixl.com/
Spelling Shed	https://www.spellingshed.com/en-gb/
Purple Mash	https://www.purplemash.com/login/
Active Learn	https://www.activelearnprimary.co.uk/
Espresso	https://www.discoveryeducation.co.uk/resources/primary/espresso/
Learning by Questions	https://www.lbq.org/
PIXL	https://auth.pixl.org.uk/

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Teaching and interventions Online resources Social and emotional support (counsellor and Sunshine Room)
What was the impact of that spending on service pupil premium eligible pupils?	Service children had access to social and emotional support weekly 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. They also created resources to use at home in order to support the challenges faced by service children.

Further information

Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

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
- Ensuring support staff and class teachers communicate regularly
- Providing high quality interventions
- Working with other agencies to bring in additional expertise
- Providing extensive 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
- Tailoring interventions to the individual needs of the child
- Recognising and building on children’s strengths and achievements to further boost confidence
- Going the Extra Mile

Most Able Pupils

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 most able pupils 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 because of their circumstances. Our aim is to help our children nurture existing talents and help them 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](#).