



Context of school

Believe in yourself

Value others

Be proud of your achievements

Smile, Shine, be happy

Southfields Primary School is a larger than average school with above average FSM 35.6%; some year groups as high as 46%, which provides an outstanding education within the context and understanding of shared values. The school has above average FSM 35.6%; some year groups as high as 46%. We believe all children should be taught kindness, care, consideration, co-operation, resilience, honesty, respect, hard work, perseverance and openness. We believe in the magic of childhood and our children are encouraged to enjoy and achieve as individuals, as part of a team and school. We believe in having a positive approach towards school life and children are supported to become highly motivated, hardworking and confident. The school has been successful for many years and has embedded traditional family values, whilst being forward thinking in providing the very best education for the whole school community.

Southfields is a National and Local Leading School supporting and working in partnership with other schools to raise standards nationally. The Head Teacher is a National Leader of Education – and is deployed to support other schools nationally. It is recognised for its work in Pupil Premium, Environmental Education, Sustainable Schools, the Arts, and learning behaviours and has the unique feature of teaching Music as a core subject. Throughout your child's time at the school they will be taught four instruments and, in addition to this, we have fourteen additional instruments that are an option, delivered by peripatetic teachers, along with the school choir which works at a national and international level with specialist voice training and has been BBC Choir of the Year Finalists for England.

Southfields Primary is totally committed to social justice and improving life chances for children who are potentially vulnerable. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach, and has a particular specialism in Speech and Language development of which the school has a specialist unit for pupils from across Peterborough.

Overall Aims of the School

- Ensure that our pupils have an outstanding education
- Provide outstanding opportunities in Literacy, Numeracy, Science, Multi Media and Music.
- Create an interesting and stimulating environment, which reflects our values and promotes a sense of community as well as an individual sense of self worth.
- Provide a broad and balanced curriculum with high expectations and outstanding outcomes.
- Develop a community of life-long learners where learning access is a right and thinking a recognised achievement.
- Provide learning experiences that allow all pupils equal opportunities.
- Provide opportunities for children to develop lively and enquiring minds.
- Promote social, cultural, moral and spiritual development, preparing pupils to be responsible citizens.
- Encourage partnership with parents/carers and foster positive links with the community.
- Encourage kindness, honesty and respect in a school that makes sustainable choices to foster a care for the future.

Southfields Primary ensures all staff develop the skills to meet the needs of pupils and families whose circumstances may make them vulnerable. This, coupled with excellent partnerships with external agencies and the Local Authority helps the school to minimise any barriers and gaps to learning potential.

The school works very effectively in partnership with the parents and carers of potentially vulnerable children to help to break down barriers to learning and progress pupils may encounter.

FSM do well in this school from a very low starting point they make rapid progress to leave significantly above national. This stems from the high priority the school gives to meeting their needs. Southfields ensures outstanding help from very well -qualified Senior Leaders, teachers, teaching assistants and this is supported with a wealth of excellent resources that have proven impact on raising standards. The lower-attaining pupils identified in EYFS, KS1 results and those whose circumstances may make them vulnerable, make excellent progress and any gaps between them and their peers are closed effectively using targeted support and rigorous monitoring.

Southfields is dedicated to ensuring all pupils make excellent progress including those who could be vulnerable. Assessment plays

an important role in this and pupil progress meetings ensure that all staff understand where the children are at any given time and in which areas support is needed, this rigor and swift consequent actions ensure immediate impact. Tasks are closely matched to students' targets and learning pathway and teachers, teaching assistants are deployed consistently well to help pupils by providing appropriate resources, support, encouragement and demonstrating skills that impact learners. This is particularly effective in Speech, Language and Sensory Integration development: which the school specialises in across the Local Authority and also with National Research.

As a school, we are consistently evaluating how individual pupils benefit and progress from provision. This may not always be accessed through data but also from a learning culture of talk and shared professional thoughts and judgements. We are especially effective with Special Needs and also where pupils needs, dispositions, aptitudes or circumstances require particularly perceptive and expert support or teaching. The school is highly regarded for its work with special needs and leads training throughout the City supporting many other settings through outreach and National Leader project work.

We believe the most effective way of achieving these aims is through the promotion of enquiry, curiosity, enthusiasm and challenge, sharing and learning together, the acceptance and embracing of differences, openness, respect and perseverance.

Our school aims are to be an inclusive school where all children are welcome, feel happy and look forward to their school day. Every child is different and we view those differences as opportunities for adults and children alike to learn more from each other.

We work hard on supporting children with Special Educational Needs and our school practice and policy is revised every year. The policy is available from the parents' library website. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practical. Southfields is already a very inclusive school and has been awarded the Peterborough Inclusion Charter Mark.

Southfields Primary prides itself on a very narrow gap or in some cases vulnerable groups consistently out performing national trends. We believe this is due to the consistency in the quality of teaching and learning as well as the provision and wider experience they have within the school. We believe school has a fundamental part to play in securing wellbeing, enhancing life chances and realising personal potential. We believe in the social capital and the power of philosophy, art and music. We want our children to develop a passion for subjects and pupils have a significant part to play in the school environment and its provision which they help to develop.

We have one school rule which is to be kind. We as a school have a good understanding of fairness and inclusion. We believe every child is an individual and we aim to develop a bespoke school which mirrors the learners at that time this includes staff and children. Many members of staff are taking part in educational development, courses, research or Masters and this enhances the work of the school.

We have designated posts within school that work with families and children to ensure they are supported with their welfare within and beyond the school. We organise many different family learning opportunities and involve families fully in school life. Attendance and punctuality is very important to us and we work very hard with pupils and families to ensure this remains a key priority. As a school we bring together professionals from Health, Welfare and the Police to support families during our 'welfare drop in' sessions as well as having day to day welfare support from a highly trained and knowledgeable officer with proven success.

Closing the gap is core to our work and many leaders at various levels have accountability to develop practice and outcomes for children within and beyond the school.

We aim to:

Secure effective teaching and learning for all and enhance achievement and wellbeing, irrespective of personal circumstances.

Make a commitment to creating a learning community based on high trust and interdependence with explicit values and a shared language centred on high performance we aim to be outstanding every single one of us.

Our school leadership and governance values the quality of teaching and learning as its core purpose. This implies the deployment of time, energy and resources to enhance confidence in the quality of teaching and learning and the focus on achievement.

Grow leadership that is widely distributed across the school community and works through collective capacity rather than personal status. The focus is on middle leaders whose primary function is to model, monitor and secure effective learning and teaching.

Ensure that pupils and parents are active partners in the learning process with a direct role in accountability strategies and the development of programmes that meet individual needs.

Secure active collaboration within school and working with other schools and professionals to ensure that the best practices and resources are available and shared with all.

Underpinning all of the above with rigorous and systematic planning, resource management and data-rich strategies to support teaching and learning.

Achievements

OFSTED judged Southfields Primary School “Outstanding” in the previous two inspections 2008/09 and 2011/12. The report stated that “children’s personal development was outstanding” and the school’s caring approach to the pupils was commented on. “Pupils behave well and are enthusiastic and have excellent relationships with staff and one another”.

And ...

“Southfields Primary School provides an outstanding education for its pupils; the whole school community have taken up the pursuit of excellence. The curriculum is outstanding and provides a range of exceptional experiences for its pupils. There is a strong team spirit and sense of pride in the school about what has been achieved. Pupils’ behaviour makes a strong contribution to the school. The whole school community is colourful and full of creative places. Teaching assistants provide exemplary support and the whole school has meticulous attention to building pupils’ basic skills. The curriculum has a strong focus on inspiring curiosity. The school has very close links with parents/carers and the local community and they recognise the outstanding learning the school offers. Children have a sense of curiosity and clear enjoyment in learning. They make an excellent contribution with their excellent concentration, thoughts, and ideas and play in complete harmony. EYFS is outstanding and remarkable changes to the provision and quality of teaching have taken place over a short period of time, which has resulted in an exceptional provision. “

Ofsted 2011

Objectives of Pupil Premium Spending

Key Priority:

To ensure equality of provision by raising achievement and narrowing the gap of children entitled to Pupil Premium funding and also Vulnerable Pupils.

What main issues will be addressed:

Identify specific children and monitor their progress to ensure they are making good or better progress

Provision Map children to ensure they access the support they need and measure the impact

Provide a wealth of social and educational activities that inspire and raise aspirations

Provide financial support to allow pupils to experience visits, visitors or subsidised trips, visits, visitors or music tuition

Provide online resources and IT to support learning beyond the school

Expectations:

Targeted strategic support which improves outcomes for children who are potentially vulnerable and therefore improve outcomes in both academic and social aspects of school life for pupils to narrow the gap.

Success Criteria:

Targeted strategic support and plans improve outcomes for children who are potentially vulnerable and therefore improve outcomes in both academic and social aspects of school life for pupils to narrow the gap and ensure that pupils consistently stay ahead or in line with the school and national trend.

Nature of Support 2013-14

Focus on improved teaching through training in phonics, reading & mathematics through Pearson services

Promotion of the welfare of children through social, emotional and behavioural aspects.

Enrichment beyond the curriculum through experiential opportunities

Curriculum Focus

Increased progress in writing across all key stages.

Increased % of Year 2 children achieving in Phonics Screening Tests

Increased % of Year 6 children achieving Level 5 in Reading Test

Number of Pupils and Pupil Premium Grant Received for Academic Year 2013-14 (Autumn, Spring & Summer)

Total Number of Pupils On Roll	470
Total Number of Pupils Eligible for PPG	134
Amount of PPG received per pupil	134 FSM children @ £900 Autumn & Spring = £74,492.83 163 FSM children @ 1,300 Summer = £88,291.67 Autumn, Spring 1 service child & Summer 2 Service children = £425 3 Looked after children Autumn 2013 each = £900 2 Looked after children Spring = £600 1 Looked after child Summer = £600
Total amount of PPG received	£162,809.75
Total amount of PPG allocated	£131182.58
Total amount of PPG carried forward to 2014-15	£31,627.17

Measuring the Impact of PPG Spending

Evidence:

Progress from KS1 - 2

	2014
FSM	101.2
Non-FSM	101.2

Expected / More Than Expected Progress Years 2 - 6

	Reading		Writing		Maths	
	Expected	More than Expected	Expected	More than Expected	Expected	More than Expected
L1	100%	100%	100%	50%	100%	100%
L2c	100%	33%	100%	11%	100%	0%
L2b	100%	63%	100%	40%	100%	44%
L2a	100%	50%	100%	100%	100%	33%
L3	100%	0%	0%	0%	100%	80%

KS1 - 2 Value Added Measure

	Maths	Reading	Writing
FSM	101.6	101.6	100.2
Non-FSM	101.5	101.3	100.7

2014 KS2 End of Year 6 Attainment and Progress

KS2 2014 Progress In Points

Subject 2013-14	Progress in Points		
	FSM	Non-FSM	National
Reading Test	30.3	30.6	27.5
SP&G Test	30.9	31.2	26.9
Writing	27.9	29.9	26.2
Maths Test	30.0	30.6	27.2
All subjects	29.9	30.2	29.6

KS2 2014 Attainment Level 4+

	All subjects		Maths		Reading		Writing		GH&S	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
FSM	90%	83%	100%	78%	95%	82%	90%	76%	90%	66%
Non FSM	89%	67%	93%	90%	93%	92%	93%	89%	85%	81%

KS2 2014 Attainment Level 5

	All subjects		Maths		Reading		Writing		GH&Sp	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
FSM	15%	12%	40%	28%	60%	35%	25%	20%	75%	39%
Non FSM	22%	29%	44%	48%	70%	56%	44%	39%	81%	58%

- 10% of all Year 6 FSM pupils achieved Level 6 Mathematics

Year 6 Disadvantaged pupils in relation to other pupils:

	Disadvantaged pupils	Other pupils
Percentage of disadvantaged pupils achieving level 3 or below in reading and maths tests and writing TA	0%	4%
Percentage of disadvantaged pupils achieving level 4 or above in reading and maths tests and writing TA	90%	92%
Percentage of disadvantaged pupils achieving level 4B or above in reading and maths tests and writing TA	90%	84%
Percentage of disadvantaged pupils achieving level 5 or above in reading and maths tests and writing TA	15%	24%
Percentage of disadvantaged pupils making at least 2 levels of progress in reading	100%	92%
Percentage of disadvantaged pupils making at least 2 levels of progress in writing TA	95%	96%
Percentage of disadvantaged pupils making at least 2 levels of progress in maths	100%	92%

2014 KS1 Attainment and Progress

2014 KS1 APS

	All subjects		Maths		Reading		Writing	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
FSM	15.9	14.6	16.6	15	16.3	15	14.9	13.7
Non FSM	17.5	16.4	18.1	16.7	17.8	17	16.6	15.6

2014 KS1 Attainment %

Level 2 +

2014	FSM	FSM Nat	Non-FSM	Non-FSM Nat
Rdg	87.5	81	89.5	92
Wtg	81.3	75	89.5	89
Ma	93.8	85	100	94
RWM	81	75	89	89

Level 2b+

2014	FSM	FSM Nat	Non-FSM	Non-FSM Nat
Rdg	75	67	86.8	83
Wtg	56	52	84.2	73
Ma	81	66	86.8	82
RWM	56	52	84	73

Level 3

2014	FSM	FSM Nat	Non-FSM	Non-FSM Nat
Rdg	18.75	16	50	34
Wtg	6.25	7	36.8	18
Ma	12.5	12	52.6	27
RWM	6	7	36	18

2014 Year 1 Phonics Screening Test Results 67% which is 4% above national

2014 Year 2 Phonics Screening Recheck 75% which is 15% above national

Year Group	Project/Provision	Cost	Objective	Outcome																																					
5/6	Additional teaching assistant in year 6 to support English and Maths and devise and deliver appropriate programmes.	£14,138.28	To have raised standards and have supported PP pupils.	<p>Year 6 Results: Level 4 attainment:</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>GH&Sp</th> </tr> </thead> <tbody> <tr> <td>FSM</td> <td>95</td> <td>90</td> <td>100</td> <td>90</td> </tr> <tr> <td>Non-FSM</td> <td>93</td> <td>93</td> <td>93</td> <td>85</td> </tr> <tr> <td>National FSM</td> <td>82</td> <td>76</td> <td>78</td> <td>66</td> </tr> <tr> <td>National Non-FSM</td> <td>92</td> <td>89</td> <td>90</td> <td>81</td> </tr> </tbody> </table> <p>Three Year Trend:</p> <table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>FSM</td> <td>100.9</td> <td>101.9</td> <td>101.2</td> </tr> <tr> <td>Non FSM</td> <td>101.0</td> <td>100.9</td> <td>101.2</td> </tr> </tbody> </table>		R	W	M	GH&Sp	FSM	95	90	100	90	Non-FSM	93	93	93	85	National FSM	82	76	78	66	National Non-FSM	92	89	90	81		2012	2013	2014	FSM	100.9	101.9	101.2	Non FSM	101.0	100.9	101.2
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	Year 6 Teacher to provide small classes for pupils Appropriate targeting teaching improved feedback through the provision of smaller class sizes.	£27,417.45	To have raised standards in achievement and progress for PP pupils in Year 6	<p>FSM Average Point Scores:</p> <p>Above national Reading 29.8 Maths 29.8 Grammar Punctuation & Spelling 29.8</p>																																					
	Easter Mathematics School To staff an Easter School for year 6 to support children who are currently working on or just below national standards in Mathematics or are slow moving and need intense support.	£101.90	Mathematics remains in line with national and all children make the target 2 levels progress or more.	<p>In line with national Writing 26</p>																																					
EYFS & KS1	Support the development of speech and language across the school and wider community with additional resources, training and staff to identify and support pupils with speech and language difficulties. EYFS children to be assessed for speech and language and appropriate provision put in place to support language development. Elklan training and training with staff within the school and beyond on early identification. Purchase new resources to improve learning for speech and language.	£12,475.94	CLL improves for EYFS. English APS and Standards year on year improve to bring Year 2 inline with national.	<p>EYFS Autumn 2014 Silver Shoe Assessment: Reception Language 76% of all boys and 68% of all girls did not achieve an age appropriate level. Expressive Language 76% of FSM boys and 69% of FSM girls did not achieve an age appropriate level.</p> <p>In July 2014 EYFS assessment of Communication & Language of FSM children showed achievement in the following areas of: 1 65% 2 65% 3 65% As 60% is national to 5% above national for all children is an excellent achievement from such low starting points.</p>																																					
All years	Phonics teaching To improve phonics teaching through resource packs and training with Bug Club & small group work in	£800	Phonics is taught well across the school, pupils	<p>Year 2 Progress 100% of FSM children pupils made progress with a staggering 44.44% of all pupils making more than 3 fine grades (6pts) progress in</p>																																					

	<p>year 1 and 2 phonics. Letters and Sounds and school support materials, Standards Sentences in addition to handwriting and letter formation, 1:1 support where needed to support pupils reaching their targets, ELS - small groups to support phonics. Continue to improve provision planning for phonics in EYFS.</p>		<p>receive additional support to ensure they make outstanding progress and where ever possible reach national targets. Improve CLL from a very low starting point - all pupils to make 6+ points progress.</p>	<p>reading and writing.</p> <p>FSM Attainment, average points score at Key Stage 1 (Trends):</p> <table border="1" data-bbox="1029 257 1455 398"> <thead> <tr> <th></th> <th>R</th> <th>W</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>14.0</td> <td>12.8</td> </tr> <tr> <td>2013</td> <td>14.4</td> <td>13</td> </tr> <tr> <td>2014</td> <td>16.3</td> <td>14.9</td> </tr> </tbody> </table> <p>In Key stage One we would like to further improve the number of Pupils entitled to FSM with level 3 which is slightly less than 1% below national we would like this to be above to match the success of FSM pupils in other groups and levels throughout the school which are all above national and some significantly above.</p> <p>Reading L2+ 87.5% Writing L2+ 81.3% Above national</p> <p>Y1 Phonics Screening – 67% 4% above national</p> <p>All Y2 Phonics Screening Recheck- 75% which is again above national by 15%.</p>		R	W	2012	14.0	12.8	2013	14.4	13	2014	16.3	14.9
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All years	<p>Teaching of reading To improve reading throughout school by further improved staff knowledge and understanding of phonics and reading through training & small group work on reading using a variety of resources Provide sessions for parents on teaching phonics - one session per year group linked to Bug Club and Phonics Bug. Provide booster groups for year 6 and year 2.</p>	£800	<p>Reading scores will improve by 2+ months in one intervention programme.</p> <p>APS will show improvement by: APS progress 1 over half a term. APS progress 2 over a term.</p>	<p>Special Educational Needs Reports to Governors in Spring 2014 showed that 65% of all FSM children and had made 4pts+. Most progress was made by children in this area with assessment showing it to be outstanding by July 2014.</p> <p>100% of LAC children made 2 fine grades progress.</p>												
All years	<p>Welfare Officer and Behaviour Teaching Assistant. Consistently monitor the well being of pupils to support the quality and trust of families to ensure that appropriate provision is in place and identified early. Families may need to be flagged to appropriate support beyond the school. Ensure that pupils and families are identified early and intervention is given to prevent home life from having an impact on learning. Reward good attendance and punctuality to ensure it remains a key priority. Reward good behaviour through lunchtime awards. Award prizes for best anti bullying posters. Provide diaries for emotional</p>	£15,640.38	<p>Raised emotional well - being of children. Prevent home and emotional problems from having a negative impact on aspirations and achievement. Improved engagement and relationships with families facing barriers to supporting their children's educational achievement and</p>	<p>KS2/KS1 data shows that our Pupil Premium children have made good and outstanding progress. Impact reports, pupil and parent evaluation show the benefit of support received.</p>												

	<p>welfare. Provide opportunities for Community involvement through work with community cadets and involvement of the local councilor and PCSO's. Enable children to develop better personal behaviour management strategies.</p>		<p>aspiration.</p>													
All 1years	<p>Mathletics online resources Pupils will have their own learning area to support Mathematics from Reception to year 6 which will improve the opportunity to practice skills within and beyond the school.</p>	£1,836.00	<p>Pupils will have their own learning area to support Mathematics from Reception to year 6 which will improve the opportunity to practice skills within and beyond the school.</p>	<p>Mathematics has remained in line and above with all children achieving targeted APS progress as shown through pupil progress end of year data.</p> <p>Special Educational Needs Reports to Governors in Spring 2014 showed that 61% of all FSM children and had made 4pts+ and outstanding progress by July 2014.</p> <p>See charts above for data evidence.</p>												
All years	<p>Improve Writing Provide booster groups for year 6 and year 2, 1:1 tuition for target Pupils in year 6 and year 2 & small group PAT intervention. Small group work in all year groups to support grammar and punctuation.</p>	£13,690.58	<p>APS will show improvement by: APS progress 1 over half a term or APS progress 2 over a term. APP will be used to monitor the progress of provision and success with more rapid progress indicated in highlighting (finding gaps and filling gaps within individual APP and also cross referenced in planning-targets based on assessments)</p> <p>Workscrutiny shows an improvement in consistency and quality of responses to feedback.</p>	<p>Special Educational Needs Reports to Governors in Spring 2014 showed that 60% of all FSM children and had made 4pts+ and outstanding progress by July 2014.</p>												
All years	<p>Improve Communication and speaking and Listening Provide Southfields speech and language programmes, Speech therapy sessions 1:1 and 1:2, Social Stories, Mastering Memory, Time to talk (social skills programme), Nuffield & SEAL & improved ICT to</p>	£6,338.75	<p>Specific speech and language assessments.</p>	<p>FSM ERP Pupil Premium Assessment Results:</p> <p>Y1: Boy D.O.B: 02.06.2009: Significant speech sound disorder</p> <p>Nuffield Centre Dyspraxia Programme Assessment: %</p> <table border="1"> <thead> <tr> <th></th> <th>07.11.2013</th> <th>12.11.2014</th> </tr> </thead> <tbody> <tr> <td>Single Sounds</td> <td>21</td> <td>100</td> </tr> <tr> <td>CV and VC</td> <td>0</td> <td>80</td> </tr> <tr> <td>CVCV</td> <td>N/A</td> <td>10</td> </tr> </tbody> </table>		07.11.2013	12.11.2014	Single Sounds	21	100	CV and VC	0	80	CVCV	N/A	10
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	support communication, language and literacy.			<p>CVC N/A 60</p> <p>Y3: BoyD.O.B: 18.01.2007 Phonological Disorder</p> <p>Nuffield Centre Dyspraxia Programme Assessment: %</p> <table border="1"> <tr> <td></td> <td>07.02.2013</td> <td>03.07.2014</td> </tr> <tr> <td>Single Sounds</td> <td>90.9</td> <td>100</td> </tr> <tr> <td>Multisyllabic</td> <td>10</td> <td>85</td> </tr> <tr> <td>Clusters</td> <td>25</td> <td>95</td> </tr> </table> <p>Y6: Trevor Maphosa: D.O.B: 05.03.2004: Severe Language Disorder</p> <p>Test of Abstract Language Comprehension (TALC)</p> <table border="1"> <tr> <td></td> <td>12.09.2013</td> <td>24.09.2014</td> </tr> <tr> <td></td> <td>Blank Level 1 and 2</td> <td>Blank Level 1, 2 and 3</td> </tr> <tr> <td>Sentence Comprehension</td> <td>3</td> <td>4</td> </tr> <tr> <td>Inferential Comprehension</td> <td>5</td> <td>7</td> </tr> <tr> <td>Naming</td> <td>5</td> <td>6</td> </tr> </table> <p>Assessment of Comprehension and Expression 6-11: Standard scores (3 = first percentile, normal range 13)</p>		07.02.2013	03.07.2014	Single Sounds	90.9	100	Multisyllabic	10	85	Clusters	25	95		12.09.2013	24.09.2014		Blank Level 1 and 2	Blank Level 1, 2 and 3	Sentence Comprehension	3	4	Inferential Comprehension	5	7	Naming	5	6
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All years	<p>Mathematics</p> <p>Provide resources to improve mathematics: Easylearn Mathematics, Number box, Numicon, Max's Marvelous Maths, RM Maths, Vocabulary Project, Numeracy Support Programme, Springboard Year 5 and 6, Easy Learn Maths & Number Shark.</p> <p>Provide booster groups for year 6 and year 2.</p> <p>Provide Abacus evolve training and resources in teaching mathematics.</p>	£2,217.50	<p>APS in mathematics reach targeted individual pupils - agreed progress, indicating good or better for all pupils - no vulnerable groups fall behind.</p> <p>APP will be used to monitor the progress of provision and success with more rapid progress indicated in highlighting (finding gaps and filling gaps within individual APP and also cross referenced in planning - targets based on assessments).</p> <p>RM Mathematics assessments.</p> <p>Assessment results from Vocabulary project results see scoring results improve.</p>	<p>Special Educational Needs Reports to Governors in Spring 2014 showed that 61% of all FSM children and had made 4pts+ and outstanding progress by July 2014.</p>																											
All years	<p>Assessment and Tracking</p> <p>Provide a range of materials to best support assessment and tracking of Pupil Premium Children.</p>	£3,257.04	<p>Additional time for year 6 pupils to access tests more effectively.</p>	<p>Pupil progress meetings were effective in their tracking and assessment of pupils as evidence through Phase Leader monitoring.</p>																											

			Assessments provide essential information to better plan provision which impacts overall APS and progress of pupils. % of pupils across the school who make targeted progress.	The recently created pupil premium tracking board has enabled trends to be analysed and shows that as the children progress throughout the school the achievement gap narrows as in year 5 and 6 most children are at or above national average. The children who are below all show progress being made but have additional educational needs or may have recently joined Southfields. A clear trend was noticed that the children who had been attending Southfields since Reception were currently the ones who made more progress than those that joined at a later date and this continues to be a priority for the school.
All years	Clubs Resources and additional staff to enhance the wider aspects of school life contribute to well being which impacts wider aspects of school life.	£3,247.37	Overall APS specifically boys shows no difference between gender - closing the gap. Improved behaviour log.	Look to charts provided for data evidence of impact. Next year as a school further development of APS impact for FSM within clubs and enrichment is a priority.
All years	Enrichment, kites and Eco - projects Resources and additional staff to enhance the wider aspects of school life contribute to well being which impacts wider aspects of school life and targeted specialist support enhances the school provision. This results in better educational outcomes for the children.	£319.46	Improved APS. Improved behaviour log.	
All years	Music and workshop lessons Resources and additional staff to enhance the wider aspects of school life contribute to well being which impacts wider aspects of school life and targeted specialist support enhances the school provision. This results in better educational outcomes for the children.	£16,701.78	Improved APS Improved behaviour log. Achievement through music grades, competitions and performances.	Many PP have been supported in this area through provision of individual and group peripatetic lessons, along with voice training, enrichment and class instrumental lessons. Music is highly valued by the children and attainment through progression to Grades are improving although no PP children as yet have achieved a grading. This continues to be an area for development for the school as we believe in the positive outcomes for children through access to music education.
All years	Aspiration Events to widen children's experience E.g. Opera and Ballet Resources and additional staff to enhance the wider aspects of school life contribute to well being which impacts wider aspects of school life and targeted specialist support enhances the school provision. This results in better educational outcomes for the children.	£527.17	Impact statements are positive from the children about the experience and how it has changed their aspirations and learning.	The More Able Co-ordinator Report is clear in its identification and tracking and impact Statements are extremely positive and through our whole school More Able Tracking Board.
All	Performances in school theatre	£105.00	Children are	Assemblies, Christmas Performances,

years	<p>linked to literacy Resources and additional staff to enhance the wider aspects of school life contribute to well being which impacts wider aspects of school life and targeted specialist support enhances the school provision. This results in better educational outcomes for the children.</p>		<p>inspired to write and perform. APS will show improvement by APS progress 1 over half a term or APS progress 2 over a term. APP will be used to monitor the progress of provision and success with more rapid progress indicated in highlighting (finding gaps and filling gaps within individual APP and also cross referenced in planning- targets based on assessments). Workscrutiny shows an improvement.</p>	<p>Drama workshops were exceptional with children extremely confident in speaking, listening and developing their own scripts with English lessons. Class profiles & Phase Leader Reports showed outstanding APS. APP Speaking and Listening Assessments support this.</p>
All years	<p>Funding of Educational Visits, Residential and Eco visits Resources and additional staff to enhance the wider aspects of school life contribute to well being which impacts wider aspects of school life and targeted specialist support enhances the school provision. This results in better educational outcomes for the children.</p>	£9,238.01	<p>Impact statements are positive from the children about the experience and how it has changed their aspirations and learning.</p>	<p>Monitoring of Impact statements by the Educational Visits Co-ordinator along with this governor report showed logs to be highly positive.</p>
All years	<p>CPD and Staff Training Improved teaching and learning through a variety of excellent quality CPD: Making interventions count. Classroom leadership to support vulnerable pupils. Numeracy training. Writing training. Influential training. Social capital and P4C. NCSL - Outstanding and Improving Teaching Programmes. Effective Literacy Course Teacher Training Books Coaching and Mentoring</p>	£1,369.97	<p>Improved teaching and learning understanding from staff evidenced in lesson observations, planning and outcomes for children.</p>	<p>Pitch perfect, CPD and performance management evidence show improved teaching especially in the areas of the use of Blooms and our Thinking Curriculum. 85% Good and Outstanding lessons observed.</p>
All years	<p>EYFS Induction Materials, Literacy, Numeracy, CL, K&U. Set meeting with new parents in the</p>	£480.00	<p>Families have a growing link with the school and an improved</p>	<p>The positive feedback received through parent voice sessions & workshops have proven these to be of high value.</p>

	<p>summer term prior to attending school to look at the EYFS profile areas development and induction pack, to allow time to work on key areas of literacy and numeracy during the holidays following visits to the home and in school. Ensure the development of Talking Time & First Day at School Booklets.</p>		<p>understanding of some of the areas and ideas they can develop during the months prior to starting school.</p>	
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