



# Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School Overview

Detail	Data
School name	Southfield Park
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current Pupil Premium Strategy Plan covers (3 year plans are recommended)	<b>2024-2027</b> Current Year <b>2024-25</b>
Date this statement was published	December 2024
Date of most recent review	December 2024
Date on which it will next be reviewed	December 2025
Statement authorised by	Sally Smith
Pupil Premium Lead	Scarlett Fosbueary
Governor Lead	

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year (2024-25)	£102,020
Recovery Premium funding allocation this academic year	£4,201
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£106,221</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

*The intent for all of our children is to develop into well-rounded individuals and to have the opportunity to SHINE, meaning they will be SUCCESSFUL, HAPPY, INSPIRED and NURTURED so that they can EXCEL. We pride ourselves on taking a research informed approach to all areas of our provision. The focus of our Pupil Premium Strategy is to close the gap between the disadvantaged children and the rest of the cohort and for their progress to be accelerated. We plan for our disadvantaged children to have experiences in line with their peers and for there to be no barriers to their learning so they achieve well and fulfil their potential.*

*To achieve this, we provide high Quality First Teaching across the school and provide additional bespoke intervention where needed. Quality First Teaching and intervention provision is closely monitored using a triangulation monitoring process through data scrutiny, learning walks and work scrutiny for these children on a regular basis.*

*Every teacher knows the children in their class who are eligible for the Pupil Premium funding, and takes responsibility for accelerating their progress and promoting their wellbeing. Phase Leaders act as Pupil Premium Champions for the children in their Phase and ensure their progress is regularly discussed and good practice cascaded. Analysis of provision maps and pupil progress meetings are used to evaluate the cost effectiveness of interventions for disadvantaged children.*

*We provide emotional support based on the needs for our disadvantaged children, to improve wellbeing and ensure they feel part of our school community. We facilitate engagement through enrichment activities and experiences for all children eligible for the Pupil Premium to address cultural capital deficits.*

*Senior Leaders maintain a clear understanding of how the funding is allocated, while teachers and teaching assistants provide progress updates. This information is shared with school governors to keep them informed about Pupil Premium progress. Governors, in turn, ensure that they hold school leaders accountable for improving standards.*

## Challenges

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

Challenge number	Detail of challenge
1	The achievement gap between the disadvantaged and non-disadvantaged children meeting the expected standard is not improving in reading, writing and maths.
2	Outcomes for disadvantaged children in relation to writing have been lower than their non-disadvantaged peers and impacts on their development as they move through the school.
3	29% of the children eligible for Pupil Premium Funding are also on the SEND register.
4	Children have a lack of confidence and self-belief in their own abilities.
5	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children.
6	Our attendance data over the last two years indicates that attendance among disadvantaged children has fluctuated between 2-4.5% lower than for our non-disadvantaged children. Our

	assessments and observations indicate that absenteeism is negatively impacting disadvantaged children's progress.
7	Levels of parental engagement and support from some of the families of disadvantaged children.
8	Speech and language Improved oral language skills and vocabulary among disadvantaged pupils.

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria												
Improved achievement in English and maths amongst disadvantaged children by the end of KS2.	KS2 results are in line with or better than national figures.												
	<table border="1"> <thead> <tr> <th>2024</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Surrey</td> <td>61.5%</td> <td>51.5%</td> <td>53.5%</td> </tr> <tr> <td>SFP</td> <td>50%</td> <td>31%</td> <td>37%</td> </tr> </tbody> </table>	2024	Reading	Writing	Maths	Surrey	61.5%	51.5%	53.5%	SFP	50%	31%	37%
	2024	Reading	Writing	Maths									
Surrey	61.5%	51.5%	53.5%										
SFP	50%	31%	37%										
Increase the % of disadvantaged children who meet the required standard in the Phonics Screening Check.	The three year average of the % of children eligible for the Pupil Premium who meet the required standard in the Phonics Screening Check will be in line with or better than national figures. SFP 2024= 44% National = 64.6%												
SEND children who are also eligible for the Pupil Premium will make good progress against their personalised targets.	SEND children, also eligible for the Pupil Premium (doubly disadvantaged) will meet their individual targets on their termly Individual Education plans (IEPs). Targets will be ambitious and link to key next steps.												
Disadvantaged children will be confident and resilient learners.	Children will be able to work independently, can draw on previous learning and are resilient in independent tasks. Children have strategies to regulate their emotions and improved positivity as measure through pupil surveys.												
Increase the % of disadvantaged children meeting the Early Learning Goals at the end of reception.	The % of disadvantaged children who meet the required standard in the Early Learning Goals will build progressively year on year so that it is as good as or better than the national figure for their counter parts nationally. SFP 2024= 25% National = 46.8%												
Increase the % of disadvantaged children meeting the Communication Early Learning Goals.	The % of disadvantaged children who meet the required standard in the Communication Early Learning Goals will build progressively year on year so that it is as good as or better than the national figure for their counter parts nationally.												
The gap between attendance for disadvantaged children and non-disadvantaged children will narrow.	The attendance gap reduces year and by the end of the current strategy plan will be no more than 2%.												
Levels of parental engagement from the targeted disadvantaged families will improve.	The targeted parents will: <ul style="list-style-type: none"> <li>⇒ Attend all Parent Consultation Meetings</li> <li>⇒ Individual Education plans (IEPs).</li> <li>⇒ Parental Curriculum Workshops</li> <li>⇒ Events</li> <li>⇒ Will support children more frequently with home learning.</li> </ul>												
Speech and language Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.												

## Activity in this academic year

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

### Teaching Budgeted cost 2024-25: £15,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The maths curriculum will become more consistent across the school by following the White Rose Maths scheme. The training and resources will support the high-quality teaching of maths and the interventions for maths.</p>	<p>Education Endowment Foundation (EEF) research demonstrates that Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged children.</p> <p><a href="#">High Quality Teaching   Education Endowment Foundation   EEF</a></p>	1 and 3.
<p>Teaching staff and support staff will be confident in whole school Walkthru Project commissioned by Schools Alliance for Excellence (SAfE) based on using Teaching Walkthrus, (Sherrington &amp; Caviglioli). Staff training and implementation which is led by Teaching and Learning coach has secured a strong shared understanding of the most effective strategies that are applied consistently throughout daily teaching.</p>	<p>Education Endowment Foundation (EEF) research demonstrates that Quality First Teaching, rooted in evidence from cognitive science, is the most important lever schools have to improve outcomes for disadvantaged children.</p> <p><a href="#">High Quality Teaching   Education Endowment Foundation   EEF</a></p>	1 and 3.
<p>EYFS and KS1 teachers are secure in the delivery of the Little Wandle teaching programme. They regularly ensure that the progress of children is monitored and the Little Wandle catch up programme is used where needed.</p> <p>Reading strategies are then cascaded to all staff via INSET, and other training, to ensure effective approaches are incorporated into daily reading sessions.</p> <p>In KS2 training and regular monitoring has taken place to ensure that reading is taught in a consistent style across the school.</p>	<p>Education Endowment Foundation (EEF) research demonstrates that Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged children.</p> <p><a href="#">High Quality Teaching   Education Endowment Foundation   EEF</a></p> <p>Education Endowment Foundation (EEF) research shows that phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2 and 3.
<p>Wellcomm assessments have been used across the school to highlight strengths and gaps in reading and core subjects for all children. This programme will help to develop the barriers to learning, particularly involving oral language.</p> <p>The assessment will also directly inform teaching to ensure all children's needs are addressed.</p>	<p>There is a strong evidence base that suggests oral language development that facilitates high quality classroom discussion has high impact on reading.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3 and 5.
<p>White Rose and Mastery in Number programme (through Maths Hub and NCETM) have been introduced to build number sense in Reception and develop automaticity in number skills. By developing mental models in maths and increasing automaticity when</p>	<p>Education Endowment Foundation (EEF) research and guidance report for early maths sets out recommendations for developing early number skills to secure strong and embedded number sense.</p>	1 and 3

manipulating number, maths achievement through the school will be further strengthened.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	
<p>Continue to promote the importance of wellbeing within the learning environment so children can learn effectively.</p> <ul style="list-style-type: none"> <li>• Staff trained on well-being approaches and emotional resilience e.g. emotion coaching.</li> <li>• Children have opportunities to improve and sustain their well-being e.g. lunchtime chill zones, ELSA session and Year 6 lunchtime clubs.</li> <li>• Well-Being is integral to classroom practice and children have opportunities to discuss their feelings and emotions through the Zones of Regulation.</li> </ul>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p><a href="#">Social and Emotional Learning   Education Endowment Foundation   EEF</a></p>	3 and 4

## Targeted academic support

Budgeted cost 2024-25: £67,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 'Keep up' phonics sessions targeted at disadvantaged pupils who require further phonics support, identified from the 'Little Wandle SSP Assessment system' and delivered by an experienced teacher familiar to the children.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered over a period up to 12 weeks.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2 and 3
<p>Additional precisely targeted systematic synthetic phonics sessions for children aged 7+ (Juniors) using the Little Wandle Rapid Catch Up programme for children who are not secure in all areas up to, and including, Phase 5. Delivered by experienced teacher and specifically trained TAs.</p> <p>Use of the Little Wandle SEND suite of interventions for those children who have significant difficulties and need a more graduated response.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered over a period up to 12 weeks.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2 and 3
<p>Additional Speech and Language focussed interventions to close language and vocabulary gaps in EYFS and across the school.</p> <ul style="list-style-type: none"> <li>- Talk Boost is embedded into EYFS practice. PP children are included in regular targeted groups to address their needs.</li> <li>- Staff in EYFS and Year 1 trained to run NELI sessions over 20 weeks using individual and small group sessions.</li> <li>- Speech and Language interventions for targeted group run by ELKLAN trained TAs (1 trained TA)</li> </ul>	<p>There is a strong evidence base that suggests oral language development that facilitates high quality classroom discussion has high impact on reading.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3 and 5.

<p>One to One Tuition or small group tuition for disadvantaged children (including those who are high attainers) with an experienced teacher to improve reading and writing outcomes identified from Pupil Progress Meetings.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind their trajectory, both one-to-one and in small groups:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2 and 3</p>
<p>Evidence based interventions led by support staff. These interventions are based on the White Rose Scheme of Work, using resources from the “TA Hub”  Learning support assistants are trained in high quality interventions to support the White Rose Scheme of Work. For example, First Class Number.</p>	<p>The headline finding adds to the growing evidence base supporting the use of teaching assistants to deliver high-quality, structured interventions to pupils who are falling behind.  <a href="#">Education Endowment Foundation   Evaluation of Projects First Class at Number   EEF</a></p>	<p>1,3 and 4</p>

**Wider strategies**      Budgeted cost 2024/25: £34,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA sessions for disadvantaged children that are planned to address emotional needs, including:  lack of confidence, lack of resilience  low self-belief and struggling to regulate emotions.</p>	<p>EEF Concludes - Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.  Children are also more likely to attend school willingly, if they are emotionally stable and supported to feel safe and secure at school.</p>	<p>1,3,4, 6 and 7</p>
<p>To employ a Family Support Worker to work with families to build rapport and trust with vulnerable parents and develop strong and supportive home school links with parents of disadvantaged children.  This will be combined with approaches to:</p> <ul style="list-style-type: none"> <li>Facilitate wider attendance at Curriculum Workshops by reviewing timings, child care availability etc.</li> <li>Personal phone calls and reminders to encourage an increase of parents attending parent consultations.</li> <li>Tracking of parental attendance at consultations, key events and curriculum workshops to identify families who need personalised approaches and invitations.</li> <li>Questionnaires to monitor the impact of school’s support for parents of children with PP.</li> <li>Staff members to actively promote the ‘open door’ culture with specific families and be proactive in engagement with parents of children eligible for PP.</li> </ul>	<p>NFER research has highlighted that more successful schools talked to parents about the importance of learning and aspirations sharing with parents the curriculum pupils were covering and how to support their child.</p>	<p>3, 4, 6 and 7</p>

<ul style="list-style-type: none"> <li>Communicate and celebrate individual successes regularly, e.g. Postcards home for day to day achievements.</li> </ul>		
<p>To analyse differences in attendance between key groups of children. Liaise with, and support, parents to implement a rapid action plan to address issues and close any gaps. Strategies include:</p> <ul style="list-style-type: none"> <li>Attendance monitored on a weekly basis by the Attendance Lead and then shared half termly with the Inclusion Leader and Headteacher.</li> <li>Bespoke letters sent and meetings held where appropriate.</li> <li>Attendance is everyone's business and all staff work hard to monitor and improve attendance.</li> </ul>	<p><a href="#">DfE's Improving School Attendance Advice</a> has principles of good practice in order to improve attendance.</p>	6 and 7
<p>Pupil Premium Offer:</p> <ul style="list-style-type: none"> <li>Children are provided opportunities to access out of hours enrichment activities, including sports clubs, art, computing and music lessons. These are funded by the school or offered at a subsidised rate to those in receipt of the PPG.</li> <li>All trips and residential trips are subsidised by school funding and any resources and equipment that may be needed are provided.</li> <li>Any broad gaps in cultural understanding from surveys and observations will be addressed through pre teaching, and organising enrichment experiences.</li> </ul>	<p><a href="#">Education Endowment Foundation   News   Impact of different cultural learning strategies   EEF</a>          'All children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education.'          Ofsted have concluded that access to a rich, broad curriculum is a key driver to enhance future life chances.</p>	1, 4 and 7.

**Total budgeted cost: £ 117,700.**

## Part B: Review of outcomes in the previous academic year (2023 to 2024) to Pupil Premium Strategy Outcomes.

Progress in 2023/24 against the outcomes we are aiming for by the end of our current strategy plan (2021-24).

Intended outcome	Progress against success criteria 2023-24			
Improved achievement in English and maths amongst disadvantaged children by the end of KS2.	<b><u>KS2 data 2024- disadvantaged children meeting the Expected standard</u></b>			
	2024	Reading	Writing	Maths
	Surrey	61.5%	51.5%	53.5%
	SFP	50%	31%	37%
Increase the % of disadvantaged children who meet the required standard in the Phonics Screening Check.	SFP 2024= 44% National = 64.6% of disadvantaged children in year 1 met the required standard in the Phonics Screening Check. The children who did not meet the standard are doubly disadvantaged (PP +SEND)			
SEND children who are also eligible for the Pupil Premium will make good progress against their personalised targets.	Review of Individual Support Plan (ISP) targets confirm they are ambitious and progress driven.			
Disadvantaged children will be confident and resilient learners.	In Pupil surveys 2024, 89% of children eligible for Pupil Premium agreed they had a positive attitude to learning. 91% agreed they were well supported with wellbeing.			
Increase the % of disadvantaged children meeting the Communication Early Learning Goals.	In summer 2024, 1 out of 8 (12.5%) disadvantaged children met the Communication Early Learning Goals.			
The gap between attendance for disadvantaged children and non-disadvantaged children will narrow.	The gap in unauthorised attendance between children eligible for PP and non PP narrowed during 2023-24 reduced to 2.9% (from 3%). Attendance for children eligible for the Pupil Premium in 2022-23 was 3% (lowered from 4.5%).			
Levels of parental engagement from the targeted disadvantaged families will improve.	<ul style="list-style-type: none"> <li>⇒ All parents of children with Pupil Premium had personalised invitations to Parent Consultation Meetings, with 92% attending in summer 2024.</li> <li>⇒ 91% of parents with children who are doubly disadvantaged (SEND and PP) attended Individual Support Plan (ISP) Meetings in Summer 2024.</li> <li>⇒ Personalised telephone calls were made to all disadvantaged families to invite them to Parental Curriculum Workshops.</li> <li>⇒ Attendance at assemblies and celebrations was targeted at disadvantaged parents with 92% attending end of year productions.</li> <li>⇒ Club provision was audited termly and all children eligible attended at least one club that was run internally or externally.</li> </ul>			

## Service pupil premium funding

<b>How our service pupil premium allocation was spent last academic year</b>
<p>We have 2 service pupils on role (siblings).</p> <p>Their wellbeing and academic progress has been monitored to ensure that support is used in these areas where needed.</p> <p>At the moment one child attends regular interventions for phonics to boost attainment further.</p> <p>Another child is currently having handwriting interventions to boost their attainment in English.</p>
<b>The impact of that spending on service pupil premium eligible pupils</b>
To be updated at 2025 review.