

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Academy
Number of pupils in school	Years 7-11 = 928 (Jan SLASC)
Proportion (%) of pupil premium eligible pupils	410/928 = 44% (Oct SLASC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jacqueline Valin Wanda Golinska
Pupil premium lead	Wanda Golinska
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£389,568
Recovery premium funding allocation this academic year	£109,434
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£499,002

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, regardless of their background or the challenges they face, make outstanding progress and achieve high academic standards across the curriculum. Our aim is to support disadvantaged students achieve that goal. Historically, our disadvantaged students have achieved well compared with national averages and we strive to address any gap.

We are also well aware of the challenges faced by our students who are vulnerable, have SEND needs and increased mental health, emotional and social needs whose confidence, resilience and achievement have been affected by the pandemic. We will also support these young people whether they are disadvantaged or not.

Quality First teaching has always been a priority to ensure our disadvantaged students achieve their potential. An annual curriculum review is undertaken to ensure our curriculum is meeting the needs of all students enabling them to follow a broad and balanced provision at Key Stage 3 and enabling them to make informed choices for Key Stage 4 and further study at Post 16.

44% of our Year 7-11 students are PP. This is a critical mass across Key Stage 3 and Key Stage 4.

This not only benefits the disadvantaged students but also all students in our community. It is important to note that we want all students to achieve well so whilst improving progress for our disadvantaged students, we also want to sustain improvement for our non-disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance of our students has dipped since our return due to students' anxieties and mental health issues.</p> <p>There is a clear link between attendance and progress/attainment and is therefore a high priority of PP spending.</p>
2	<p>Post pandemic progress data of disadvantaged students in Year 11 has shown a wide gap between PP and non-PP.</p> <p>This will be a focus for this year to close the knowledge gaps and provide additional learning time in Year 11.</p> <p>In the past our progress gaps have been positive so we want to improve this and close the gap.</p>

	At KS3, PP need additional support in core subjects to ensure they do not fall behind their non-PP student peers.																				
3	<p>A considerable number of our students, including many PP students, have increased mental health anxieties and increased social and emotional needs. As a result, they need additional support. We know from our knowledge of our students and parents that the pandemic has adversely affected them.</p> <p>There has been an increased number of referrals to our Emotional Well-Being Practitioners, our DSL for Mental Health, Early Help at the LA, Social Services, our in-school Social Worker and CAMHS (where there is a one year waiting list at present).</p>																				
4	<p>Many of our disadvantaged students lack the cultural capital needed for success due to their socio-economic circumstances and lack of support in the home.</p> <p>The pandemic has meant that many opportunities offered as extra-curricular or enrichment activities had to be curtailed.</p> <p>As many of these students do not have the resources to access cultural capital at home, it is important for us to address this by offering a broader range of activities and enrichment to support their social and cultural needs.</p> <p>Our Easter revision week for Years 10, 11, 12 and 13 was well attended by our PP students.</p> <p>During autumn 2022 a full range of extra-curricular activities has restarted and curricular trips during the day and in the evening have recommenced.</p> <p>This includes residential trips and the Duke of Edinburgh scheme. Weekly Police Cadets groups are held on site throughout the year. The extra-curricular programme changes each term.</p>																				
5	<p>We have identified a reading gap between our disadvantaged and non-disadvantaged students.</p> <p>We have invested in Accelerated Reader.</p> <p>We have appointed a Lead Practitioner for Literacy.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Total under chronological</th> <th>Pupil Premium</th> <th>Non Pupil Premium</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>84/113 (74%)</td> <td>50</td> <td>34</td> <td>16</td> </tr> <tr> <td>Year 8</td> <td>80/120 (66%)</td> <td>44</td> <td>36</td> <td>8</td> </tr> <tr> <td>Year 9</td> <td>94/143 (66%)</td> <td>42</td> <td>52</td> <td>10</td> </tr> </tbody> </table>	Year Group	Total under chronological	Pupil Premium	Non Pupil Premium	Gap	Year 7	84/113 (74%)	50	34	16	Year 8	80/120 (66%)	44	36	8	Year 9	94/143 (66%)	42	52	10
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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
Disadvantaged students attend regularly. Students and families targeted by attendance improvement strategies which increase their percentages and reduces PA.	Data shows PP whole school attendance is close to the whole school target. The PA figure for PP students is below 15%. Attendance: 94.2% (PA 2021-22 – 12.5%).
PP students have additional learning time across all their exam subjects. Provide a better teacher/student ratio to support differentiation and Wave 1 provision. Students in KS3 have a broad and challenging curriculum with a strong core.	Progress data in Year 11 shows a positive score for our PP students. Assessments in Core subjects demonstrate that disadvantaged students achieve in line with their peers. Progress data shows an increase from starting point.
To improve and sustain the well-being of all our students including PP students.	Students demonstrate high levels of well-being and feel supported as indicated by: <ul style="list-style-type: none"> - High attendance rates above 95% - Effective use of our mental health support (a decrease in identified needs and interventions). - Student Voice, Parent Voice, Staff Voice - Surveys - Participation in extracurricular and enrichment activities.
Improved opportunities for all students and increased participation at extra-curricular clubs and involvement in enrichment opportunities and day and residential trips, in particular for our PP students.	A high number of PP students engage in extra-curricular activities. A wide range of activities and trips are offered to students based on their feedback through the pastoral teams. Improved attendance to school.
Improve reading comprehension amongst PP students at Key Stage 3.	The reading gaps between PP and non-PP students will reduce and continue to close across KS3, as evidenced by Accelerated Reader and internal reading tests.

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: £260,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme in place (Rosenshine's Principles and the 6 Point Plan (6PP))</p> <ul style="list-style-type: none"> - Whole staff - Departmental <p>To ensure staff have the strategies to support all students but, in particular, disadvantaged and SEND.</p>	<p>Regular assessment shows that progress has improved across all year groups.</p> <p>Analysis shows that PP and non-PP gaps are closing.</p> <p>Teaching and Learning monitoring activities indicate 6PPs strategy is consistently applied in all lessons across the academy. (Noted by OFSTED)</p>	2
<p>Instructional coaching is developed to improve teaching and learning.</p>	<p>Instructional coaching indicates that teaching is good. Experienced teaching staff are used to support early years teachers.</p>	2
<p>Specialist teachers in all subjects. Additional staff in Core to create smaller classes.</p>	<p>This enables us to use our most effective teachers on targeted classes. Subject knowledge development through internal and external CPD ensures specialist teachers are aware of recent developments in their own areas.</p>	2
<p>Additional time for all Year 11 exam classes (Boosters)</p>	<p>Additional time with specialist subject staff to support learning gaps in targeted year 11 examination subjects (Boosters).</p>	2
<p>ECT training and education</p>	<p>ECTs are fully inducted and in line with whole school quality first teaching that will ensure good progress.</p>	2
<p>Exam board training for subject specialism</p>	<p>Subject specialist teachers to attend exam board training to support students' learning.</p>	
<p>CPD for retrieval strategies highlighted by Ofsted</p>	<p>External input from speaker from UCL and retrieval specialist.</p> <p>Department planning time on INSET days.</p>	2
<p>Teacher Development programme set up to improve subject knowledge.</p>	<p>Bespoke development sessions are calendared throughout the year to ensure subject knowledge is shared with experienced and newer teachers.</p>	2

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

Budgeted cost: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster lessons	All Year 11 and selected Year 10 students attend daily booster sessions in their examination subjects	1, 2
IT support, Sparx Maths and Educake. Homework clubs for targetted individuals for all year groups.	Ensure all students have access to a laptop or appropriate device and thus remove this barrier to home learning. Homework can add five month's progress to learning, according to the EEF.	1, 2
Baseline testing	CATs tests undertaken at KS3 alongside regular assessments to support understanding of pupil profile to ensure additional support is accurately targetted.	2
Close monitoring and logging of homework	Students have regular homework set based on knowledge recall and independent practice based on work completed in class.	2
Attendance strategies with appointed Academy Educational Welfare Office (AEWO) and Attendance Officer (AO) Appoint Deputy Heads of Year to support good attendance and provide support for mental health	AO ensures first day response to any absence in all year groups. Attendance Panels show improved attendance of targetted students. Rewards given for good attendance – 'In it to Win it'. Subsidised breakfast club to encourage good punctuality and attendance. Regular attendance is a key factor in improving attainment and life chances for students.	1, 2, 3, 4
Planned overlay timetable for examination classes during exam period (as no study leave given).	Ensure all students attend the overlay timetable to reinforce revision and support students before their individual exams	1, 2
Accelerated Reader for all students in Years 7, 8 and 9. Continued use to support reading for pleasure and progress across KS3.	The Academy has used Accelerated Reader for a number of years to promote a love of reading and to track students' progress. The International Group also benefit from small group and individual reading support with some of the cohort using Accelerated Reader.	2

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment for all year groups	Subsidised trips and visits to develop cultural capital. Residential trip for Year 7 and 8. Duke of Edinburgh opportunities at KS4. Field trips in geography and science.	4
Holiday tutoring	Targeted support for Year 11 students during the Easter holiday and May half term in preparation for their summer exams.	2, 4
Specialist staff for mental health. Appoint a DSL for Mental Health. Support for disadvantaged students and support for their families. Increased pastoral support.	Mental health needs are supported by the Mental Health team and Safeguarding staff. Evidence on My Concerns show the range of issues and follow up taken to support student. DSL for Mental Health evidence.	3, 4
Behaviour. Revisited INSET for all staff throughout the year to refocus on behaviour for learning.	DfE Behaviour in School 2022 Paul Dix Tom Bennett	2

Total budgeted cost: £510,000

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 2022 to 2023 academic year:

PP Outcomes – 5 Year Trend DATA					
KPI/Year	2019 47%	2020 53%	2021 48%	2022 36%	2023 43%
A8	40.42	45.54	36.04	42.12	43.88
P8	+0.29	+0.48	+0.31	-0.07	0.29

In 2022-23 the outcomes for PP students compared to non-PP DATA

KPI/Year	2022 All students	2022 PP students	2023 All students	2023 PP students
P8	+0.87	-0.07	+0.24	+0.17
A8	50.61	42.12	46.67	44.79
P8 English	+0.63	-0.03	+0.23	+0.39
P8 Maths	+1.06	+0.04	+0.48	+0.44
P8 EBacc	+1.31	+0.22	+0.68	+0.5
P8 Open	+0.47	-0.46	-0.02	-0.01
9-5% English and Maths	59%	34%	44%	43%
9-4% English and Maths	74%	45%	66%	60%

The DFE Key Stage 4 Performance Summary published in October 2022 reports that the gap between disadvantaged and other pupils has widened and now stands at its highest level since 2012. The report notes that the widening of the disadvantaged gap index may reflect the difficult circumstances that many pupils will have experienced over the last few academic years which saw various restrictions put in place in response to the COVID-19 pandemic (e.g. periods of lockdowns and tiers) that resulted in restricted attendance to schools and periods of home learning. <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2021-22>

The last academic year saw huge investment in the support for students beyond the classroom. Significant efforts were made to address the challenges faced by our students coming out of the pandemic restrictions; in particular, those students that are vulnerable, have SEND and increased mental health, emotional and social needs whose confidence, resilience and achievement have been affected by the pandemic. A considerable number of our Pupil Premium (PP) cohort benefitted from this support and as a result, attendance and academic progress improved in many instances.

We invested heavily in experiences beyond the classroom for all students, but we are passionate about ensuring equality when it comes to a student's cultural capital, to this end we made sure all PP students were able to attend academic trips and events offered on site. We also offered a full enrichment programme providing clubs in all academic areas, with additional lessons that all Year 11 students could access at the end of every day. The heads of each year group also offered homework clubs and independent learning activities to support students with their learning beyond the classroom.

In the run up to the summer examinations the timetable was redesigned for all of our exam cohorts, students did not have study leave. Students attended lessons up until late June and the timetable was

adapted to ensure all students had time with their class teachers on the days of their specific examinations; we viewed this as essential for academic and wellbeing reasons. All of our PP students were provided with this support. In addition, a member of the pastoral team made daily phone calls to ensure our PP students were in on time and ready to sit all of their exams, resulting in 100% attendance to every Key Stage 4 examination this summer.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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