

Pupil premium strategy statement



This statement details our school's use of pupil premium (for the 2026 to 2027 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	Southfield Primary Academy
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026/27 to 2028/29
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sarah Baldwin, Headteacher
Pupil premium lead	Adrian Bee, Deputy Headteacher
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 168,950
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 168,950

Part A: Pupil premium strategy plan

Statement of intent

At Southfield, our ultimate objective is to remove the link between socio-economic disadvantage and educational achievement. We aim to provide a safe, inclusive and academically rigorous environment where every child – regardless of their background – can thrive, achieve their full potential and develop into a resilient, independent and articulate learner.

Our strategy is underpinned by a commitment to equitable experiences. We recognise that Pupil Premium children often face distinct, non-academic barriers to learning, including limited access to language rich models, a higher prevalence of early childhood stress and varying levels of support for home learning.

Our Context:

- Southfield Primary Academy is located in an area of high deprivation
- 31% of children are eligible for Pupil Premium funding in comparison to 25.7% nationally
- 63.8% of children are classified as EAL compared to 23.8% nationally

Our Core Principles:

- High-quality First Teaching: We firmly believe that excellent classroom instruction is the most powerful lever to close the attainment gap. By embedding metacognition, responsive live feedback and mixed attainment collaborative learning, we ensure that disadvantaged pupils are systematically challenged and supported. Central to this is our commitment to a talk rich curriculum based on the Voice 21 framework. By explicitly teaching/supporting oracy in every lesson, we ensure that disadvantaged children actively learn through talk, building the linguistic frameworks and confidence needed to access high level learning.
- Targeted Academic Support: We implement evidence-based interventions to rapidly build core literacy and numeracy automaticity. By investing in a vocabulary rich reading culture, structured progression tracking (via Accelerated Reader) and accessible digital fluency platforms, we aim to secure the foundational skills necessary for long-term academic success.
- A Culture of Belonging and Wellbeing: Academic success cannot happen without emotional security. Through our therapeutic behaviour approach and targeted ELSA provisions, we provide a trauma informed safety net that fosters emotional regulation and resilience. Simultaneously, we actively partner with our community through interactive parental workshops, empowering families to confidently share in their child's educational journey.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication are underdeveloped for a significant proportion of disadvantaged pupils on entry to school. This is particularly evident for some pupils with EAL and affects their ability to access the curriculum fully, explain their thinking, and communicate confidently in speaking, reading and writing.
2	Attainment in reading and mathematics for disadvantaged pupils is below that of non-disadvantaged pupils across the school. Gaps are particularly evident in reading fluency and comprehension, mathematical fluency and problem solving.
3	Higher prior attaining disadvantaged pupils do not consistently make strong enough progress to reach greater depth standards, particularly by the end of KS1 and KS2.
4	A number of disadvantaged pupils experience social, emotional and mental health needs, including difficulties with self-regulation, confidence, resilience and behaviour for learning. These barriers can negatively affect engagement, attendance and progress.
5	Many disadvantaged pupils have reduced access to language-rich experiences, enrichment opportunities and structured support beyond the school day. This can affect attendance, parental engagement, wider life experiences and readiness to learn.

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
Improve early language, communication and oracy skills for disadvantaged pupils, including pupils with EAL.	By the end of Reception, the gap between disadvantaged and non-disadvantaged pupils in communication and language, including Listening, Attention and Speaking, will be significantly reduced. Pupils will demonstrate increased confidence in speaking, improved vocabulary and stronger ability to talk about their learning.
Improve reading outcomes for disadvantaged pupils across the school.	Disadvantaged pupils will make strong progress in phonics, reading fluency and

	comprehension from their individual starting points. By the end of Year 1, the proportion of disadvantaged pupils meeting the expected standard in the Phonics Screening Check will be much closer to that of non-disadvantaged pupils. By the end of KS1 and KS2, gaps in reading attainment will have narrowed.
Improve outcomes in mathematics for disadvantaged pupils across the school.	By the end of KS1 and KS2, disadvantaged pupils will show improved attainment and progress in mathematics, particularly in fluency, reasoning and problem solving. Internal assessment and standardised tests will show that gaps between disadvantaged and non-disadvantaged pupils are diminishing.
Increase the proportion of disadvantaged pupils, including higher prior attainers, achieving greater depth in reading, writing and mathematics.	By the end of Year 2 and Year 6, a greater proportion of disadvantaged pupils will achieve greater depth or higher standard outcomes. Monitoring, pupil progress meetings and assessment evidence will show that higher prior attaining disadvantaged pupils are being consistently challenged and supported to make strong progress.
Improve the emotional wellbeing, self-regulation and behaviour for learning of disadvantaged pupils.	Targeted pupils will demonstrate improved emotional regulation, confidence and readiness to learn. Behaviour records, pastoral records and pupil voice will show a reduction in dysregulated behaviour and improved engagement with learning.
Improve attendance, parental engagement and access to wider opportunities for disadvantaged pupils.	Attendance for disadvantaged pupils will improve and persistent absence will reduce. More parents of disadvantaged pupils will engage with workshops, meetings and support offered by school. Disadvantaged pupils will participate fully in trips, clubs and wider enrichment opportunities that support their personal development and cultural capital.

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: £ 76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The embedding of oracy into every lesson based on the Voice 21 Framework.	The Education Endowment Foundation (EEF) Oral Language Interventions Toolkit show that high-quality spoken language strategies deliver an average of +6 months of additional academic progress over a year. Oral language interventions EEF	1,5
Peer Tutoring – mixed attainment/flexible groupings in classrooms	The EEF Peer Tutoring Toolkit shows that peer tutoring delivers +5 months of academic progress, noting that the approach is especially effective for low-attaining children in the role of the tutee. Peer tutoring EEF	1,5
Collaborative learning approaches in every lesson	The EEF Collaborative Learning Toolkit establishes that structured group work yields an average impact of +5 months of additional progress, with a high level of security in the evidence base. Collaborative learning approaches: Technical Appendix EEF	1,2,3,5
Live Feedback in lessons to reduce misconceptions	The EEF Feedback Toolkit rates high-quality feedback as one of the most powerful teaching tools available, delivering an average of +6 months of additional progress, with the greatest gains seen among disadvantaged children. In addition, the EEF notes that live feedback catches misconceptions at the point of learning, allowing for immediate scaffolding and the closing of learning gaps within each lesson. Feedback EEF	1,2,3,5
Metacognition	The EEF Metacognition and Self-Regulation Toolkit rates this as a ‘high-impact, low-cost’ strategy that delivers +8 months of additional progress, explicitly noting that the highest impacts are found in studies with high concentrations of disadvantaged children. Metacognition and self-regulation EEF	2,3,5
Accelerated Reader (Renaissance) To help improve children’s understanding and	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF	2,3

comprehension skills		
Purchase of a systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics EEF	1,3
Use of Power Maths to support a mastery approach in the teaching of mathematics. This includes CPD for teachers.	Large focus on preventing/addressing misconceptions. The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning EEF	3
Focused and regular CPD opportunities focusing on providing challenge in reading, writing and maths to support those children who should be reaching GDS.	Research shows that effective CPD helps children succeed and teachers thrive. Primary EEF https://tdtrust.org/leading-cpd/why-is-cpd-so-important/	1,2,3

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

Budgeted cost: £ 50,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated story time/reading for pleasure	A landmark OECD report (referenced by the DfE) demonstrated that reading enjoyment is a strong predictor of educational attainment than socio-economic background, making it a critical lever for social mobility. OECD report (referenced by the Department for Education) Teacher Choices: The Story Time Trial EEF Focus on fluency: a guide to the EEF's tools and resources on... EEF Improving Literacy in Key Stage 2 EEF	1,2,3,5
Purchase of Books Accelerated Reader	An independent evaluation of Accelerated Reader by the EEF found that the programme delivered up to +3 months of additional progress for reading. The Centre for Literacy in Primary Education (CLPE) noted that high-quality books expose children to complex sentence structures and advanced vocabulary. Classrooms utilising high-quality texts saw a significant improvement in child engagement, comprehension and inferencing skills. CLPE – Experts in Primary Literacy	1,2,3,5
Homework – TT Rockstars, Numbots, Arithmagicians & Superhero Spelling	The EEF Digital Technology Guidance Report highlights that technology is highly effective when used for short, regular and sharply focused practice to consolidate core skills, providing an average of +4 months of progress. Metacognition and Self-Regulated Learning EEF	2,5
Language for thinking to promote language and comprehension. Use of Blanks Levels – language development skills Chattercats	Evidence shows the importance of modelling language and reasoning. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,3

Language for learning – early language development and EAL provision Racing to English – EAL provision EAL Language Builder (PMP Publication) Voice 21	Evidence shows the importance of modelling language and reasoning. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,3
Targeted phonics session aimed at disadvantaged children who require additional support. Monster Phonics targeted interventions for KS2 children who did not meet the KS1 phonics thresholds	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 as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3
After school tuition groups for all Year 6 children but particularly focussing on disadvantaged children. These sessions are designed to address the gaps identified by the standardised assessments.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Intervention groups in reading, writing and maths run by teachers and HLTAs (Purchasing of resources)	Use of small group interventions have shown that children can make additional progress over an academic year. Purchasing validated, structured curriculum programs for targeted support has a highly documented positive impact, specifically in closing attainment gaps. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3

Rising Stars (or CGP) Reading, Grammar & Maths Y6 revision Books.	Revision homework can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	1,2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 42,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Therapeutic Thinking in our Behaviour Policy	Disadvantaged children are statistically more likely to experience Adverse Childhood Experiences (ACEs) and chronic stress, which can manifest as deregulated behaviour. A Therapeutic Thinking approach reframes "misbehaviour" as communication, replacing punitive measures with proactive emotional regulation and a safe environment, preventing disproportionate exclusion rates among PP students. The EEF Behaviour Interventions Toolkit shows that targeted, supportive behaviour strategies yield an average of +4 months of additional progress by reducing lost learning time. Behaviour interventions EEF	1,4
Trained Emotional Literacy Assistants (ELSAs)	The EEF Social & Emotional Learning Toolkit shows that targeted lead to an average of +4 months of academic progress, alongside significant gains in social interaction and attitudes towards school. Social and emotional learning EEF	1,4
Drawing & Talking	Social & Emotional Learning (SEL) approaches typically show positive impacts on academic and non-academic outcomes by helping children manage trauma and anxiety, building the emotional foundation required to access the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Parental Engagement Workshops – Curriculum workshops	The EEF Parental Engagement Toolkit demonstrates that effectively engaging parents in their child's academic learning results in an average of +4 months of additional progress across a school year. Parental engagement EEF	1,2,3,5

Phonics workshops Reading workshops Arithmetic		
Extra-curricular clubs to develop social skills and personal interests.	Giving children access to activities that they cannot access at home allows children to acquire new skills and helps support a healthy mental wellbeing. An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility	4,5
Provide a percentage of the salary of Family Worker to engage with parents of Pupil Premium children.	Family workers have helped to increase parental engagement in their child's / children's learning. This in turn has increase the engagement of children in their own learning. Working with Parents to Support Children's Learning EEF	1,2,3,4,5
Provide opportunities for KS2 children to regularly play a musical instrument.	This has helped to show an increase in children's engagement and enjoyment in music lessons. Learning an instrument has also shown an increase in children's wellbeing. Landmark data tracking by the University of Edinburgh revealed that individuals who learned an instrument during childhood showed superior cognitive ability and sharper mental processing compared to non-musical peers, independent of socio-economic status. Music in childhood boosts brains in later life Research and innovation The University of Edinburgh	4,5
Subsidised breakfast (including bagels for any child needing breakfast) and after-school clubs to support with attendance issues.	Access to Breakfast Club and After School Club has shown that children have higher levels of attendance and increased concentration during the morning lessons. The EEF evaluation showed a notable reduction in lateness when children had access to a breakfast club in school. EEF statement: re-publication of the evaluation of school... EEF	4,5
Subsidised school trips to allow all children to access learning-rich environments. This includes residential which will be subsidised at a rate of 50%.	Allowing access to school trips for all children, provide opportunities to socialise, access to resource and experiences that may otherwise be missed. https://cpag.org.uk/	1,2,3,4,5

Discount for swimming lessons (at least 50%).	Giving children access to activities that they cannot access at home allows children to acquire new skills and helps support a healthy mental wellbeing. An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility	4,5
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Total budgeted cost: £ 168,950

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 2025 to 2026 academic year.

When evaluated against the most recent national benchmarks for disadvantaged cohorts, our Pupil Premium (PP) children continue to demonstrate exceptionally strong absolute attainment. In the 2025/26 statutory assessments, Southfield's disadvantaged children achieved 63% in Combined Reading, Writing and Mathematics (RWM) – outperforming the previous national average for disadvantaged children (47%) by a significant 16 percentage point margin. Similarly, absolute performance at the expected standard (EXS+) in Reading (83%) and writing Teacher Assessment (79%) remains outstandingly high when contrasted with typical historical national baselines for this group.

However, rigorous internal analysis reveals an in-school decline that we are actively addressing. Between 2025 and 2026, a 16 percentage point drop emerged in Mathematics (from 79% to 63%), which has subsequently depressed our Combined RWM figure from 72% down to 63%. This decline has widened our internal disadvantage gap, as our non-PP achieved near perfect fluency across the board. Furthermore, a reduction in the proportion of PP pupils reaching Greater Depth Standard (GDS) – particularly in Reading, which dropped from 29% to 8% - confirms that our higher prior attainers require more targeted stretching. To robustly reverse this localised dip while maintaining our historically superior national positioning, our 2026/27 strategy implements intensive Power Maths Mastery CPD, live feedback interventions to catch misconceptions instantly, and ring-fenced small group booster tuition for Year 6.

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
Power Maths	https://www.activelearnprimary.co.uk/
TT Rockstars Online Access	https://www.ttrockstars.com

Numbots online mathematics practise.	https://numbots.com/
PMP Publications – EAL Language Builder	http://www.pmppublications.co.uk/eal.home.html
Drawing & Talking	https://drawingandtalking.com/
Chattercats	https://bedslutonchildrenshealth.nhs.uk/services/bedfordshire-and-luton-childrens-speech-and-language-therapy-service/speech-and-language-training-and-workshops/chattercats/
Racing to English	http://www.racingtoenglish.co.uk/
Accelerated Reader	https://ukhosted137.renlearn.co.uk/6704881/
Monster Phonics	https://monsterphonics.com/
Arithmagicians	https://arithmagicians.com/