

# DISADVANTAGED PUPILS SUMMARY – SOMERFORD PRIMARY SCHOOL – 2019/2020

## 1. Summary information

School	Somersford Primary School				
Academic Year	2019/20	Total disadvantaged pupils budget	£151,800	Disadvantaged pupils review date	Nov 2019
Total number of pupils	288	Number of pupils eligible for PP	111 (39%)	Next review of this strategy	May 2020

## 1. Current KS2 attainment

	Eligible for PP (your school)	Not eligible for PP national
Percentage of pupil achieving expected standard in reading	41.7% (up 17.7% from 2018)	78.1%
Percentage of pupil achieving expected standard in writing	54.2% (down 9.8% from 2018)	83.2%
Percentage of pupil achieving expected standard in maths	58.3% (up 25.8% from 2018)	83.7%
Average scaled score in reading	97.2 (up 1.3 from 2018)	105.5
Average scaled score in maths	100.3 (up 4.3 from 2018)	106.1

KS1 DATA	KS2 DATA
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Key Stage 1	Number of non PP and PP	School Gap
Expected Reading	Non PP 56.7% PP 50%	-6.7%
Expected Writing	Non PP 60% PP 44.4%	-15.6%
Expected Maths	Non PP 66.7% PP 66.7%	-%
Expected R/W/M	Non PP 56.7% PP 44.4%	-12.3%
Greater Depth Reading	Non PP 10% PP 16.7%	+6.7%
Greater Depth Writing	Non PP 3.3% PP 0%	-3.3%
Greater Depth Maths	Non PP 3.3% PP 5.6%	+2.3%
Greater Depth R/W/M	Non PP 0% PP 0%	-%

EYFS	Number of non PP and PP	gap
Achieved GLD	Non PP 78.9% PP 25%	53.9%

Year 1 Phonics	Number of non PP and PP	gap
Met expected	Non PP 69.2% PP 50%	19.2%

Key Stage 2	Number of non PP and PP	School Gap
Expected Reading	Non PP 63.3 % PP 41.7%	-21.6%
Expected Writing	Non PP 73.3% PP 54.2%	-19.1%
Expected Maths	Non PP 76.7 % PP 58.3%	-18.4%
Expected R/W/M	Non PP 60% PP 41.7%	-18.3%
Greater Depth Reading	Non PP 23.3% PP 8.3%	-15%
Greater Depth Writing	Non PP 23.3% PP 4.2%	-18.9%
Greater Depth Maths	Non PP 26.7% PP 4.2%	-22.5%
Greater Depth R/W/M	Non PP 10% PP 0%	-10%
VA Reading	Non PP -3.28 PP -4.42	-1.14
VA Writing	Non PP 1.0 PP 1.05	-0.05
VA Maths	Non PP -1.92 PP -2.16	-0.24

## 2. Barriers to future attainment (for disadvantaged pupils)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A.** Many disadvantaged children enter the school with very low starting points and therefore require greater catch up throughout the school to reach standards in line with their peers.
- Disadvantaged pupils are below expectations in all strands of the baseline except 1 child at expected for Writing
- B.** Children's mental health is poor leading to decreased self-esteem, resilience and confidence in ability as a learner
- 66% of pupils receiving ELSA, play psychotherapy are disadvantaged pupils (of which 100% receiving therapy are disadvantage pupils)
- C.** Poor oral language and lack of access to a language rich environment leads to poor reading, comprehension, and writing skills
- 33 children have SALT programmes across the school. 45% of these are disadvantaged pupils
  - EYFS baseline assessments only 17% of the disadvantaged pupils in the year group met expectations for the Communication and Language strand
  - 34% of the disadvantaged pupils were assessed at being at a level which raised significant concern

### External barriers (issues which also require action outside school, such as low attendance rates)

- D.** High number of children arriving at school without a healthy, nutritious breakfast therefore affecting their ability to concentrate on learning.
- Magic Breakfast preliminary teacher survey highlighted disadvantaged pupils across the school
  - 22% of children from breakfast club are disadvantaged pupils this is not reflective of the 39% PP percentage across the school
- E.** Attendance levels below 96% for disadvantaged pupils.
- Currently at 94.3% as of 30.11.19 (A gap of 1.5% from non disadvantaged pupils 95.8%)
- F.** Financial constraints mean disadvantaged pupils may not have access to the opportunities non disadvantaged pupils have such as residential trips and extra-curricular activities.

Figures from 2019 residential	Disadvantaged pupils	Non -disadvantaged pupils	gap
<b>Y4 Leeson House</b>	68% (up 30% on 2018)	81%	-13% (closed 11% from 2018)
<b>Y6 Fairthorne Manor</b>	58% (up 18% on 2018)	73%	-15% (closed 2% from 2018)

  

Figures from Autumn B 2019 clubs	% of disadvantaged pupils	% of non -disadvantaged pupils	gap
<b>After School Clubs</b>	27% (up 9% on 2018)	38%	-11% (closed 13% from 2018)

- G.** Many parents of disadvantaged children are not signing up for Pupil Premium in EYFS and KS1. This means that disadvantaged children are underrepresented in school statistics and the school does not therefore secure all the funding and support for disadvantaged children that it is entitled to
- Some parents are signing one sibling but not another up for PP funding therefore again that disadvantaged children are underrepresented in the school's statistics and the school does not secure all the funding and support for disadvantaged children that it is entitled to
- H.** Parental engagement in school is sometimes low – particularly in relation to academic issues
- There is a need to engage parents in academic advice and guidance to increase support for the children
- I.** Mobility within the school is high. Transition in and out of the school is therefore also important.
- As an example, in the academic year 2019-2020 to date (30.11.19) there have been 44 new children into the school (15%) Including 10 which is 20% in Y6.
- J.** Levels of SEN in the school are high (27% of the school have some level of SEN)
- There is a higher percentage for disadvantaged pupils (31%) This includes 7% with an EHCP (8 children)

Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria																																																
<p><b>A. i), ii), iii), iv), v)</b> Disadvantaged pupils will achieve in line with their disadvantaged peers nationally at the end of <b>i)</b> EYFS, <b>ii)</b> Year 1 phonics, <b>iii)</b> Y2 and <b>iv)</b> Y6 in reading, writing and maths. They will also close the gap to non disadvantaged pupils nationally</p> <p><b>v)</b> The number of disadvantaged pupils in KS1 and KS2 achieving greater depth will increase. To equal or exceed the national % for disadvantaged pupils. The gap to non disadvantaged pupils nationally will be reduced. In KS1 the positive gap in favour of disadvantaged children will be maintained.</p>	<p><b>i) EYFS</b> % of disadvantaged pupils achieving GLD (25% 2019) will be in line with or exceed National % for disadvantaged pupils (56.5% 2019) and will close the gap to National % for non disadvantaged pupils (74.4% 2019)</p> <p><b>ii) Year 1 phonics</b> % of disadvantaged children meeting the expected standard in phonics (50% 2019) will be in line with or exceed the national % for disadvantaged pupils (70.7% 2019) and close the gap to national % for non disadvantaged pupils (84.4% 2019)</p> <p><b>iii) End of KS1</b> assessments will be in line with or exceed national % for disadvantaged pupils reaching the expected standard in Reading and Writing and will close the gap to national % for non disadvantaged pupils (see table below) They will continue to exceed national % for disadvantaged pupils in maths and will further close the gap to non disadvantaged pupils national %</p> <table border="1" data-bbox="1160 566 2177 805"> <thead> <tr> <th>KS1</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged pupils Somerford 2019</td> <td>50%</td> <td>44.4%</td> <td>66.7%</td> </tr> <tr> <td>Disadvantaged pupils National 2019</td> <td>61.9%</td> <td>54.7%</td> <td>62.2%</td> </tr> <tr> <td>Non disadvantaged pupils national 2019</td> <td>78.4%</td> <td>73.1%</td> <td>79.1%</td> </tr> </tbody> </table> <p><b>iv) End of KS2</b> assessments will be in line with or exceed national % for disadvantaged pupils and will close the gap to national % for non disadvantaged pupils (see table below)</p> <table border="1" data-bbox="1160 928 2177 1168"> <thead> <tr> <th>KS2</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged pupils Somerford 2019</td> <td>41.7%</td> <td>54.2%</td> <td>58.3%</td> </tr> <tr> <td>Disadvantaged pupils National 2019</td> <td>61.9%</td> <td>67.7%</td> <td>67.2%</td> </tr> <tr> <td>Non disadvantaged pupils national 2019</td> <td>78.1%</td> <td>83.2%</td> <td>83.7%</td> </tr> </tbody> </table> <p><b>v)</b> The number of disadvantaged pupils in KS1 and KS2 achieving greater depth will increase. To equal or exceed the national % for disadvantaged pupils (see table below.) The gap to non disadvantaged pupils nationally will be reduced.</p> <table border="1" data-bbox="1160 1327 2177 1535"> <thead> <tr> <th>KS1</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged pupils National 2019</td> <td>13.8%</td> <td>7.2%</td> <td>11.7%</td> </tr> <tr> <th>KS2</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <td>Disadvantaged pupils National 2019</td> <td>16.8%</td> <td>11.3%</td> <td>15.5%</td> </tr> </tbody> </table> <p>In KS1 the positive gap in favour of disadvantaged children will be maintained.</p>	KS1	Reading	Writing	Maths	Disadvantaged pupils Somerford 2019	50%	44.4%	66.7%	Disadvantaged pupils National 2019	61.9%	54.7%	62.2%	Non disadvantaged pupils national 2019	78.4%	73.1%	79.1%	KS2	Reading	Writing	Maths	Disadvantaged pupils Somerford 2019	41.7%	54.2%	58.3%	Disadvantaged pupils National 2019	61.9%	67.7%	67.2%	Non disadvantaged pupils national 2019	78.1%	83.2%	83.7%	KS1	Reading	Writing	Maths	Disadvantaged pupils National 2019	13.8%	7.2%	11.7%	KS2	Reading	Writing	Maths	Disadvantaged pupils National 2019	16.8%	11.3%	15.5%
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<p><b>B.</b></p>	<p>All disadvantaged children in need of therapy, thrive interventions or ELSA will be identified and receive appropriate support</p> <p>Following periods of support these pupils will make at least expected progress in the term following this intervention</p>	<p>All disadvantaged children in receipt of therapeutic intervention or ELSA will increase mental health as measured by Thrive scores following a period of therapy</p> <p>All children who have finished a therapeutic intervention will make at least expected progress during the following term</p>
<p><b>C.</b></p>	<p>Oral language skills developed quickly in disadvantaged children in EYFS and KS1</p>	<p>Progress in oral language will increase as measured by BLAST programme</p> <p>Disadvantaged pupils from EYFS, Y1 and Y2 will progress through Read, Write Inc. levels will equal or exceed that of their non disadvantaged peers</p> <p>Progress through SALT programmes for disadvantaged pupils will equal or exceed their non disadvantaged peers</p>
<p><b>D.</b></p>	<p>All disadvantaged children will receive a healthy breakfast</p>	<p>Attendance registers for breakfast club will show increased numbers of disadvantaged children attending the club over the year</p> <p>Key disadvantaged children identified through structured conversations will attend breakfast club (at a reduced rate if necessary)</p> <p>Data records will show at least expected progress for disadvantaged children who regularly attend breakfast club</p> <p>Daily breakfast bagels available for all children across the school through Magic Breakfast initiative</p>
<p><b>E.</b></p>	<p>Disadvantaged pupils' attendance will be at least 96%</p> <p>Any gap between disadvantaged pupils and non disadvantaged pupils will be no more than 1%</p>	<p>Attendance data will show disadvantaged pupils' attendance at 96% or above</p> <p>The gap between disadvantaged pupils' attendance and non disadvantaged pupils' attendance will be less than 1%</p>
<p><b>F.</b></p>	<p>No disadvantaged pupils will be excluded from any activity</p> <p>All disadvantaged pupils will be offered equal opportunities to access all activities offered at school.</p> <p>Disadvantaged pupils will have access opportunities that will encourage both physical and mental health.</p>	<p>Tracking of residential, after school clubs, trips and '50 things to do before leaving Somerford' show:</p> <ul style="list-style-type: none"> <li>• the proportion of disadvantaged pupils attending residential will either exceed, equal or be within 5% of the proportion of non disadvantaged pupils (currently 14%)</li> <li>• the proportion of disadvantaged pupils attending after school clubs will either exceed, equal or be within 5% of the proportion of non disadvantaged pupils (currently 11%)</li> <li>• the proportion of disadvantaged pupils attending school trips will either exceed or equal the proportion of non disadvantaged pupils</li> <li>• '50 things to do before you leave Somerford' data will show disadvantaged and non-disadvantaged children achieving tasks equally</li> </ul> <p>Evidence of targeting disadvantaged pupils for inclusion within residential, after school clubs, trips and '50 things to do before leaving Somerford' may also be identified through</p> <ul style="list-style-type: none"> <li>• Thrive assessments which may identify needs for disadvantaged pupils</li> </ul>

		<p>and show improvement over the year.</p> <ul style="list-style-type: none"> <li>• Targeted structured conversations with families of disadvantaged pupils</li> <li>• Disadvantaged pupils TAs responsible for ensuring disadvantaged children are encouraged to sign up for the opportunities</li> </ul>
<b>G.</b>	<p>EYFS and KS1 disadvantaged children to be identified as early as possible during the year</p> <p>Siblings missing from disadvantaged pupils list to be targeted for signing up through PP TAs/ class teachers / disadvantaged children lead</p>	<p>90% of all children who are entitled to Pupil Premium funding in EYFS will have registered for the funding by Jan 2020</p> <p>90% of children in Y1 and Y2 who are entitled to Pupil Premium funding in Y1 and Y2 will have been identified by Jan 2020</p> <p>All siblings who qualify for pupil premium but have not applied will have been identified and checked.</p>
<b>H.</b>	<p>Parental engagement with school will increase</p>	<p>Parents' evening tracking will show increased attendance for the parents of disadvantaged children</p> <p>Parent coffee morning tracking to show increased attendance by disadvantaged families – including signposting and referrals to other agencies where appropriate reflects the 39% proportion of the children in the school</p> <p>Stay and Read tracking show increased figures for disadvantaged families in KS1 so that it reflects the 39% proportion of the children in the school</p> <p>Books at bedtime tracking shows proportional representation for disadvantaged children (i.e. 39% of children attending are disadvantaged)</p> <p>All events in school where parents are invited in to have disadvantaged families proportionally represented i.e. 39%</p> <p>Targeting parental engagement / Structured conversations will show progress or accelerated progress for those selected children at the end of the academic year</p> <p>Parent ambassador roles will have been explored in Spring term 2020</p> <p>School to maintain Twitter account to engage with parents (target 100 followers by the end of the Autumn term 2019)</p> <p>Consolidate use of Marvellous Me in Autumn term to increase parental engagement (target 98% of parents to have the App by the end of the Autumn term 2019 – target 60% of parents regularly Hi 5ing by the end of Autumn term 2019)</p> <p>Targeted parental engagement in parenting courses run through Pastoral Support Worker – 2 families to have engaged in a course before the end of the summer term 2020</p>
<b>I.</b>	<p>Disadvantaged pupils who are new to the school during the year will</p>	<p>Disadvantaged pupils who are new to the school will make at least expected</p>

	<p><i>have a smooth transition.</i></p> <p><i>Transition into EYFS from other settings as well as transition out to secondary settings will be planned to ensure they are as smooth as possible</i></p>	<p><i>progress following their first full term after entry</i></p> <p><i>Progress for disadvantaged children in EYFS will be accelerated and planned before the children arrive</i></p> <p><i>Transition for Year 6 to their new secondary schools will be planned to ensure that progress in Year 7 will be at its maximum. Where necessary this transition will target vulnerable disadvantaged pupils with additional bespoke</i></p>
<p><b>J.</b></p>	<p><i>Disadvantaged pupils with identified SEN will make progress</i></p>	<p><i>All disadvantaged pupils with identified SEN will make at least expected progress</i></p> <p><i>Targeted support for individual disadvantaged pupils will be arranged and recorded</i></p>

## 5. Planned expenditure

**Academic year** 2019/20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>A i), C</b> The percentage of disadvantaged children reaching GLD in the EYFS will be in line with or exceed their peers nationally. They will also close the gap to their non disadvantaged peers nationally</p>	<p><b>A i), A ii), A iii), A iv) A v)</b> Teachers to all use feedback sheets to record key issues from classes. ELT to monitor these sheets and triangulate with evidence from books and learning walks to evaluate impact Pupil Premium TAs give targeted feedback to those disadvantaged pupils on a regular basis</p> <p><b>A i), A ii), A iii), A iv) A v)</b> Tracking pupils' progress from key assessment points recorded on stickers in the back of books ensures that disadvantaged children who are not on track are identified and targeted interventions are planned and carried out</p>	<p><i>*Feedback has been proved to have a high impact on raising standards for a very low cost (EEF)</i></p> <p><i>Digital technology has shown to have a moderate impact on standards for a moderate cost (EEF)</i></p> <p><i>Reading comprehension strategies offer a moderate impact for a very low cost (EEF).</i></p>	<p><b>A i), A ii), A iii), A iv), A v)</b> Feedback sheets reviewed by phase leaders and English and Maths Leads through book scrutinies in line with the monitoring schedule.</p> <p><b>A i), A ii), A iii), A iv), A v)</b> Learning walks undertaken by ELT and, where appropriate, other staff</p>	<p>English and Maths Leads Conducted by subject leaders and phase leaders</p> <p>ELT other staff as appropriate</p>	<p>6 monthly disadvantaged pupil strategy (November, May)</p> <p>Fortnightly SLT meetings.</p> <p>Termly Governor meetings / reviews with disadvantaged pupils lead</p>
<p><b>A ii), C</b> The percentage of disadvantaged pupils achieving the expected standard in the phonic screen in Y1 will be in line with their peers nationally. They will also close the gap to their non disadvantaged peers nationally.</p>	<p><b>A iii), A iv) A v)</b> Continuation of weekly DERIC sessions for reading comprehension across the school and focussed CPD for staff on teaching reading. *Purchase of new reading resources to promote this</p> <p><b>A i), A ii), A iii), C</b> Read, Write Inc. scheme embedded and used across EYFS, KS1 and targeted Y3 &amp;Y4 children</p> <p><b>A ii), A iii), A iv)</b> Introduction of speed reads to increase fluency in children. Any disadvantaged</p>	<p><i>RAP focuses on raising the standards of reading over in the school</i></p> <p><i>It is important that the school keeps up to date in order to best support the Disadvantaged pupils to reach their potential</i></p>	<p><b>A i), A ii), A iii), A iv), A v)</b> Teaching and Learning reviews in each year group undertaken termly</p> <p><b>A i), A ii), A iii), A iv), A v)</b> Pupil Progress reviews half termly focussing on reading, writing and maths will</p>	<p>SLT, Phase leaders and subject leaders as appropriate</p> <p>SLT, All teachers</p>	<p>Staff meetings weekly</p> <p>ELT meetings fortnightly</p> <p>INSET days where appropriate</p>

<p><b>A iii), C</b> Disadvantaged pupils will continue to achieve in line with their peers nationally in reading and writing at the end of Y2. They will also close the gap to their non disadvantaged peers nationally</p> <p>Disadvantaged pupils will continue to exceed national % for their peers nationally in maths</p>	<p>children not on track or making sufficient progress are targeted for intervention</p> <p><b>A iii), A iv) A v)</b> Use of Times Tables Rockstars to engage all learners and maximise progress in maths</p> <p><b>A i), A iii), A iv)</b> Targeted intervention in maths including the use of Success@arithmetic and firstclass@number</p> <p><b>A i), A ii), A iii), A iv), A v)</b> English and maths leads to attend DCC/BCP CPD sessions to identify ways to further support Disadvantaged pupils across the school. Relevant material disseminated to teachers and TAs through CPD programme</p> <p><b>A v)</b> More Able lead to attend appropriate more able training locally</p> <p><b>A i), A ii), A iii), A iv), A v)</b> Disadvantaged pupils lead to attend county and national conferences to ensure best practice is being adhered to. Relevant material disseminated to teachers and TAs through CPD programme. Particularly through PP TAs half termly meetings</p>		<p>review if the programmes are having an impact</p> <p><b>A i), A ii), A iii), A iv), A v)</b> Performance Management targets for staff ensure accountability focussing on reading.</p> <p><b>A i), A ii), A iii), A iv), A v)</b> Staff meeting time to disseminate learning from disadvantaged training</p>	<p>All teaching and support staff / PM reviewers</p> <p>Class teachers / Assessment Lead</p> <p>Monitoring timetable will include Disadvantaged pupils</p>	
<p><b>Total budgeted cost</b> <span style="float: right;"><b>£4,554</b></span></p>					



<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>A i)</b> The percentage of disadvantaged children reaching GLD in the EYFS will be in line with or exceed their peers nationally. They will also close the gap to their non disadvantaged peers nationally</p>	<p><b>A iv), A v)</b> DHT to release Y6 teachers to conference with pupils two afternoons per week to review targets and respond to QLA from testing / other assessments and accelerate progress across the cohort Disadvantaged pupils targeted in this process.</p> <ul style="list-style-type: none"> <li>43% of children for intervention are disadvantaged pupils</li> </ul>	<p><i>*Ofsted reports on the Pupil Premium also show that allocating the best staff to smaller groups has a positive impact on the achievement of disadvantaged learners.</i></p>	<p><b>A i), A ii), A iii), A iv), A v)</b> Y6 team to briefly note interventions and closely track progress for those children</p>	HF and JW	Half Termly SLT meetings. Termly review with Vulnerable Children Governor Sub Committee
<p><b>A ii)</b> The percentage of disadvantaged pupils achieving the expected standard in the phonic screen in Y1 will be in line with their peers nationally. They will also close the gap to their non disadvantaged peers nationally.</p>	<p><b>A i), A ii), A iii), A iv), Av), J</b> Half termly pupil progress reviews between every class teacher and SLT to rigorously monitor progress of individual disadvantaged pupils including those with SEN in reading, writing and maths. These meetings will use FFT as well as internal standardised testing data to ensure rapid progress. Barriers to learning will be identified and actions agreed to subsequently overcome these. Allocation of Teaching Assistants will be evaluated and allocated based on pupil need as a result of these reviews and bespoke interventions planned to address group and individual needs. These interventions are tracked and evaluated each half term.</p>	<p><i>*Ofsted 'The Pupil Premium' document details a case study where this practice was judged as successful in raising standards. Being data driven and responding to evidence is one of the most effective strategies for supporting the achievement of disadvantaged learners (NFER)</i></p>	<p><b>A i), A ii), A iii), A iv), A v)</b> Pupil progress reviews half termly focussing on reading, writing and maths will review if the additional groups are having a positive impact</p>	LT	SEN folders collected in and reviewed at least termly
	<p><b>A iv), A v)</b> Targeted disadvantaged pupils to be bought work books where agreed with parents through structured conversations</p> <p><b>I</b> New pupils to school to have review meeting/ phone call with parents after arrival.</p>	<p><i>*EEF shows that small group tuition gives moderate impact of achievement. Teaching assistants at Somerford receive regular training and the last Ofsted inspection noted the high standard of their work. All research into raising standards of Disadvantaged pupils shows that deploying TAs effectively to carefully</i></p>	<p><b>A i), A ii), A iii), A iv), A v),J</b> Interventions monitored by SENCo / Phase Leaders termly</p> <p><b>A i), A ii), A iii), A iv), A v),J</b> SLT / ELT meetings to discuss the data and Governor meetings to challenge data</p>	HF/JW and Governors	Half termly SLT and termly Governor meetings evaluating impact of provision

<p><b>A iii)</b> Disadvantaged pupils will continue to achieve in line with their peers nationally in reading and writing at the end of Y2. They will also close the gap to their non disadvantaged peers nationally</p> <p>Disadvantaged pupils will continue to exceed national % for their peers nationally in maths</p>	<p><b>I, G</b> School to develop meaningful transition links to pre school providers to enhance school readiness for children attending. These links also to target early identification of disadvantaged pupils</p> <p><b>I</b> School to identify links to secondary schools to which we feed and build upon current practice to develop transition for disadvantaged and all vulnerable pupils</p> <p><b>B</b> A skilled Pastoral Care Worker will support children whose EBD needs prevent them accessing learning effectively.</p> <p><b>B</b> ELSA interventions led by trained TAs</p> <p><b>A i)-v), B, C, D, E, F, G, H, I, J</b> Nominated TA in each year group to act as 'champion' for disadvantaged children the year group</p> <p><b>A i), A ii), A iii), A iv), v)</b> Teaching assistants in each year group are aware of the Disadvantaged pupils and run pre teaching sessions same day interventions to ensure accelerated progress</p>	<p><i>target children and meet their needs is successful.</i></p> <p><i>*EEF shows that behaviour interventions have moderate impact on raising standards and NFER state addressing behaviour is a highly effective strategy to reduce the barriers of learning for disadvantaged learners.</i></p> <p><i>*Deploying the best staff to support the disadvantaged children was named as good practice in the research report in 2015 by NFER.</i></p> <p><i>*EEF shows that social and emotional interventions have moderate impact on raising standards</i></p>	<p><b>B, J</b> Thrive assessments completed for all children in the school as recommended by DfE publication 'Mental Health and Behaviour in Schools' March 2016. Questionnaires are reviewed at least termly to evaluate impact of support. ELSA questionnaires completed for all children receiving ELSA and these are reviewed after every 6 week block of support. The provision is monitored at the mid-way point.</p>	<p>CW LT to review impact</p> <p>MM LT to review impact</p>	<p>Termly review</p> <p>Every 6 weeks</p>
<p><b>A iv)</b> Disadvantaged pupils in Y6 will achieve in line with their peers nationally in reading, writing and maths. They will close the gap to their non disadvantaged peers nationally</p>	<p><b>H A i), A ii), A iii), A iv), v), B, D, E</b> Parents of targeted disadvantaged pupils have structured conversations</p> <p><b>H, B, D, E</b> Parent Coffee mornings led by pastoral support team once a month</p> <p><b>H</b> Use of Marvellous Me App to engage parents in children's learning (target 98% engagement and 60% Hi 5ing)</p> <p><b>H</b> increased opportunities for parents to engage in curriculum activities e.g. Skills Builder Days, Curriculum open sessions e.g. an afternoon at the</p>	<p><i>*Deploying the best staff to support the disadvantaged children was named as good practice in the research report in 2015 by NFER</i></p>	<p><b>A i) – J</b> Disadvantaged 'champions' to meet with disadvantaged children lead half termly to review impact on the children in the phase Disseminate information to other TAs</p> <p><b>A i), A ii), A iii), A iv), A v), J</b> Half termly pupil progress meetings track</p>	<p>JW/TAs</p> <p>JW/HF/Phase Leaders</p>	<p>Half termly</p> <p>Half termly</p>

<p><b>H</b> Greater parental engagement for disadvantaged children</p>	<p>museum, Read, Write Inc. open sessions, Y6 learner morning etc.</p>		<p>disadvantaged pupils and the gap between their peers in school and nationally</p> <p><b>H, A i), A ii), A iii), A iv), A v), B, D, E</b> Records of any structured conversations</p> <p><b>H</b> Weekly Marvellous Me updates to SLT</p> <p><b>H</b> Records of parental attendance at events</p>		
<p><b>Total budgeted cost</b></p>					<p><b>£119,922</b></p>

### iii Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>B</b> Disadvantaged pupils will have access opportunities that will encourage both physical and mental health.</p>	<p><b>B</b> One play psychotherapist employed 0.4 to improve children's mental health, resilience and self-esteem.</p> <p><b>B</b> Two TAs trained to give ELSA support to targeted disadvantaged pupils</p>	<p><i>*EEF shows that behaviour interventions have moderate impact on raising standards and the NFER state addressing behaviour as an effective strategy for supporting achievement for disadvantaged learners.</i></p> <p><i>*Deploying the best staff to support the disadvantaged children was named as good practice in the research report of 2015 by NFER.</i></p> <p><i>*EEF shows that social and emotional interventions do have moderate impact on raising standards</i></p> <p><i>*Mental health and behaviour in schools (March 2015 DfE) makes it clear that disadvantaged learners are more at risk of mental health issues and consequently Somerford takes a proactive Disadvantaged pupils will continue to achieve in line with their peers nationally at the end of Y2 approach to tackling these issues to ensure children are in a 'fit state for learning' with acquired skills and self-belief to persevere when presented with challenges.</i></p>	<p><b>B, J</b> Thrive assessments completed as bookend assessments for all children receiving Therapeutic Support (recommended by DfE publication 'Mental Health and Behaviour in Schools' March 2016) and these are reviewed at least termly to analyse impact of support.</p>	<p>LT</p>	<p>Termly reviews held with at least one member of ELT.</p>
<p><b>F</b> No disadvantaged pupil will be excluded from an activity and</p>	<p><b>F</b> Residential trips will be reduced in cost, in line with the school's Charging and Remissions Policy' to ensure all children are able to attend.</p> <p>Disadvantaged pupils will also be offered one item</p>	<p><i>Ofsted's publication 'The Pupil Premium: An Update' (July 2014) highlighted that many effective schools used PP funding to support</i></p>	<p><b>F</b> Tracking of trips, clubs and residential half termly</p> <p><b>B, D</b> Disadvantaged</p>	<p>Admin team</p>	<p>Half termly</p>

<p>all children will be offered equal opportunities</p> <p><b>B, D</b> Disadvantaged pupils will have access opportunities that will encourage both physical and mental health.</p> <p><b>E</b> Disadvantaged pupils will attend school at least 96% of the time.</p>	<p>of uniform at no charge per year.</p> <p><b>F</b> Children will have proportionate access to all extracurricular clubs that are offered so that any gap to non disadvantaged will be less than 5%</p> <p><b>B</b> Children to have 50 things to do before you leave Somerford booklet</p> <p><b>B</b> School to offer a subsidised breakfast club 5x days a week to all pupils in the school to encourage regular attendance and good punctuality. School to work with Magic Breakfast charity to further enhance provision</p> <p><b>B, D</b> Free milk offered to children at lunch time.</p> <p><b>E</b> Pastoral Care worker to be responsible for ensuring good daily attendance. Buy into support and work closely with the attendance team (including truancy sweeps</p> <p><b>A-J</b> The school will respond to the specific needs of individual disadvantaged pupils as appropriate e.g. providing additional resources, support or experiences (tablet for a child etc.)</p>	<p><i>children attending educational visits</i></p> <p><i>Learning Outside the Classroom Guidance 'Learning outside the classroom how far should you go?' Ofsted 2008</i></p> <p><i>Ofsted publications on the use of PP and the Research report issued in November 2015 by the NFER all state that effective use of the PP removes barriers for Disadvantaged pupils. These interventions address those physical needs. Ofsted also state that addressing attendance is a primary step in the use of PP funding.</i></p>	<p>pupils to complete as much of the booklet as non-disadvantaged pupils</p> <p><b>B, D</b> Tracking of breakfast club participation levels</p> <p><b>E</b> Attendance analysis of Disadvantaged pupils half termly</p> <p>Review of whole school Equal Opportunity Objectives</p>	<p>JW/HF</p> <p>JW</p> <p>Finance Officer / JW</p>	<p>Half termly review in school and termly analysis and challenge by Vulnerable Pupils Governor sub committee</p> <p>Evaluation of financial expenditure additionally evaluated by the Governors' Finance and Resources subcommittee termly.</p>
<b>Total budgeted cost</b>					<b>£27,324</b>

### 6. Additional detail

For a review of expenditure for 2018/19, see the Pupil Premium review statement on the school website [www.somerford.dorset.sch.uk](http://www.somerford.dorset.sch.uk)

#### Abbreviations:

PP: Pupil Premium

EEF: Education Endowment Foundation

ELT: Extended Leadership Team

EYFS: Early Years Foundation Stage

DC: Dorset Council

DAP Disadvantaged Pupil

TA: Teaching Assistant

SEN: Special Educational Needs

ELSA: Emotional Literacy Support Assistant

BCP: Bournemouth, Christchurch and Poole

NFER: National Foundation for Educational Research

SLT: Senior Leadership Team

SENCo: Special Educational Needs Coordinator

DfE: Department for Education