

Pupil premium strategy statement 2021/2024



Somerford Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 | <i>Somerford Primary School</i> |
| Number of pupils in school | <i>190 (212 at Oct '22 census)</i> |
| Proportion (%) of pupil premium eligible pupils | <i>49%</i> |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | <i>2021-2022 2022-2023 2023-2024</i> |
| Date this statement was first published | <i>30.11.21</i> |
| This review was published | <i>05.12.23</i> |
| Date on which it will be reviewed | <i>05.12.24</i> |
| Statement authorised by | <i>Helen Frampton</i> |
| Pupil premium lead | <i>Jeremy Wallace</i> |
| Governor / Trustee lead | <i>Dionne Johnson</i> |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 144,045 |
| Recovery premium funding allocation this academic year | £ 14,355 |
| 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 | £ 158,400 |

Part A: Pupil premium strategy plan

Statement of intent

At Somerford Primary we believe that all children have the capacity to achieve great things while they are with us. We have high expectations and aspirations for all of our children and work tirelessly to maximise the progress for every child through our broad and rich curriculum.

Our Pupil Premium Strategy is intended to minimise any gaps between the opportunities and outcomes for disadvantaged pupils and their non-disadvantaged peers. Ultimately, we aim to have our disadvantaged children perform in line with our non-disadvantaged pupils.

Our underpinning principles are that:

- All children have the ability to achieve regardless of their background or any barriers which they have to their education.*
- It is our responsibility to attempt to help all children, but particularly those who have a disadvantage, overcome any barriers to education which they may have.*
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.*
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.*

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | <p><i>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.</i></p> <p><i>Disadvantaged pupils are below expectations in all strands of the baseline. As an example in 2021 0% of disadvantaged pupils in EYFS baseline assessed at Reception 39% assessed at 0-3 years (i.e. significantly below)</i></p> |
| 2 | <p><i>Some disadvantaged children's mental health is poor leading to decreased self-esteem, resilience, confidence and learning outcomes.</i></p> <p><i>Significant percentage of pupils receiving ELSA, play psychotherapy are disadvantaged pupils.</i></p> |

| | <p>Significant percentage of pupils with safeguarding concerns raised on My Concern (which in some cases may relate to mental health issues) are disadvantaged pupils.</p> <p>Significant percentage of pupils with Thrive assessments are below expected development level for age.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="4">2021 data</th> </tr> <tr> <th></th> <th>Rarely</th> <th>Emerging</th> <th>Developing</th> <th>Secure</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>13%</td> <td>20%</td> <td>28%</td> <td>39%</td> </tr> <tr> <td>Disadvantaged pupils</td> <td>22%</td> <td>48%</td> <td>31%</td> <td>36%</td> </tr> </tbody> </table> | | 2021 data | | | | | Rarely | Emerging | Developing | Secure | Whole school | 13% | 20% | 28% | 39% | Disadvantaged pupils | 22% | 48% | 31% | 36% | | | | | | | | |
|-----------------------------|---|-----------------------------|------------|--------|--|---------|----------------------|--------------------------|------------|------------|--------|---------------------|------|-----------------------------|-----|-----|-----------------------------|-------|-----|-------|------|-----------------------------|--|--|--|-------|-------|-------|------|
| | 2021 data | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Rarely | Emerging | Developing | Secure | | | | | | | | | | | | | | | | | | | | | | | | | |
| Whole school | 13% | 20% | 28% | 39% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disadvantaged pupils | 22% | 48% | 31% | 36% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | <p>Poor oral language and lack of access to a language rich environment leads to poor reading, comprehension, and writing skills.</p> <p>50% of children who have SALT programmes across the school are disadvantaged pupils.</p> <p>NELI / Wellcomm / School Talk programmes identify significant language needs for disadvantaged pupils.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | <p>High number of children arriving at school without a healthy, nutritious breakfast therefore affecting their ability to concentrate on learning.</p> <ul style="list-style-type: none"> Preliminary teacher survey with charity supporting breakfasts highlighted disadvantaged pupils across the school as being more likely to come into school without a healthy breakfast. <p>39% of children from breakfast club are disadvantaged pupils which is more reflective of the 47% disadvantaged pupils percentage across the school than in previous years but is still less. The overall number of children using breakfast club has reduced due to Covid 19.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | <p>Attendance levels below 96% for disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th colspan="4">Attendance (as at 09.11.21)</th> </tr> <tr> <th>Overall</th> <th>Disadvantaged pupils</th> <th>Non-disadvantaged pupils</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>93.7%</td> <td>92.0%</td> <td>95.0%</td> <td>3.0%</td> </tr> <tr> <th colspan="4">Attendance (as at 01.12.22)</th> </tr> <tr> <td>92.7%</td> <td>91%</td> <td>92.9%</td> <td>1.9%</td> </tr> <tr> <th colspan="4">Attendance (as at 01.12.23)</th> </tr> <tr> <td>93.8%</td> <td>90.8%</td> <td>95.5%</td> <td>4.7%</td> </tr> </tbody> </table> | Attendance (as at 09.11.21) | | | | Overall | Disadvantaged pupils | Non-disadvantaged pupils | Difference | 93.7% | 92.0% | 95.0% | 3.0% | Attendance (as at 01.12.22) | | | | 92.7% | 91% | 92.9% | 1.9% | Attendance (as at 01.12.23) | | | | 93.8% | 90.8% | 95.5% | 4.7% |
| Attendance (as at 09.11.21) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | Disadvantaged pupils | Non-disadvantaged pupils | Difference | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 93.7% | 92.0% | 95.0% | 3.0% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance (as at 01.12.22) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 92.7% | 91% | 92.9% | 1.9% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance (as at 01.12.23) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 93.8% | 90.8% | 95.5% | 4.7% | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|----------------------------|---|--|--|-------------------------------|
| 6 | <i>Financial constraints mean disadvantaged pupils may not have access to the resources, opportunities non-disadvantaged pupils have such as school uniform, residential trips and extra-curricular activities.</i> | | | |
| | 2019 (last data available due to Covid) | Disadvantaged pupils | Non - disadvantaged pupils | gap |
| | Y4 Leeson House | 68% (up 30% on 2018) | 81% | -13% (closed 11% from 2018) |
| | Y6 Fairthorne Manor | 58% (up 18% on 2018) | 73% | -15% (closed 2% from 2018) |
| | 2019 (last data available due to Covid) | % of disadvantaged pupils | % of non - disadvantaged pupils | gap |
| | After School Clubs | 27% (up 9% on 2018) | 38% | -11% (closed 13% from 2018) |
| | 2022 data | Disadvantaged pupils | Non - disadvantaged pupils | gap |
| | Y4 Leeson House | 44% (down 24% on 2019) | 56% | -12% (up 1% from 2019) |
| | Y6 Fairthorne Manor | 66% (up 8% on 2019) | 34% | +32% (closed % from 2019) |
| | 2022 data | % of disadvantaged pupils | % of non - disadvantaged pupils | gap |
| | After School Clubs | 50% (up 23% on 2019) | 38% | No gap (closed 11% from 2019) |
| | 2023 data | Disadvantaged pupils | Non - disadvantaged pupils | gap |
| Y4 Leeson House | 89% (up 39%) | 100% (up 62%) | -11% | |
| Y6 Fairthorne Manor | 52% (down 14%) | 78% (up 44%) | -26% | |
| 2023 data | % of disadvantaged pupils | % of non - disadvantaged pupils | gap | |
| After School Clubs | 42% | 58% | 16% | |
| 7 | <i>Parental engagement with school for disadvantaged pupils is sometimes low – particularly in relation to academic issues.</i> | | | |
| | <i>There is a need to engage parents in academic advice and guidance to increase support for the children.</i> | | | |

8 *Mobility within the school is high. Transition in and out of the school is therefore also important.*

| Pupil Mobility (as at 09.11.21) | | | | | | | |
|--|----------------------|--------------------------|-------------------|-----------------------------|----------------------|--------------------------|-------------------|
| Current year since September 2021 | | | | Since September 2020 | | | |
| overall | Disadvantaged | Non disadvantaged | difference | overall | Disadvantaged | Non disadvantaged | difference |
| 6% | 4% | 8% | +4% | 13% | 11% | 15% | +4% |

| Pupil Mobility (as at 01.12.22) | | | | | | | |
|--|----------------------|--------------------------|-------------------|-----------------------------|----------------------|--------------------------|-------------------|
| Current year since September 2022 | | | | Since September 2021 | | | |
| overall | Disadvantaged | Non disadvantaged | difference | overall | Disadvantaged | Non disadvantaged | difference |
| 5% | 4% | 6% | +2% | 13% | 12% | 14% | +2% |

| Pupil Mobility (as at 12.10.23) | | | | | | | |
|--|----------------------|--------------------------|-------------------|-----------------------------|----------------------|--------------------------|-------------------|
| Current year since September 2023 | | | | Since September 2022 | | | |
| overall | Disadvantaged | Non disadvantaged | difference | overall | Disadvantaged | Non disadvantaged | difference |
| 2% | 2% | 2% | - | 11% | 16% | 7% | -9% |

9 *Levels of SEN in the school are high*

| | SEN levels (as at 09.11.21) | | | |
|----------------|------------------------------------|----------------------|--------------------------|-------------------|
| | overall | Disadvantaged | Non-disadvantaged | Difference |
| All SEN | 27% | 29% | 27% | -2% |
| EHCP | 3% | 1% | 5% | +4% |

| | SEN levels (as at 01.12.22) | | | |
|----------------|------------------------------------|----------------------|--------------------------|-------------------|
| | overall | Disadvantaged | Non-disadvantaged | Difference |
| All SEN | 29% | 60% | 40% | +20% |
| EHCP | 4% | 38% | 62% | -24% |

| | SEN levels (as at 12.10.23) | | | |
|----------------|------------------------------------|----------------------|--------------------------|-------------------|
| | overall | Disadvantaged | Non-disadvantaged | Difference |
| All SEN | 37% | 51% | 24% | +27% |
| EHCP | 5% | 6% | 5% | +1% |

| 10 | <p>Nationally, Covid-19 has disproportionately impacted disadvantaged families and children both financially, emotionally and digitally.</p> <p>Some of our disadvantaged children and families experience digital poverty which impacts on their ability to access home and remote learning.</p> <table border="1"> <thead> <tr> <th colspan="4">% of children loaned digital devices during pandemic</th> </tr> <tr> <th>Overall</th> <th>Disadvantaged</th> <th>Non disadvantaged</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>34%</td> <td>51% (A further 20% attended school)</td> <td>23%</td> <td>+28%</td> </tr> </tbody> </table> | % of children loaned digital devices during pandemic | | | | Overall | Disadvantaged | Non disadvantaged | Difference | 34% | 51% (A further 20% attended school) | 23% | +28% |
|--|--|--|------------|--|--|---------|---------------|-------------------|------------|-----|--|-----|------|
| % of children loaned digital devices during pandemic | | | | | | | | | | | | | |
| Overall | Disadvantaged | Non disadvantaged | Difference | | | | | | | | | | |
| 34% | 51% (A further 20% attended school) | 23% | +28% | | | | | | | | | | |

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 | | | | | | | | | | | | | | | | | | |
|---|--|------|------|------|-----|-----|--|------|------|------|------|------|--|------|------|------|--|--|--|
| <p>EYFS Improved progress and attainment in EYFS</p> | <ul style="list-style-type: none"> % of disadvantaged pupils achieving GLD will exceed 25% (SPS 2019) <table border="1"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>57%</td> <td>43%</td> <td></td> </tr> </tbody> </table> the gap to non-disadvantaged pupils will be less than -53.9% (SPS 2019) <table border="1"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>-23%</td> <td>-31%</td> <td></td> </tr> </tbody> </table> | 2022 | 2023 | 2024 | 57% | 43% | | 2022 | 2023 | 2024 | -23% | -31% | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | |
| 57% | 43% | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | |
| -23% | -31% | | | | | | | | | | | | | | | | | | |
| <p>Year One Phonics Increased number of children passing the phonics screening</p> | <ul style="list-style-type: none"> % of disadvantaged pupils reaching the expected standard in Phonics will exceed 50% (SPS 2019) <table border="1"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>18%</td> <td>46%</td> <td></td> </tr> </tbody> </table> the gap to non-disadvantaged pupils will be less than -19.2% (SPS 2019) <table border="1"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>-58%</td> <td>-30%</td> <td></td> </tr> </tbody> </table> | 2022 | 2023 | 2024 | 18% | 46% | | 2022 | 2023 | 2024 | -58% | -30% | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | |
| 18% | 46% | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | |
| -58% | -30% | | | | | | | | | | | | | | | | | | |
| <p>KS1 SATs Improved progress and attainment in KS1 SATs</p> | <p>% of disadvantaged pupils reaching the expected standard in:</p> <ul style="list-style-type: none"> Reading will exceed 50% (SPS 2019) <table border="1"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>50%</td> <td>36%</td> <td></td> </tr> </tbody> </table> the gap to non-disadvantaged pupils will be less than -6.7% (SPS 2019) <table border="1"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>+4%</td> <td>-20%</td> <td></td> </tr> </tbody> </table> Writing will exceed 44.4% (SPS 2019) <table border="1"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2022 | 2023 | 2024 | 50% | 36% | | 2022 | 2023 | 2024 | +4% | -20% | | 2022 | 2023 | 2024 | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | |
| 50% | 36% | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | |
| +4% | -20% | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

| | <table border="1" data-bbox="879 125 1501 165"> <tr> <td>13%</td> <td>43%</td> <td></td> </tr> </table> <ul style="list-style-type: none"> the gap to non-disadvantaged pupils will be less than -15.6% (SPS 2019) <table border="1" data-bbox="879 271 1501 342"> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> <tr> <td>+5%</td> <td>-7%</td> <td></td> </tr> </table> Maths will exceed 66.7% (SPS 2019) <table border="1" data-bbox="879 412 1501 483"> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> <tr> <td>63%</td> <td>50%</td> <td></td> </tr> </table> the gap to non-disadvantaged pupils will remain at 0 (SPS 2019) <table border="1" data-bbox="879 584 1501 656"> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> <tr> <td>+1%</td> <td>-13%</td> <td></td> </tr> </table> | 13% | 43% | | 2022 | 2023 | 2024 | +5% | -7% | | 2022 | 2023 | 2024 | 63% | 50% | | 2022 | 2023 | 2024 | +1% | -13% | | | | | | | | | | | | | | | | |
|---|---|------|------|------|------|-------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--|------|------|------|-----|-----|--|------|------|------|------|-----|--|
| 13% | 43% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| +5% | -7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 63% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| +1% | -13% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>End of KS2 Improved progress and attainment in KS2 SATs</p> | <p>% of disadvantaged pupils reaching the expected standard in;</p> <ul style="list-style-type: none"> Reading will exceed 41.7% (SPS 2019) <table border="1" data-bbox="879 792 1501 864"> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> <tr> <td>63%</td> <td>41%</td> <td></td> </tr> </table> the gap to non-disadvantaged pupils will be less than -12.3% (SPS 2019) <table border="1" data-bbox="879 965 1501 1037"> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> <tr> <td>+2%</td> <td>-11%</td> <td></td> </tr> </table> Writing will exceed 54.2% (SPS 2019) <table border="1" data-bbox="879 1106 1501 1178"> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> <tr> <td>45%</td> <td>52%</td> <td></td> </tr> </table> the gap to non-disadvantaged pupils will be less than -19.1% (SPS 2019) <table border="1" data-bbox="879 1279 1501 1350"> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> <tr> <td>-25%</td> <td>-12%</td> <td></td> </tr> </table> Maths will exceed 58.3% (SPS 2019) <table border="1" data-bbox="879 1420 1501 1491"> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> <tr> <td>50%</td> <td>52%</td> <td></td> </tr> </table> the gap to non-disadvantaged pupils will be less than 18.4% (SPS 2019) <table border="1" data-bbox="879 1592 1501 1664"> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> <tr> <td>-19%</td> <td>-5%</td> <td></td> </tr> </table> | 2022 | 2023 | 2024 | 63% | 41% | | 2022 | 2023 | 2024 | +2% | -11% | | 2022 | 2023 | 2024 | 45% | 52% | | 2022 | 2023 | 2024 | -25% | -12% | | 2022 | 2023 | 2024 | 50% | 52% | | 2022 | 2023 | 2024 | -19% | -5% | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 63% | 41% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| +2% | -11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 45% | 52% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -25% | -12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50% | 52% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -19% | -5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Attendance Improved attendance for disadvantaged pupils</p> | <ul style="list-style-type: none"> Attendance for disadvantaged pupils will be at least 96% <table border="1" data-bbox="879 1738 1501 1809"> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> <tr> <td>91%</td> <td>90.8%</td> <td></td> </tr> </table> Reduce the gap between disadvantaged and non-disadvantaged pupils' attendance to 3% or less <table border="1" data-bbox="879 1962 1501 2033"> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> <tr> <td>3.9%</td> <td>4.7%</td> <td></td> </tr> </table> | 2022 | 2023 | 2024 | 91% | 90.8% | | 2022 | 2023 | 2024 | 3.9% | 4.7% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 91% | 90.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.9% | 4.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SEN Levels

Improved early identification of SEN

All disadvantaged children with SEN will be identified and have appropriate support

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: £ 83,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>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.</p> <p>Allocation of Teaching Assistants will be evaluated and allocated based on pupil need as a result of these reviews and bespoke interventions are planned to address group and individual needs.</p> <p>These interventions are tracked and evaluated each half term.</p> | <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. Ofsted (2013)</i></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, Ofsted (2013)</i></p> <p><i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> | <p>1, 3, 8, 9, 10</p> |
| <p>Read, Write Inc. phonics scheme embedded and used across EYFS, KS1 and targeted Y3 & Y4 children</p> <p>Read Write Inc Lead released from teaching role to support all colleagues</p> | <p><i>Effective phonics teaching has a potential impact of 5 months on progress for all learners – EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> <p><i>Review meetings with Read Write Inc team and partner schools identified this as good practice.</i></p> | <p>1, 3, 9</p> |

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| | <p><i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> <p><i>Ofsted (November 2021) identified the scheme as a success in our school</i></p> | |
| <p>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 as part of the Teaching and Learning review process</p> | <p><i>Effective feedback for learning identified as potentially adding 8 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> <p><i>Ofsted (November 2021) identified our practice as effective.</i></p> | 1, 9 |
| <p>Pupil Premium TAs give targeted feedback to those disadvantaged pupils on a regular basis</p> | <p><i>Effective feedback for learning identified as potentially adding 8 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> <p><i>Ofsted (November 2021) identified our practice as effective.</i></p> | 1, 9 |
| <p>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>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> | 1, 3, 8, 9, 10 |
| <p>Embedding assessment scheme for reading through focussed CPD from English leader</p> | <p><i>Understanding texts: teaching reading comprehension strategies identified as potentially adding 6 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> | 1, 3, 9 |
| <p>Use of Times Tables Rockstars to engage all learners and maximise progress in maths</p> | <p><i>Use of digital technologies identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> | 1, 7, 9 |
| <p>English and maths leads to attend BCP/National CPD sessions to identify ways to further support Disadvantaged pupils</p> | <p><i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF</i></p> | 1, 3, 9 |

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| across the school. Relevant material disseminated to teachers and TAs through CPD programme | <i>Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i> | |
| 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 | <i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i> <i>Important that Pupil Premium Lead remains up to date with the latest best practice for the allocation of funding.</i> | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Termly standardised assessments in reading and maths (NFER) completed to support pupils teacher assessments and moderate judgements on children's learning. | <i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i> <i>'The Pupil Premium' document uses case study of this strategy being effective Ofsted (2013)</i> | 1, 3, 8, 9 |
| Use of Marvellous Me App to engage parents in children's learning (target 100% signing up and 60% Hi 5ing) | <i>Effective parental engagement identified as potentially adding 4 months to progress EEF Toolkit (2021)</i> <i>Parent surveys have shown positive feedback for Marvellous Me (2020, 2021)</i> | 1, 5, 7, 8 |
| Increased opportunities for parents to engage in curriculum activities e.g. Skills Builder Days, Curriculum open sessions e.g. an afternoon at the museum, Read, Write Inc. open sessions, Y6 leaver morning etc. (When Covid-19 risk assessment allows) | <i>Effective parental engagement identified as potentially adding 4 months to progress EEF Toolkit (2021)</i> <i>Positive feedback from parents on feedback slips after events.</i> | 1, 5, 7, 8 |
| Explore ways to reintegrate parents (remotely at first) back into school building in the summer term 2022 – virtual stay and read, virtual curriculum afternoons, sports days etc. | <i>Effective parental engagement identified as potentially adding 4 months to progress EEF Toolkit (2021)</i> | 1, 5, 7, 8 |

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

Budgeted cost: £ 35,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Nominated TA in each year group to act as 'champion' for disadvantaged children the year group | <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. Ofsted (2013)</i></p> <p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p> | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| 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 readiness for children attending. | <p><i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> | 3, 7, 9 |
| School to develop meaningful transition links to pre-school providers to enhance school These links also to target early identification of disadvantaged pupils | <p><i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> <p><i>Effective phonics teaching has a potential impact of 5 months on progress for all learners – EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> | 1, 3, 7, 9 |
| Welcome packs given to new starters in EYFS including play based and reading activities to address low start points | <p><i>Effective phonics teaching has a potential impact of 5 months on progress for all learners – EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> | 1, 3, 7, 9 |
| Teaching assistants in each year group are aware of the Disadvantaged pupils and run pre-teaching sessions and same day interventions to ensure accelerated progress | <p><i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> <p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p> | 1, 3, 9 |

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| <p>Targeted children from Pupil Progress meetings to access:</p> <ul style="list-style-type: none"> • school based tutoring programme • National tutoring programme | <p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p> | <p>1, 3, 7, 10</p> |
| <p>Access to the Academic mentor programme for a mentor in school to boost targeted children</p> | <p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p> | <p>1, 3, 7, 10</p> |

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

Budgeted cost: £ 39,900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>One play psychotherapist employed 0.4 to improve children's mental health, resilience and self-esteem.</p> <p>Trainee therapist (under the guidance of trained psychotherapist) to work with targeted children</p> | <p><i>'Improving Social and Emotional Learning in Primary Schools' EEF (2019)</i></p> <p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p> <p><i>In house monitoring by SENCo of improved outcomes for targeted children.</i></p> | <p>2, 5</p> |
| <p>TA trained to give Thrive support to targeted disadvantaged pupils</p> | <p><i>'Improving Social and Emotional Learning in Primary Schools' EEF (2019)</i></p> <p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p> | <p>2, 5</p> |
| <p>Full time Pastoral Care Worker to work with children and families to have access to all activities signpost families to additional activities available e.g. surf training</p> | <p><i>'Improving Social and Emotional Learning in Primary Schools' EEF (2019)</i></p> <p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p> | <p>2, 4, 5, 6, 10</p> |
| <p>Pastoral CARE Worker trained as a Thrive practitioner</p> | <p><i>'Improving Social and Emotional Learning in Primary Schools' EEF (2019)</i></p> <p><i>Behaviour Interventions identified as potentially adding 4 months to progress, EEF Toolkit (2021),</i></p> | <p>2, 5</p> |
| <p>Parent Coffee mornings led by pastoral support team once a month. Remain online until Covid-19 risk assessment allows access to school site. Trial outside in Summer term</p> | <p><i>'Improving Social and Emotional Learning in Primary Schools' EEF (2019)</i></p> | <p>2, 5</p> |
| <p>Engagement in aspirational careers-based education – Primary Futures</p> | <p><i>Although aspirational interventions have insufficient evidence to prove an impact on EEF Toolkit (2021) we have chosen to use these with children to encourage</i></p> | <p>7</p> |

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| Financial support for disadvantaged families to attend residential trips | <p><i>'The Pupil Premium – An Update' highlighted effective schools supporting children to attend residential trips Ofsted (2014)</i></p> <p><i>LOTC – Council for Learning Outside the Classroom states that 'helps to improve social mobility, giving children new and exciting experiences that inspire them to reach their true potential.' and that 'addresses educational inequality, re-motivating children who do not thrive in the traditional classroom environment, such as those from disadvantaged backgrounds' LOTC website (2021)</i></p> | 2, 6, 7, 8 |
| Financial support for disadvantaged families to engage fully in school – including the purchase of school uniform, access to Breakfast club, school milk etc. | <i>Evidence from Ofsted publications and research from NfER advises the use of Pupil Premium funding to remove barriers from disadvantaged pupils NfER (2017) Ofsted (2104)</i> | 2, 4, 5, 6, 7, 8, 10 |
| Address any gaps in cultural capital which exist for disadvantaged children for example through the use of '50 Things to do before you leave Somerford' booklet. This is embedded into school curriculum. | <i>Evidence from Ofsted publications and research from NfER advises the use of Pupil Premium funding to remove barriers from disadvantaged pupils NfER (2017) Ofsted (2104)</i> | 2, 4, 5, 6, 7, 8, 10 |
| Early Help 'Navigator' based in school 3 days per week to proactively support children and families | <p><i>'Improving Social and Emotional Learning in Primary Schools' EEF (2019)</i></p> <p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p> | 2, 4, 5, 6, 10 |
| Rent a Hen – Chickens on the school site | <i>'Improving Social and Emotional Learning in Primary Schools' EEF (2019)</i> | 2, 5 |

Total budgeted cost: £ 158,400

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.

| Desired outcomes | <i>Progress towards desired outcomes</i> |
|--|---|
| <p>Academic achievement for disadvantaged to increase and any gaps between disadvantaged pupils and their non-disadvantaged peers to be reduced.</p> | <p><i>Statutory assessments in summer 2023 coupled with our internal assessment data suggests that there are still gaps between the performance of disadvantaged children and their non-disadvantaged peers in many areas.</i></p> <p><i>However, there are many areas where improvements have been made:</i></p> <ul style="list-style-type: none"> <i>• In Y1 phonics the percentage of disadvantaged pupils achieving the required standard increased significantly and the gap to their non-disadvantaged peers reduced</i> <i>• in KS1 disadvantaged pupils significantly increased the percentage reaching the required standard in writing</i> <i>• in KS2 disadvantaged pupils increased the attainment in both writing and maths the gap to their non-disadvantaged peers also reduced in both subjects</i> <p><i>We will continue to monitor all areas but especially in the following areas where gaps remain:</i></p> <ul style="list-style-type: none"> <i>• in EYFS, disadvantaged pupils achieving GLD reduced from summer 2022 and the gap to their non-disadvantaged peers grew</i> <i>• in KS1 reading and maths attainment for disadvantaged pupils reduced from 2022 the gap to their non-disadvantaged peers increased</i> <i>• In KS2 attainment in reading was disappointing and dropped from 2022. A number of children achieved standardised scores of 98 and 99 which increased the average standardised score. The gap to non-disadvantaged pupils also increased.</i> <p><i>Our School Improvement Plan is drawn up using this summative data as well as outcomes for children across the school more</i></p> |

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| | <i>broadly. As a result, all areas identified here form part of our plan for this academic year.</i> |
| <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</p> | <p><i>We have a robust response to mental health issues for children through Thrive and therapeutic intervention (including play psychotherapy) has been added to by direct work with the Mental Health in Schools Team.</i></p> <p><i>We have an Thrive assistant and Play Psychotherapist in school who offer therapeutic support for targeted children including a siblings group which targets individuals with siblings whose needs may make the child more vulnerable. We also work closely with the Mental Health in Schools Team.</i></p> <p><i>Children's progress following these interventions is monitored to ensure they are impacting on outcomes for the children.</i></p> |
| <p>Oral language skills developed quickly in disadvantaged children in EYFS and KS1</p> | <p><i>Data from Read Write Inc consistently shows children making progress across the scheme. Our reception children work with phonics from their first day in school. Our work in phonics was identified as a strength by Ofsted in November 2021 where they praised the importance of the precision teaching which the scheme facilitates. Close tracking of the children by the Read, Write Inc Lead, who is released to oversee the scheme, has had a positive impact and has been praised by our Read, Write, Inc mentor, local partner school and Ofsted.</i></p> <p><i>Following the last review we have cleared all Read Write Inc staff to attend a weekly training session with the Read Write Inc lead. As part of the refinement of the programme staff also have performance management targets related to their Read Write Inc practice and the progress of their groups. It was also decided that Read Write Inc is now only needing to be used up to Y3. It is our intention to work towards all pupils being off programme by the end of Y2. We have also introduced the EYFS children to Read Write Inc earlier and will be progressing them through the scheme more quickly.</i></p> <p><i>Analysis of Read Write Inc data shows that there are greater numbers of disadvantaged children in Y3 remaining in the lower groups. This is a target for the Read Write Inc lead in the coming year</i></p> |
| <p>All disadvantaged children will receive a healthy breakfast</p> | <p><i>Disadvantaged children attend breakfast club in an appropriate proportion to their numbers in school. We offer places at a reduced rate for disadvantaged pupils and also use the places to target support</i></p> |

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| | <p><i>for families in increasing attendance and engagement for disadvantaged pupils.</i></p> <p><i>All disadvantaged children, regardless of whether they attend breakfast club or not, are offered bagels every day.</i></p> <p><i>We work in partnership with Premier Sports who host summer and winter holidays clubs on our school site. These clubs are free for our disadvantaged families and include hot meals while the children are on site.</i></p> <p><i>We have a productive link with our local foodbank and signpost our disadvantaged families to the full range of their support as well as other sources.</i></p> <p><i>We are in discussion with a new catering company to take over our catering company. They are fully briefed in our aims to improve the quality of provision for all but particularly for our disadvantaged families. We will be working with company in the coming year to develop menus and prepare for the changeover. It is hoped that we will be able to measure the impact of this change with increased uptake of meals from autumn 2024.</i></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><i>Attendance remains part of our current plan as the overall figure is below 96% and the gap has grown between disadvantaged pupils and their non-disadvantaged peers.</i></p> <p><i>A significant proportion this gap can be attributed to a small number of persistent absentees. As an example, one child's attendance was at 14% for the year. The family worked with the Reintegration Officer to address issues but the impact of this attendance on the whole figure is significant. Another child has emotional school-based avoidance and an attendance of 34% to date. We are working with the family to allow him to access school at a level which is appropriate for him.</i></p> <p><i>We have created key stage leaders with responsibility for maintaining a strong focus on attendance for all but especially for persistent absentees and those at risk of becoming persistent absentees.</i></p> <p><i>We challenge our disadvantaged families on attendance using our robust attendance policy including regular meetings, referral to other Agencies for support and fines where absolutely necessary.</i></p> |

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| <p>No disadvantaged pupils will be excluded from any part of our curriculum or any optional activity offered to enhance this curriculum.</p> | <p><i>Both residential trips continued in 2023 and disadvantaged families were offered places at a reduced rate. Disadvantaged families were represented on both residential with the gap to non-disadvantaged pupils remaining the same in Y4. There was a widening of the gap between disadvantaged pupils and their peers in Y6.</i></p> <p><i>We have sourced large additional grants from local charities as well as a bursary from the Y6 residential centre to significantly reduce the cost of the residential in 2022-2023. We support disadvantaged families with individual resources required for the trips including camping equipment and clothing for the trip to Avon Tyrrel.</i></p> <p><i>The significant reduction in cost for the Leeson House residential meant 92% of the year group and 89% of disadvantaged pupils were able to attend the trip.</i></p> <p><i>We increased our after-school offer of clubs including football, dance, drama and archery. These clubs are attended proportionally by disadvantaged pupils with many disadvantaged children targeted specifically. On review of our provision for the 2022-23 academic year we have decided to offer 2 additional clubs with Premier Sports. These clubs will lead into level competitive events through the sports partnership.</i></p> <p><i>We are in discussion with Premier Sports to provide us with an after-school club. This will enable to offer wrap around care to families.</i></p> |
| <p>Parental engagement with school will increase</p> | <p><i>Marvellous Me continues to be an effective way to communicate with and engage parents. Parent surveys responses have been consistently positive around the support and communication which we offer parents.</i></p> <p><i>We are welcoming parents onto site more frequently as opportunities arise including Coffee Mornings, EYFS transition events, Sports Days, Books at Bedtime, Carol Concerts, circus skills day etc. Attendance at these events is consistently high.</i></p> <p><i>New class email guidelines were introduced to improve parental engagement with any classroom-based issues.</i></p> <p><i>As part of the review of this year's engagement we are looking for further opportunities to engage with parents with a particular focus around online safety in line with KCSIE '23.</i></p> |

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| | <p><i>A new admin team are in place. They have been briefed about our aims to engage hard to reach families and are working to develop both online and in person support to these families.</i></p> |
| <p>The school will work to address the impact of Covid-19 on all children and families but with particular emphasis on closing any gaps for our disadvantaged cohort.</p> | <p><i>Whilst we acknowledge the significant impacts of Covid 19 on our school and are able to identify this impact on both individuals and groups through our pupil progress meetings, our Pupil Premium Strategy and practice was able to go some way to mitigate against this impact.</i></p> <p><i>We continue to employ an academic mentor who works with children, targeted through our pupil progress process, to address gaps in knowledge and to accelerate progress.</i></p> <p><i>With an upsurge in cases of Covid 19 in the Autumn term 2023, it has been added to the school's risk register and as such is discussed at both governor level and in SLT meeting. We continue to follow national public Health advice in our response to any identified case at school.</i></p> |
| <p>All children will have access to our remote learning offer (see remote learning plan and review documents.)</p> <p>Additional bespoke advice and guidance offered to families as required to close gaps.</p> | <p><i>During the pandemic, we sourced and allocated digital devices to support our families meaning that 54% of all disadvantaged children were supported with a device, a further 23% being supported in school.</i></p> <p><i>We continue to loan devices to some of our disadvantaged families where there is need.</i></p> <p><i>Remote learning remains accessible on the school's website and as a part of the school's risk register review procedures Teams is being reviewed and updated to ensure a continuity will be maintained in the event of the need to return to remote learning.</i></p> <p><i>The school is sourcing new filtering software, in line the recommendations in KCSIE '23, which will be installed on all loaned devices allowing us to be notified regarding any concerns on dives both in and out of school should we need to return to remote learning.</i></p> |

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 |
|--------------------------|-----------------|
| Read Write Inc. | Read Write Inc. |
| NFER termly testing | NFER |
| Wellcomm | Wellcomm |
| NELI | NELI |
| Marvellous Me | Marvellous Me |
| Kapow History Curriculum | Kapow |
| Grammarsaurus | Grammarsaurus |