

# Pupil Premium Strategy Statement 2025-2027



## Somerford Primary School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	<b>2024-2025</b> 2025-2026 2026-2027
Date this statement was published	20 <sup>th</sup> December 2024
Date on which it will be reviewed	20 <sup>th</sup> December 2025 20 <sup>th</sup> December 2026 20 <sup>th</sup> December 2027
Statement authorised by	Helen Frampton
Pupil premium lead	Jeremy Wallace
Governor / Trustee lead	Alison Medlicott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,580
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£130,580</b>
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

# Part A: Pupil premium strategy plan

## Statement of intent

*Our pupil premium strategy is designed to bridge any gaps between our disadvantaged pupils and their peers in either the opportunities they are given or the outcomes they achieve at our school.*

*With 48% of our children qualifying for the pupil premium payment, Somerford Primary has high levels of disadvantage. It is therefore vital that we use pupil premium funding to support all children to achieve the best outcomes across our curriculum. Ultimately, we aim to have our disadvantaged children perform academically in line with our non-disadvantaged pupils and to outperform their disadvantaged peers both locally and nationally. We have high expectations for all our learners and use rigorous assessment procedures as well as careful monitoring of teaching and learning in the classrooms to ensure that we maximise progress and outcomes for all.*

*Crucially we will also use the funding to develop the mental health and emotional well-being of the children in our care as well as fostering a culture and climate where all learners, regardless of any disadvantage will prosper and become the very best that they can be.*

*Underpinning our ethos and therefore our pupil premium strategy are some key principles:*

- *Every second counts – Our children only have one chance at their primary education. It is therefore imperative that the education which we provide is the very best that it can be.*
- *Our children are all individuals and will be supported as such. Disadvantage is more than just a label in fact labels can anonymise children.*
- *Not all children who qualify for pupil premium funding are disadvantaged but equally many children who do not qualify for the funding have significant disadvantage. We therefore reserve the right to use pupil premium funding to support any children across the school irrespective of whether they qualify for pupil premium funding.*
- *All staff will understand and adhere to these principles. As adults, we will hold each other to the same high standards and expectations that we have for the children in our care.*

## Challenges

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

Challenge number	Detail of challenge																																																																																																																												
1.	<p><i>Attendance for disadvantaged children is lower than for their peers. This lower attendance impacts negatively on academic outcomes for these disadvantaged children.</i></p> <table border="1"> <thead> <tr> <th colspan="5">Attendance as at 31<sup>st</sup> December 2024-2027</th> </tr> <tr> <th></th> <th>overall</th> <th>disadvantaged</th> <th>Non-disadvantaged</th> <th>difference</th> </tr> </thead> <tbody> <tr> <td>2024</td> <td>93.35%</td> <td>89.82%</td> <td>96.24%</td> <td>-6.42%</td> </tr> <tr> <td>2025</td> <td>94.11%</td> <td>91.32%</td> <td>96.78</td> <td>-5.46%</td> </tr> <tr> <td>2026</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2027</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>The impact of this low attendance is supported by national data but also by internal data analysis as detailed below.</i></p> <table border="1"> <thead> <tr> <th colspan="8">Data for whole school – attendance impact</th> </tr> <tr> <th colspan="4">under 90% attendance</th> <th colspan="4">over 90% attendance</th> </tr> <tr> <th>2024</th> <th>2025</th> <th>2026</th> <th>2027</th> <th>2024</th> <th>2025</th> <th>2026</th> <th>2027</th> </tr> </thead> <tbody> <tr> <td>Y1 phonics screen pass</td> <td>40%</td> <td>75%</td> <td></td> <td></td> <td>100%</td> <td>76%</td> <td></td> </tr> <tr> <td>Y4 times tables test 25/25</td> <td>13%</td> <td>0%</td> <td></td> <td></td> <td>35%</td> <td>40%</td> <td></td> </tr> <tr> <td>Y6 reading ARE/ARE+</td> <td>50%</td> <td>60%</td> <td></td> <td></td> <td>64%</td> <td>67%</td> <td></td> </tr> <tr> <td>Y6 writing ARE/ARE+</td> <td>44%</td> <td>40%</td> <td></td> <td></td> <td>61%</td> <td>54%</td> <td></td> </tr> <tr> <td>Y6 maths ARE/ARE+</td> <td>31%</td> <td>20%</td> <td></td> <td></td> <td>70%</td> <td>54%</td> <td></td> </tr> </tbody> </table> <p>2 <i>Disadvantaged children have low start points when joining school. These low starts make achieving age-related expectations at statutory assessments later in the school more challenging.</i></p> <table border="1"> <thead> <tr> <th colspan="5">EYFS baseline</th> </tr> <tr> <th></th> <th>overall</th> <th>disadvantaged</th> <th>Non-disadvantaged</th> <th>difference</th> </tr> </thead> <tbody> <tr> <td>2024</td> <td>67%</td> <td>33%</td> <td>80%</td> <td>-47%</td> </tr> <tr> <td>2025</td> <td>60%</td> <td>55%</td> <td>63%</td> <td>-8%</td> </tr> <tr> <td>2026</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2027</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Attendance as at 31 <sup>st</sup> December 2024-2027						overall	disadvantaged	Non-disadvantaged	difference	2024	93.35%	89.82%	96.24%	-6.42%	2025	94.11%	91.32%	96.78	-5.46%	2026					2027					Data for whole school – attendance impact								under 90% attendance				over 90% attendance				2024	2025	2026	2027	2024	2025	2026	2027	Y1 phonics screen pass	40%	75%			100%	76%		Y4 times tables test 25/25	13%	0%			35%	40%		Y6 reading ARE/ARE+	50%	60%			64%	67%		Y6 writing ARE/ARE+	44%	40%			61%	54%		Y6 maths ARE/ARE+	31%	20%			70%	54%		EYFS baseline						overall	disadvantaged	Non-disadvantaged	difference	2024	67%	33%	80%	-47%	2025	60%	55%	63%	-8%	2026					2027				
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## Intended outcomes

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

Intended outcome	Success criteria																								
<p>Outcomes for disadvantaged children in <b>EYFS</b> achieving <b>GLD</b> will improve from the baseline and any gap to their peers in school, or their disadvantaged peers nationally will reduce</p>	<ul style="list-style-type: none"> <li><i>Percentage of disadvantaged children achieving their GLD will be greater than the percentage of that cohort at expected at the reception baseline assessment</i></li> </ul> <table border="1" data-bbox="584 518 1378 624"> <thead> <tr> <th data-bbox="584 518 854 570">2025</th><th data-bbox="854 518 1124 570">2026</th><th data-bbox="1124 518 1378 570">2027</th></tr> </thead> <tbody> <tr> <td data-bbox="584 570 854 624">60%</td><td data-bbox="854 570 1124 624"></td><td data-bbox="1124 570 1378 624"></td></tr> </tbody> </table> <ul style="list-style-type: none"> <li><i>The gap between disadvantaged children and their peers will be less than any gap at the reception baseline assessment</i></li> </ul> <table border="1" data-bbox="584 743 1378 848"> <thead> <tr> <th data-bbox="584 743 854 795">2025</th><th data-bbox="854 743 1124 795">2026</th><th data-bbox="1124 743 1378 795">2027</th></tr> </thead> <tbody> <tr> <td data-bbox="584 795 854 848">-7%</td><td data-bbox="854 795 1124 848"></td><td data-bbox="1124 795 1378 848"></td></tr> </tbody> </table> <ul style="list-style-type: none"> <li><i>The gap between disadvantaged children at Somerford and their national peers will be less than any gap at the reception baseline assessment</i></li> </ul> <table border="1" data-bbox="584 968 1378 1118"> <thead> <tr> <th data-bbox="584 968 854 1019">2025</th><th data-bbox="854 968 1124 1019">2026</th><th data-bbox="1124 968 1378 1019">2027</th></tr> </thead> <tbody> <tr> <td data-bbox="584 1019 854 1073">Nat</td><td data-bbox="854 1019 1124 1073">Nat</td><td data-bbox="1124 1019 1378 1073">Nat</td></tr> <tr> <td data-bbox="584 1073 854 1118">+8.7%</td><td data-bbox="854 1073 1124 1118"></td><td data-bbox="1124 1073 1378 1118"></td></tr> </tbody> </table>				2025	2026	2027	60%			2025	2026	2027	-7%			2025	2026	2027	Nat	Nat	Nat	+8.7%		
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<p>Outcomes for disadvantaged children in <b>Y1</b> completing their <b>phonics screen</b> will improve over the year and any gap to their peers both in school and their disadvantaged peers nationally will reduce</p>	<ul style="list-style-type: none"> <li><i>Percentage of disadvantaged children passing the <b>phonics screen</b> in <b>Y1</b> will be greater than the percentage at expected at for reading in the <b>EYFS profile</b></i></li> </ul> <table border="1" data-bbox="584 1282 1378 1388"> <thead> <tr> <th data-bbox="584 1282 854 1334">2025</th><th data-bbox="854 1282 1124 1334">2026</th><th data-bbox="1124 1282 1378 1334">2027</th></tr> </thead> <tbody> <tr> <td data-bbox="584 1334 854 1388">73%</td><td data-bbox="854 1334 1124 1388"></td><td data-bbox="1124 1334 1378 1388"></td></tr> </tbody> </table> <ul style="list-style-type: none"> <li><i>The gap between disadvantaged children and their peers will be less than any gap in reading at the <b>EYFS profile</b></i></li> </ul> <table border="1" data-bbox="584 1507 1378 1612"> <thead> <tr> <th data-bbox="584 1507 854 1558">2025</th><th data-bbox="854 1507 1124 1558">2026</th><th data-bbox="1124 1507 1378 1558">2027</th></tr> </thead> <tbody> <tr> <td data-bbox="584 1558 854 1612">-16%</td><td data-bbox="854 1558 1124 1612"></td><td data-bbox="1124 1558 1378 1612"></td></tr> </tbody> </table>				2025	2026	2027	73%			2025	2026	2027	-16%											
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<p>Internal Read, Write Inc data will show expected progression through levels over the year for disadvantaged children</p>	<ul style="list-style-type: none"> <li><i>The gap between disadvantaged children at Somerford and disadvantaged children locally and nationally will be less than any gap in the phonics screening</i></li> </ul> <table border="1" data-bbox="584 1731 1378 1882"> <thead> <tr> <th data-bbox="584 1731 854 1783">2025</th><th data-bbox="854 1731 1124 1783">2026</th><th data-bbox="1124 1731 1378 1783">2027</th></tr> </thead> <tbody> <tr> <td data-bbox="584 1783 854 1837">Nat</td><td data-bbox="854 1783 1124 1837">Nat</td><td data-bbox="1124 1783 1378 1837">Nat</td></tr> <tr> <td data-bbox="584 1837 854 1882">+4.7%</td><td data-bbox="854 1837 1124 1882"></td><td data-bbox="1124 1837 1378 1882"></td></tr> </tbody> </table>			2025	2026	2027	Nat	Nat	Nat	+4.7%															
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Outcomes for disadvantaged children in **Y4** in the **times tables check** will improve over the year and any gap to their peers both in school and their disadvantaged peers nationally will reduce

- Percentage of disadvantaged children achieving 20 or more the **times tables test** in **Y4** will be in line with national disadvantaged figures

	2025	2026	2027
% disadv 20+	53%		
Disadv average score	17.7		

- Any gap between disadvantaged children and their peers will reduce

	2025	2026	2027
% disadv 20+	-32%		
Disadv average score	-4.1		

- Any gap between disadvantaged children at Somerford and disadvantaged children nationally will reduce

	2025	2026	2027
	Nat	Nat	Nat
% disadv 20+	-3%		
Disadv average score	-1.6		

Outcomes for disadvantaged children in **Y6** in the **KS2 SATs** will improve and any gap to their peers both in school and their disadvantaged peers nationally will reduce

% of disadvantaged pupils reaching the expected standard in:

- Reading** will be in line with national disadvantaged figures

2025	2026	2027
67%		

- Any gap to their peers will reduce

2025	2026	2027
+4%		

- Any gap between disadvantaged children at Somerford and disadvantaged children nationally will reduce

2025	2026	2027
Nat	Nat	Nat
+4%		

% of disadvantaged pupils reaching the expected standard in:

- Writing** will be in line with national disadvantaged figures

2025	2026	2027
52%		

- Any gap to their peers will reduce

2025	2026	2027
+2%		

- Any gap between disadvantaged children at Somerford and disadvantaged children nationally will reduce

	2025	2026	2027
Nat	Nat	Nat	
-7%			

% of disadvantaged pupils reaching the expected standard in:

- **Maths** will be in line with national disadvantaged figures

2025	2026	2027
43%		

- Any gap to their peers will reduce

2025	2026	2027
-20%		

- Any gap between disadvantaged children at Somerford and disadvantaged children nationally will reduce

2025	2026	2027
Nat	Nat	Nat
-18%		

% of disadvantaged pupils reaching the expected standard in:

- **Combined Reading, writing and maths** will be in line with national disadvantaged figures

2025	2026	2027
38%		

- Any gap to their peers will reduce

2025	2026	2027
-9 %		

- Any gap between disadvantaged children at Somerford and disadvantaged children nationally will reduce

2025	2026	2027
Nat	Nat	Nat
-9%		

**Attendance** for disadvantaged children will improve to be 96%. Any gap to their peers will be less than 2%

- Attendance for disadvantaged pupils will be at least 96%

2024/2025	2025/2026	2026/2027
91.34%		

- Any gap between disadvantaged and non-disadvantaged pupils' attendance will reduce to 2% or less

2024/2025	2025/2026	2026/2027
-5.15%		

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 68,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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><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>	2, 3
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.		
These interventions are tracked and evaluated each half term.		
Read, Write Inc. phonics scheme embedded and used across EYFS, KS1 and targeted Y3 children	<i>Effective phonics teaching has a potential impact of 5 months on progress for all learners – EEF Toolkit (2021),</i>	2, 3, 4

<p>Read Write Inc Lead released from teaching role to model and support all colleagues</p> <p>All staff delivering Read Write Inc are released for 20 minutes weekly CPD with the Read Write Inc Lead</p> <p>Engagement with English hub as a partner school</p>	<p><i>'What Works'</i> Elliot Major and Higgins (2019)</p> <p><i>Review meetings with Read Write Inc team and partner schools identified this as good practice.</i></p> <p><i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works'</i> Elliot Major and Higgins (2019)</p> <p><i>Ofsted (November 2021) identified the scheme as a success in our school</i></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>English Hub review meetings corroborate the effectiveness of our phonics programme</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'</i> Elliot Major and Higgins (2019)</p> <p><i>Ofsted (November 2021) identified our practice as effective.</i></p>	2, 4
<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,</i></p>	2, 4

	<i>EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i>	
Use of Times Tables Rockstars to engage all learners and maximise progress in maths	<i>Use of digital technologies identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i>	2, 4
English and maths leads to attend BCP/National CPD sessions to identify ways to further support Disadvantaged pupils across the school. Relevant material disseminated to teachers and TAs through CPD programme	<i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i>	2, 4
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
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>	2, 3, 4
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, 2, 3, 5

<p>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.</p>	<p><i>Effective parental engagement identified as potentially adding 4 months to progress EEF Toolkit (2021)</i></p> <p><i>Positive feedback from parents on feedback slips after events.</i></p>	<p>1, 2, 3, 5</p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to be aware disadvantaged children the year group and to share the ethos and principles of the school in working with these children and families</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>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>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>	<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>4</p>
<p>School to develop meaningful transition links to pre-school providers to enhance school These links also to target early identification of disadvantaged pupils</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><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>2, 4</p>
<p>Welcome packs given to new starters in EYFS including play based and</p>	<p><i>Effective phonics teaching has a potential impact of 5 months on progress for all learners – EEF Toolkit (2021),</i></p>	<p>2, 9</p>

reading activities to address low start points	<i>'What Works'</i> Elliot Major and Higgins (2019)	
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'</i> Elliot Major and Higgins (2019)</p> <p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p> <p><i>Effective feedback for learning identified as potentially adding 8 months to progress, EEF Toolkit (2021), 'What Works'</i> Elliot Major and Higgins (2019)</p> <p><i>Ofsted (November 2021) identified our practice as effective.</i></p>	2, 4

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

Budgeted cost: £ 29,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
One play psychotherapist employed 0.3 to improve children's mental health, resilience and self-esteem.	<p><i>'Improving Social and Emotional Learning in Primary Schools'</i> EEF (2019)</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>	1, 7
TA (0.6) trained to give Thrive support to targeted disadvantaged pupils	<p><i>'Improving Social and Emotional Learning in Primary Schools'</i> EEF (2019)</p> <p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p>	1, 7
Pastoral Lead (0.8) to work with children and families to have access to all activities signpost families to additional activities available e.g.	<i>'Improving Social and Emotional Learning in Primary Schools'</i> EEF (2019)	1, 5, 6, 7

Young Carers, Connected Minds etc.	<p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p> <p><i>Behaviour Interventions identified as potentially adding 4 months to progress, EEF Toolkit (2021),</i></p>	
Parent Coffee mornings led by pastoral support team once a half term	<i>'Improving Social and Emotional Learning in Primary Schools' EEF (2019)</i>	1, 7
Engagement in aspirational careers-based education – Start Small, Dream Big	<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 aspiration as one of our school values</i>	1, 5, 7
Financial support for disadvantaged families to attend residential trips	<p><i>'The Pupil Premium – An Update'</i> highlighted effective schools supporting children to attend residential trips Ofsted (2014)</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>	3, 5, 7
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>	3, 5, 6, 7
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>	3, 5, 6, 7

**Total budgeted cost: £ 130,580**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Review of 2024-2025

*In year one of our strategy we have made progress towards some of our intended outcomes.*

*In those achieving **GLD in Early years**, whilst there is still a negative gap between the performance of our disadvantaged pupils and their non-disadvantaged peers, this has decreased and encouragingly, our disadvantaged children outperformed their disadvantaged peers nationally by 8.7%.*

2025	2026	2027
Nat	Nat	Nat
+8.7%		

**The gap between disadvantaged children at Somerford and their national disadvantaged peers**

*The targeted deployment and release of key staff required to support this progress along with the development of meaningful transition links with pre schools, the provision of welcome packs (including books) to all our new children and families all proved successful. The use of our phonics scheme (Read Write Inc) from day one in EYFS also supported this progress. We will maintain these strategies moving forward and look to consolidate this progress.*

*In Year One phonics screening results again showed a negative gap between our disadvantaged children and their non-disadvantaged peers in school. However, again at 73% our disadvantaged pupils outperformed their disadvantaged peers nationally by 4.7%.*

2025	2026	2027
Nat	Nat	Nat
+4.7%		

**The gap in phonics between disadvantaged children at Somerford and disadvantaged children nationally**

*The fidelity and rigorous application of our Read Write Inc programme continues to deliver success for our children. We will continue to provide ongoing CPD for all staff*

delivering the programme. We will continue to use this strategy moving forward through our strategy.

In the **Year Four multiplication tables check** there is a negative gap in average scores and the numbers of children achieving over 20, between our disadvantaged children and both their non-disadvantaged peers in school and disadvantaged peers nationally although the gap to national in both areas is much smaller.

	2025	2026	2027
	Nat	Nat	Nat
% disadv 20+	-3%		
Disadv average score	-1.6		

Gap between disadvantaged children at Somerford and disadvantaged children nationally

We will maintain our focus on times tables through the deployment of appropriate staff and use of additional resources such as Times Tables Rock Stars to address this. We will also continue to build these foundational skills across all year groups.

In **Key Stage Two SATs** our disadvantaged pupils outperformed both their non-disadvantaged peers in school and their disadvantaged peers nationally by 4% in reading.

2025	2026	2027
+4%		

Gap to non-disadvantaged peers in school

2025	2026	2027
Nat	Nat	Nat
+4%		

Gap to non-disadvantaged pupils nationally

We will continue to use the successful strategies, funding our reading spine and deployment of staff to support with reading across the key stage.

In **writing** in Key Stage Two our disadvantaged children outperformed their non-disadvantaged peers in school by 2% however there was a negative (7%) gap to disadvantaged pupils nationally.

2025	2026	2027
+2%		

## Gap to non-disadvantaged peers in school

2025	2026	2027
Nat	Nat	Nat
-7%		

Gap between disadvantaged children at Somerford and disadvantaged children nationally

*We will continue to use the pace value of punctuation and grammar work across Key Stages One and Two and look to build upon the relative strength in reading to promote writing further.*

*We are disappointed with our Key Stage Two **maths** results. There was a significant gap between the performance of our disadvantaged pupils and their non-disadvantaged peers in school (20%) as well as to disadvantaged peers nationally (18%).*

2025	2026	2027
Nat	Nat	Nat
-20%		

Gap between disadvantaged pupils and non-disadvantaged peers in school

2025	2026	2027
Nat	Nat	Nat
-18%		

Gap to disadvantaged pupils nationally

*As a result of these scores, maths has formed one of the strands of our school improvement plan and we are working with our local authority advisor to develop our practice further. We are also addressing this through the development of gradual release of responsibility (I do – We do – You do) pedagogy.*

*In **attendance** both whole school and disadvantaged attendance have improved from the previous year. The gap between disadvantaged pupils and their non-disadvantaged peers has decreased however, this still leaves the gap larger than we would like. We will continue to adopt a collegiate approach to attendance where all staff from the office team through the pastoral team and teaching team share a collective responsibility to attendance and encourage all children to attend regularly.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

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 Place Value for Grammar and Punctuation
Charanga	Charanga
SCARF	Coram Life Education
Times Tables Rock Stars	Times tables Rock Stars
Spellzone	Spellzone

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

n/a

**The impact of that spending on service pupil premium eligible pupils**

n/a

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*