Pupil Premium Strategy Statement 2024-2027

Somerford Primary School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for pupils identified as disadvantaged 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 **(3-year plans are recommended – you must still publish an updated statement each academic year)**	***2024-2025*** 2025-2026 2026-2027
Date this statement was published	20th December 2024
Date on which it will be reviewed	***20th December 2025*** 20th December 2026 20th 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 *(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*	£130,580

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is designed to bridge any gaps between our pupils identified as disadvantaged 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 children who are identified as disadvantaged 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 the 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 that just a label in fact labels can anonymise children.*
- *Not all children who qualify for pupil premium funding are disadvantaged but 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 pupils identified as disadvantaged.

Challenge number	Detail of challenge
1.	*Attendance for children identified as disadvantaged is lower than for their peers. This lower attendance impacts negatively on academic outcomes for these children.*

Attendance as at 31st 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				

The impact of this low attendance is supported by national data but also by internal data analysis as detailed below.

	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%		

Challenge number	Detail of challenge
2	*Children identified as disadvantaged have low start points when joining school. These low starts make achieving age-related expectations at statutory assessments later in the school more challenging.*

EYFS baseline			
	overall	disadvantaged	Non-disadvantaged	difference
2024	67%	33%	80%	-47%
2025	60%	55%	63%	-8%
2026				
2027				

| 3 | *Mobility levels are high across the school. This means that stability is low which children identified as disadvantaged find more challenging. This high mobility also makes tracking progress longitudinally across the school more difficult.* |

	Mobility levels							
	Current academic year				Current and last academic year			
	overall	disadvantaged	Non-disadvantaged	difference	overall	disadvantaged	Non-disadvantaged	difference
2023-2024	9%	4%	11%	-7%	21%	14%	27%	-13%
2024-2025	16%	16%	16%	-	28%	29%	27%	+2%
2025-2026								
2026-2027								

| 4 | *Levels of SEN in the school are high (40%). Children identified as disadvantaged make up 62% of our SEN children.* |

		SEN levels			
		% of whole school with any SEN / EHCP	% of disadvantaged with any SEN / EHCP	% of Non-disadvantaged with any SEN / EHCP	difference
2023-2024	Any SEN	40%	51%	29%	-22%
	EHCP	6%	11%	4%	-7%
2024-2025	Any SEN	37%	63%	22%	-41%
	EHCP	11%	23%	4%	-19%
2025-2026	Any SEN				
	EHCP				
2026-2027	Any SEN				
	EHCP				

| 5 | *Financial constraints for children identified as disadvantaged and their families can make accessing the full curriculum including more optional elements challenging. This is particularly evident in our residential programme.* |

| | Residential programme uptake | | | | | | | | |
| | Y4 Leeson House | | | Y5 Honeypot House | | | Y6 Avon Tyrrell | | |
	%of year group	% of disadvantaged	Gap to non-disadvantaged	%of year group	% of disadvantaged	Gap to non-disadvantaged	%of year group	% of disadvantaged	Gap to non-disadvantaged
2023-2024	82%	64%	-36%	76%	80%	+13%	52%	50%	-14%
2024-2025	87%	88%	+3%	83%	71%	-22%	52%	52%	-
2025-2026									
2026-2027									

| 6 | *For some of our children identified as disadvantaged access to healthy and nutritious food across the day is challenging. Breakfast is particularly challenging for some families.* |

| | average breakfast club attendance | | |
	% of whole school attending	% of disadvantaged attending	gap to non-disadvantaged
2023-2024	12%	12%	-1%
2024-2025	17%	8%	-17%
2025-2026			
2026-2027			

7	*Children identified as disadvantaged require significant support and intervention across their mental health and wellbeing. Children identified as disadvantaged make up the vast majority of participants in interventions in this area as detailed in the table below.*

93% (14 children)	*Of all children engaged with social care are in receipt of pupil premium*
73% (22 children)	*Of all other children considered vulnerable by the DSL team are in receipt of pupil premium*
82% (14 children)	*Of all children attending our young carers group are in receipt of pupil premium*
100% (6 children)	*Of all children receiving play psychotherapy are in receipt of pupil premium*
	As at December 2025

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
Outcomes for children identified as disadvantaged achieving **GLD** in **EYFS** will improve from the baseline assessment and any gap to their non-disadvantaged peers in school, or their disadvantaged peers nationally will reduce	• *The percentage of children identified as disadvantaged achieving GLD will be greater than the percentage of the same children at expected at the reception baseline assessment*

2025	2026	2027
60% (+27%)		

• *The gap between children identified as disadvantaged and their non-disadvantaged peers in school will reduce year on year*

2025	2026	2027
-7%		

• *The gap between children identified as disadvantaged at Somerford and national disadvantaged percentages will reduce year on year*

2025	2026	2027
Nat	**Nat**	**Nat**
+8.7%		

Outcomes for children identified as disadvantaged in **Y1** passing their **phonic screen** will improve from those achieving expected scores in reading in the EYFS profile and any gap to both their non-disadvantaged peers in school and their disadvantaged peers nationally will improve year on year Internal Read, Write Inc data will show expected progression through levels over the year for children identified as disadvantaged	• *Percentage of children identified as disadvantaged passing the **phonic screen** in Y1 will be greater than the percentage at expected for reading in the EYFS profile*

2025		2026	2027
73%	(+19%)		

• *The gap between children identified as disadvantaged and their non disadvantaged peers will improve year on year*

2025	2026	2027
-16%		

• *The gap between children identified as disadvantaged at Somerford and their peers nationally will improve year on year*

2025	2026	2027
Gap to Nat	**Gap to Nat**	**Gap to Nat**
+4.7%		

Outcomes for children identified as disadvantaged in **Y4** in the **multiplication tables check (MTC)** will improve over the year and any gap to their peers both in school and their disadvantaged peers nationally will reduce	• *Percentage of children identified as disadvantaged achieving 20 or more the **multiplication tables check** in Y4 will be in line with national disadvantaged figures*

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

• *Any gap between children identified as disadvantaged and their peers will reduce*

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

• *Any gap between children identified as disadvantaged at Somerford and their peers nationally will reduce*

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

Outcomes for children identified as disadvantaged in **Y6** in the **KS2 SATs** will improve and any gap both to their non-disadvantaged peers in school and their disadvantaged peers nationally will reduce	*The percentage of pupils identified as disadvantaged reaching the expected standard in:*

The percentage of pupils identified as disadvantaged reaching the expected standard in:

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

2025	2026	2027
67%		

- *Any gap to their non-disadvantaged peers in school will reduce*

2025	2026	2027
+4%		

- *Any gap between children identified as disadvantaged at Somerford and their peers nationally will reduce*

2025	2026	2027
Nat	Nat	Nat
+4%		

The percentage of pupils identified as disadvantaged reaching the expected standard in:

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

2025	2026	2027
52%		

- *Any gap to their non-disadvantaged peers in school will reduce*

2025	2026	2027
+2%		

- *Any gap between children identified as disadvantaged at Somerford and their peers nationally will reduce*

2025	2026	2027
Nat	Nat	Nat
-7%		

The percentage of pupils identified as disadvantaged reaching the expected standard in:

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

2025	2026	2027
43%		

- *Any gap to their non-disadvantaged peers in school will reduce*

2025	2026	2027
-20%		

- *Any gap between children identified as disadvantaged at Somerford and their peers nationally will reduce*

2025	2026	2027
Nat	**Nat**	**Nat**
-18%		

The percentage of pupils identified as disadvantaged 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 non-disadvantaged peers in school will reduce*

2025	2026	2027
-9 %		

- *Any gap between children identified as disadvantaged at Somerford and their peers nationally will reduce*

2025	2026	2027
Nat	**Nat**	**Nat**
-9%		

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

For children identified as disadvantaged levels of persistent absenteeism will reduce each year

- *Attendance for pupils identified as disadvantaged will be at least 96%*

2024/2025	2025/2026	2026/2027
91.34%		

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

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

- *Levels of persistent absenteeism in children identified as disadvantaged will reduce year on year*

2024/2025	2025/2026	2026/2027

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 pupils identified as disadvantaged 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 are planned to address group and individual needs. These interventions are tracked and evaluated each half term.	*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)* *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)* *Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)*	2, 3
Read, Write Inc. phonics scheme	*Effective phonics teaching has a potential impact of 5 months on progress*	2, 3, 4

embedded and used across EYFS, KS1 and targeted Y3 children	*for all learners – EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)*	
Read Write Inc Lead released from teaching role to model and support all colleagues	*Review meetings with Read Write Inc team and partner schools identified this as good practice.*	
All staff delivering Read Write Inc are released for 20 minutes weekly CPD with the Read Write Inc Lead	*Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)*	
Engagement with English hub as a partner school	*Ofsted (November 2021) identified the scheme as a success in our school*	
	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)	
	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)	
	English Hub review meetings corroborate the effectiveness of our phonics programme	
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	*Effective feedback for learning identified as potentially adding 8 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)* *Ofsted (November 2021) identified our practice as effective.*	2, 4
Embedding assessment scheme for reading through focussed CPD from English leader	*Understanding texts: teaching reading comprehension strategies identified as potentially adding 6 months to progress,*	2, 4

	EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)	
Use of Times Tables Rockstars to engage all learners and maximise progress in maths	*Use of digital technologies identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)*	2, 4
English and maths leads to attend BCP/National CPD sessions to identify ways to further support Pupils identified as disadvantaged across the school. Relevant material disseminated to teachers and TAs through CPD programme	*Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)*	2, 4
Pupils identified as disadvantaged 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	*Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)* *Important that Pupil Premium Lead remains up to date with the latest best practice for the allocation of funding.*	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.	*Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)* *'The Pupil Premium' document uses case study of this strategy being effective Ofsted (2013)*	2, 3, 4
Use of Marvellous Me App to engage parents in children's learning (target 100% signing up and 60% Hi 5ing)	*Effective parental engagement identified as potentially adding 4 months to progress EEF Toolkit (2021)* *Parent surveys have shown positive feedback for Marvellous Me (2020, 2021)*	1, 2, 3, 5

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.	*Effective parental engagement identified as potentially adding 4 months to progress EEF Toolkit (2021)* *Positive feedback from parents on feedback slips after events.*	1, 2, 3, 5

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
All staff to be aware of children identified as disadvantaged the year group and to share the ethos and principles of the school in working with children identified as disadvantaged through adult interactions, effective AFL practice and pupil progress meetings and discussions.	*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)* *Deploying the best staff to support the children identified as disadvantaged identified as good practice NfER (2015)*	1, 2, 3. 4. 5, 6, 7
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.	*EEF Blog: School transitions – Reflecting on culture, curriculum and connections*	4
School to develop meaningful transition links to pre-school providers to minimise any These links also to target early identification of pupils identified as disadvantaged	*EEF Blog: School transitions – Reflecting on culture, curriculum and connections*	2, 4
Welcome packs given to new starters in EYFS including play based and	*Working with parents to support children's learning EEF Guidance Report (2018)*	2, 9

reading activities to address low start points		
Teaching assistants in each year group are aware of the Pupils identified as disadvantaged and run pre-teaching sessions and same day interventions to ensure accelerated progress	*Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)* *Deploying the best staff to support the children identified as disadvantaged identified as good practice NfER (2015)* *Effective feedback for learning identified as potentially adding 8 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)* *Ofsted (November 2021) identified our practice as effective.*	2, 4
Children identified as disadvantaged who will receive phonic tuition sessions do not pass the phonic screen	*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)* *Effective feedback for learning identified as potentially adding 8 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)* *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)* *English Hub visits / Read Write Inc development days -identified as good practice*	2, 3, 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.	*'Improving Social and Emotional Learning in Primary Schools' EEF (2019)* *Deploying the best staff to support the children identified as disadvantaged identified as good practice NfER (2015)* *In house monitoring by SENCo of improved outcomes for targeted children.*	1, 7
TA (0.6) trained to give Thrive support to targeted pupils identified as disadvantaged	*'Improving Social and Emotional Learning in Primary Schools' EEF (2019)* *Deploying the best staff to support the children identified as disadvantaged identified as good practice NfER (2015)*	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. Young Carers, Connected Minds etc.	*'Improving Social and Emotional Learning in Primary Schools' EEF (2019)* *Deploying the best staff to support the children identified as disadvantaged identified as good practice NfER (2015)* *Behaviour Interventions identified as potentially adding 4 months to progress, EEF Toolkit (2021),*	1, 5, 6, 7
Parent Coffee mornings led by pastoral support team once a half term	*'Improving Social and Emotional Learning in Primary Schools' EEF (2019)*	1, 7
Engagement in aspirational careers-based education – Start Small, Dream Big	*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*	1, 5, 7
Financial support for disadvantaged families to attend residential trips	*'The Pupil Premium – An Update' highlighted effective schools supporting children to attend residential trips Ofsted (2014)* *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,*	3, 5, 7

	such as those from disadvantaged backgrounds' LOTC website (2021)	
Financial support for disadvantaged families to engage fully in school – including the purchase of school uniform, access to Breakfast club, school milk etc.	*Evidence from Ofsted publications and research from NfER advises the use of Pupil Premium funding to remove barriers from pupils identified as disadvantaged NfER (2017) Ofsted (2104)*	3, 5, 6, 7
Address any gaps in cultural capital which exist for children identified as disadvantaged for example through the use of '50 Things to do before you leave Somerford' booklet. This is embedded into school curriculum.	*Evidence from Ofsted publications and research from NfER advises the use of Pupil Premium funding to remove barriers from pupils identified as disadvantaged NfER (2017) Ofsted (2104)*	3, 5, 6, 7

Total budgeted cost: £ *130,580*

Part B: Review of the previous academic year

Outcomes for pupils identified as disadvantaged

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 pupils identified as disadvantaged and their non-disadvantaged peers, this has decreased and encouragingly, our children identified as disadvantaged outperformed their disadvantaged peers nationally by 8.7%.*

2025	2026	2027
Nat	Nat	Nat
+8.7%		

The gap between children identified as disadvantaged 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 preschools and 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 children identified as disadvantaged and their non-disadvantaged peers in school. However, again at 73% our pupils identified as disadvantaged outperformed their disadvantaged peers nationally by 4.7%.*

2025	2026	2027
Nat	Nat	Nat
+4.7%		

The gap in phonics between children identified as disadvantaged at Somerford and children identified as disadvantaged nationally

The fidelity and rigorous application of our Read Write Inc programme continues to deliver success for our children. We will continue to release our Read Write Inc / Early Reading lead to ensure this continues and will continue to provide ongoing release and CPD for all staff delivering the programme. We will ensure any children identified as

being disadvantaged will be targeted to receive phonics intervention in Year Two. 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 children identified as disadvantaged 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 children identified as disadvantaged at Somerford and children identified as disadvantaged 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 pupils identified as disadvantaged 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-pupils identified as disadvantaged 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 children identified as disadvantaged outperformed their non-disadvantaged peers in school by 2% however there was a negative (7%) gap to pupils identified as disadvantaged nationally.*

2025	2026	2027

+2%		

Gap to non-disadvantaged peers in school

2025	2026	2027
Nat	Nat	Nat
-7%		

Gap between children identified as disadvantaged at Somerford and children identified as disadvantaged nationally

We will continue to use the place 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 pupils identified as disadvantaged and their non-disadvantaged peers in school (20%) as well as to disadvantaged peers nationally (18%).*

2025	2026	2027
-20%		

Gap between pupils identified as disadvantaged and non-disadvantaged peers in school

2025	2026	2027
Nat	Nat	Nat
-18%		

Gap to pupils identified as disadvantaged 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. This will be supported by use of AFL to quickly identify and close gaps in foundational knowledge. Maths will also be rigorously monitored through our teaching and learning reviews.

*In **attendance** both our whole school and disadvantaged attendance have improved from the previous year. The gap between pupils identified as disadvantaged 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 ensure 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 pupils identified as disadvantaged that is not dependent on pupil premium funding.