

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 years) 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>164</i>
Proportion (%) of pupil premium eligible pupils	<i>48%</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>05.12.24</i>
Date on which it will be reviewed	<i>n/a new policy</i>
Statement authorised by	<i>Helen Frampton</i>
Pupil premium lead	<i>Jeremy Wallace</i>
Governor / Trustee lead	<i>Alison Medlicott</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<i>£ 144,045</i>
Recovery premium funding allocation this academic year	<i>£ 14,355</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<i>£0</i>
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	<i>£ 158,400</i>

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>

<p>2</p>	<p>Some disadvantaged children’s mental health and well being is poor leading to decreased self-esteem, resilience, confidence and learning outcomes.</p> <p>Significant percentage of pupils receiving ELSA, play psychotherapy are disadvantaged pupils.</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" data-bbox="328 465 1501 685"> <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%																				
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<p>3</p>	<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>																																								
<p>4</p>	<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>																																								
<p>5</p>	<p>Attendance levels below 96% for disadvantaged pupils.</p> <table border="1" data-bbox="338 1368 1501 1877"> <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> <tr> <th colspan="4">Attendance (as at 01.12.24)</th> </tr> <tr> <td>94.6%</td> <td>92.5%</td> <td>97.5%</td> <td>-5%</td> </tr> <tr> <td><i>Inc 0.9% from '21</i></td> <td><i>Inc 1.7% from '23 Inc 0.5% from '21</i></td> <td><i>Inc 2.5% from '21</i></td> <td><i>Widened by 2% from '21</i></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 01.12.24)				94.6%	92.5%	97.5%	-5%	<i>Inc 0.9% from '21</i>	<i>Inc 1.7% from '23 Inc 0.5% from '21</i>	<i>Inc 2.5% from '21</i>	<i>Widened by 2% from '21</i>
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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.

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% -	56%	-12% (closed 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 Avon Tyrrell	52% (down 14%)	78% (up 44%)	-26%

2023 data	% of disadvantaged pupils	% of non - disadvantaged pupils	gap
After School Clubs	42%	58%	-16%

2024 data	Disadvantaged pupils	Non - disadvantaged pupils	gap
Y4 Leeson House	64% <i>(down 25%)</i>	100%	-36% <i>(up 25%)</i>
Y6 Avon Tyrrell	50% <i>(down 2%)</i>	64% <i>(down 14%)</i>	-14% <i>(closed 12%)</i>
2024 data	% of disadvantaged pupils	% of non - disadvantaged pupils	gap
After School Clubs	48%	52%	-4%

7 *Parental engagement with school for disadvantaged pupils is sometimes low – particularly in relation to academic issues.*
There is a need to engage parents in academic advice and guidance to increase support for the children.

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%
Pupil Mobility (as at 01.12.24)							
Current year since September 2024				Since September 2023			

	overall	Disadvantaged	Non disadvantaged	difference	overall	Disadvantaged	Non disadvantaged	difference
	9%	4%	11%	+7	21%	14%	27%	+13%

9	<i>Levels of SEN in the school are high</i>				
	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%	2%	5%	-24%
	SEN levels (as at 12.10.23)				
		overall	Disadvantaged	Non-disadvantaged	Difference
	All SEN	37%	51%	24%	+27%
	EHCP	5%	6%	5%	+1%
	SEN levels (as at 01.12.24)				
		overall	Disadvantaged	Non-disadvantaged	Difference
	All SEN	40%	51%	29%	-22%
	EHCP	6%	9%	4%	-5%

10	<i>Nationally, Covid-19 has disproportionately impacted disadvantaged families and children both financially, emotionally and digitally.</i>			
	<i>Some of our disadvantaged children and families experience digital poverty which impacts on their ability to access home and remote learning.</i>			
	% 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 for disadvantaged children in EYFS</p>	<ul style="list-style-type: none"> <i>% of disadvantaged pupils achieving GLD will exceed 25% (SPS 2019)</i> <table border="1" data-bbox="879 546 1501 620"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>57%</td> <td>43%</td> <td>60%</td> </tr> </tbody> </table> <i>the gap to non-disadvantaged pupils will be less than -53.9% (SPS 2019)</i> <table border="1" data-bbox="879 725 1501 799"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>-23%</td> <td>-31%</td> <td>0%</td> </tr> </tbody> </table> 	2022	2023	2024	57%	43%	60%	2022	2023	2024	-23%	-31%	0%																		
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<p>Year One Phonics Increased percentage of disadvantaged children passing the phonics screening</p>	<ul style="list-style-type: none"> <i>% of disadvantaged pupils reaching the expected standard in Phonics will exceed 50% (SPS 2019)</i> <table border="1" data-bbox="879 940 1501 1014"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>18%</td> <td>46%</td> <td>74%</td> </tr> </tbody> </table> <i>the gap to non-disadvantaged pupils will be less than -19.2% (SPS 2019)</i> <table border="1" data-bbox="879 1115 1501 1189"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>-58%</td> <td>-30%</td> <td>-19%</td> </tr> </tbody> </table> 	2022	2023	2024	18%	46%	74%	2022	2023	2024	-58%	-30%	-19%																		
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<p>KS1 SATs Improved progress and attainment for disadvantaged children in KS1 SATs</p>	<p><i>% of disadvantaged pupils reaching the expected standard in:</i></p> <ul style="list-style-type: none"> <i>Reading will exceed 50% (SPS 2019)</i> <table border="1" data-bbox="879 1319 1501 1393"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>50%</td> <td>36%</td> <td>42%</td> </tr> </tbody> </table> <i>the gap to non-disadvantaged pupils will be less than -6.7% (SPS 2019)</i> <table border="1" data-bbox="879 1494 1501 1568"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>+4%</td> <td>-20%</td> <td>-3%</td> </tr> </tbody> </table> <i>Writing will exceed 44.4% (SPS 2019)</i> <table border="1" data-bbox="879 1635 1501 1709"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>13%</td> <td>43%</td> <td>25%</td> </tr> </tbody> </table> <i>the gap to non-disadvantaged pupils will be less than -15.6% (SPS 2019)</i> <table border="1" data-bbox="879 1809 1501 1883"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>+5%</td> <td>-7%</td> <td>-2%</td> </tr> </tbody> </table> <i>Maths will exceed 66.7% (SPS 2019)</i> <table border="1" data-bbox="879 1951 1501 2024"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>63%</td> <td>50%</td> <td>58%</td> </tr> </tbody> </table> 	2022	2023	2024	50%	36%	42%	2022	2023	2024	+4%	-20%	-3%	2022	2023	2024	13%	43%	25%	2022	2023	2024	+5%	-7%	-2%	2022	2023	2024	63%	50%	58%
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<p>End of KS2 Improved progress and attainment for disadvantaged children 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="879 371 1501 445"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>63%</td> <td>41%</td> <td>61%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> the gap to non-disadvantaged pupils will be less than -12.3% (SPS 2019) <table border="1" data-bbox="879 546 1501 620"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>+2%</td> <td>-11%</td> <td>-1%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Writing will exceed 54.2% (SPS 2019) <table border="1" data-bbox="879 685 1501 759"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>45%</td> <td>52%</td> <td>57%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> the gap to non-disadvantaged pupils will be less than -19.1% (SPS 2019) <table border="1" data-bbox="879 860 1501 934"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>-25%</td> <td>-12%</td> <td>+11%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Maths will exceed 58.3% (SPS 2019) <table border="1" data-bbox="879 999 1501 1072"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>50%</td> <td>52%</td> <td>61%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> the gap to non-disadvantaged pupils will be less than 18.4% (SPS 2019) <table border="1" data-bbox="879 1173 1501 1247"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>-19%</td> <td>-5%</td> <td>+13%</td> </tr> </tbody> </table>	2022	2023	2024	63%	41%	61%	2022	2023	2024	+2%	-11%	-1%	2022	2023	2024	45%	52%	57%	2022	2023	2024	-25%	-12%	+11%	2022	2023	2024	50%	52%	61%	2022	2023	2024	-19%	-5%	+13%
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<p>Attendance Improved attendance for disadvantaged children</p>	<ul style="list-style-type: none"> Attendance for disadvantaged pupils will be at least 96% <table border="1" data-bbox="879 1317 1501 1458"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>91%</td> <td>90.8%</td> <td>92.5% Up 1.7% from 2023</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Reduce the gap between disadvantaged and non-disadvantaged pupils' attendance to 3% or less <table border="1" data-bbox="879 1615 1501 1688"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>3.9%</td> <td>4.7%</td> <td>-4.8%</td> </tr> </tbody> </table>	2022	2023	2024	91%	90.8%	92.5% Up 1.7% from 2023	2022	2023	2024	3.9%	4.7%	-4.8%																								
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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>

	<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 across the school.</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, 9

Relevant material disseminated to teachers and TAs through CPD programme		
Disadvantaged pupils lead to attend county and national conferences to ensure best practice is being adhered to. Relevant material disseminated to teachers and TAs through CPD programme. Particularly through PP TAs half termly meetings	<p><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>Important that Pupil Premium Lead remains up to date with the latest best practice for the allocation of funding.</i></p>	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.	<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>'The Pupil Premium' document uses case study of this strategy being effective Ofsted (2013)</i></p>	1, 3, 8, 9
Use of Marvellous Me App to engage parents in children's learning (target 100% signing up and 60% Hi 5ing)	<p><i>Effective parental engagement identified as potentially adding 4 months to progress EEF Toolkit (2021)</i></p> <p><i>Parent surveys have shown positive feedback for Marvellous Me (2020, 2021)</i></p>	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)	<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>	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
Nominated TA in each year group to act as 'champion' for disadvantaged children the year group	<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> <i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i>	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.	<i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i>	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	<i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i> <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>	1, 3, 7, 9
Welcome packs given to new starters in EYFS including play based and reading activities to address low start points	<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>	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	<i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i> <i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i>	1, 3, 9

<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>	2, 5
TA trained to give Thrive support to targeted disadvantaged pupils	<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, 5
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><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
Pastoral CARE Worker trained as a Thrive practitioner	<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>	2, 5
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	<i>'Improving Social and Emotional Learning in Primary Schools' EEF (2019)</i>	2, 5
Engagement in aspirational careers-based education – Primary Futures	<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>	7

Financial support for disadvantaged families to attend residential trips	<i>'The Pupil Premium – An Update' highlighted effective schools supporting children to attend residential trips Ofsted (2014)</i> <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>	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	<i>'Improving Social and Emotional Learning in Primary Schools' EEF (2019)</i> <i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i>	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 2023 to 2024 academic year.

We have made progress against our desired outcomes

Desired outcomes	Progress towards desired outcomes			
Academic achievement for disadvantaged to increase and any gaps between disadvantaged pupils and their non-disadvantaged peers to be reduced.	<i>Statutory assessments in summer 2024 coupled with our internal assessment data for the performance of disadvantaged children and their peers has many positives and is detailed in the table below:</i>			
		<i>Disadvantaged Somerset</i>	<i>Gap to peers Somerset</i>	<i>Gap to national</i>
	EYFS - GLD	60%	0%	+8.5%
	Y1 Phonic screen	74%	-19%	+6%
	Y4 Times Tables test average score	19.1	-1.2	+0.2
	Y6 Reading	62%	-1%	+0.4%
	Y6 Writing	57%	+11%	-1.2%
	Y6 Maths	61%	+13%	+2.6%
	Y6 Combined	46%	+3%	0%
<i>Progress in individual curriculum areas as identified in the intended outcomes section above are detailed in the rows below:</i>				

<p>EYFS</p> <p>Improved progress and attainment for disadvantaged children in EYFS</p>	<p><i>Positives:</i></p> <ul style="list-style-type: none"> • <i>in EYFS in summer 2024 there was no gap between disadvantaged pupils and their peers in the achievement of GLD. This is particularly pleasing given the number of disadvantaged pupils in the year group who also have SEN (including EHCPs.)</i> • <i>Our disadvantaged children outperformed their disadvantaged peers nationally by 8.5%</i> • <i>There has been a 17% increase in the percentage of disadvantaged children achieving GLD from 2023 data</i> • <i>Our strategy was successful in improving progress and attainment for disadvantaged children in EYFS</i>
<p>Year One Phonics</p> <p>Increased percentage of disadvantaged children passing the phonics screening</p>	<p><i>Positives:</i></p> <ul style="list-style-type: none"> • <i>In the Y1 phonic screen in summer 2024 74% of disadvantaged children passed, this is an increase of 56% since 2022 and represents clear evidence of the fidelity of our Read Write Inc programme for phonics which was delivered using pupil premium funding</i> • <i>Disadvantaged children at Somerford also outperformed the national figure by 6% further strengthening our confidence in our chosen strategy</i> • <i>We are currently working with an English Hub to consolidate our practice and hopefully embed these levels of attainment</i> • <i>It is worth noting that disadvantaged Y2 children completing their phonic rescreening outperformed their peers too</i> <p><i>Areas for development:</i></p> <ul style="list-style-type: none"> • <i>in Y1 there is a significant gap (19%) between disadvantaged pupils and their peers in the phonic screening results, we need to continue to explore the individual children creating this gap as this is a very small year group and 57% the disadvantaged children in the year group have SEN, including one EHCP</i> • <i>Our strategy was successful in improving progress and attainment for disadvantaged children taking the phonic screen in Y1</i>

<p>KS1 SATs Improved progress and attainment for disadvantaged children in KS1 SATs</p>	<p><i>KS1 SATs tests have been removed since setting this intended outcome</i></p>
<p>End of KS2 Improved progress and attainment for disadvantaged children in KS2 SATs</p>	<p><i>Positives:</i></p> <ul style="list-style-type: none"> • <i>in Y6 reading the gap between disadvantaged pupils and their peers was only 1%. It should also be noted that they outperformed the national figure.</i> • <i>There was a 16.3% increase in reading across the whole year group. This was the largest improvement in reading across all schools in the local authority</i> • <i>in Y6 writing and maths disadvantaged pupils outperformed their peers (57% vs 46% in writing and 61% vs 48% in maths.) they also outperformed their disadvantaged peers nationally in maths</i> • <i>in Y6 the combined reading, writing and maths percentage for the year group increased by 12.2% making the largest improvement in the local authority and the sixth highest overall score</i> • <i>in Y6 combined scores our disadvantaged children outperformed their peers by 3%. They were in line with national figures</i> <p><i>Areas for development:</i></p> <ul style="list-style-type: none"> • <i>in Y6 we need to address the small gap between disadvantaged pupils and their peers in reading but also increase the attainment for all disadvantaged children across the year group</i> • <i>Our strategy was successful in many areas in improving progress and attainment for disadvantaged children in KS2.</i>
	<p><i>There are other areas where other improvements have been made to outcomes for disadvantaged children:</i></p> <ul style="list-style-type: none"> • <i>in Y4 the percentage of disadvantaged pupils exceeding 20 marks in the times tables test exceeded national (64% vs 61%) - disadvantaged pupils average score also exceeded national (19.1 vs 18.9)</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>

broadly. As a result, all areas identified here form part of our plan for this academic year.

Attendance

Improved attendance for disadvantaged children

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 01.12.24)			
94.6%	92.5%	97.5%	-5%
<i>Inc 0.9% from '21</i>	<i>Inc 1.7% from '23 Inc 0.5% from '21</i>	<i>Inc 2.5% from '21</i>	<i>Widened by 2% from '21</i>

Whilst we have seen an increase in attendance for all groups across the school this academic year the current levels still mean that it remains a critical part of our plan. The overall figure is still below 96% and the gap has grown slightly between disadvantaged pupils and their non-disadvantaged peers.

A significant proportion this gap can be attributed to a small number of persistent absentees.

All staff have responsibility for maintaining a strong focus on attendance for all but especially for persistent absentees and those at risk of becoming persistent absentees.

We challenge our disadvantaged families on attendance using our robust attendance policy including regular meetings, referral to other Agencies for support and fines where necessary.

Where children are absent, our attendance support officer calls all families daily but also called all families who had ever taken a day off in the first week of school in the week before school started back. This was based on evidence that those children who do not attend during the first week are more likely to become persistent absentees. This led to increased attendance in the first week back which has maintained over the autumn term.

Focus for the next policy will need to be on reducing the gap between disadvantaged and non-disadvantaged attendance as despite the increase in attendance for all groups this gap is growing.

Our strategy has been successful in improving attendance across the school including for disadvantaged children, however the gap between their attendance and their peers remains and has widened slightly over the period of this strategy. Attendance therefore remains a focus in our strategy moving forward.

We have also made progress supporting our disadvantaged children and families in a number of other areas identified in the challenges section of this document. These improvements are detailed in the section below:

Some disadvantaged children’s mental health and well being is poor leading to decreased self-esteem, resilience, confidence and learning outcomes.

We continue to provide a robust response to mental health issues for children. We employ a pastoral lead, a thrive assistant and a play psychotherapist in school who offer a range of support for targeted children: including a sibling group which targets individuals with siblings whose needs may make the child more vulnerable; a young carers group as well as a social skills groups to support children through lunchtimes.

We also work with the Mental Health in Schools Team. We engage with other external providers including bespoke transition programmes for children both into and out of the school as well as signposting out to other courses and groups (e.g. Connected Minds) through the Family Hub.

Children’s progress following these interventions is monitored to ensure they are impacting on outcomes for the children.

Our senior mental health lead has developed a whole school action plan for mental health and wellbeing, engaging a working party involving all stakeholders in the school.

Our DSL team meet fortnightly to review all children who have additional disadvantages which may impact their progress and wellbeing in school. We record all interventions and involvement to track impact.

Notes from these DSL meetings identify the high levels of disadvantaged pupils and how they are disproportionately represented in the school. The table below identifies many of these disparities.

<i>93% (14 children)</i>	<i>Of all children engaged with social care are in receipt of pupil premium</i>
<i>84% (27 children)</i>	<i>Of all other children considered vulnerable by the DSL team are in receipt of pupil premium</i>

	95% (18 children)	Of all children Attending our young carers group are in receipt of pupil premium
	89% (8 children)	Of all children receiving play psychotherapy are in receipt of pupil premium
	60% (3 children)	Of all children working with our Thrive assistant are in receipt of pupil premium
	64% (9 children)	Of all children attending siblings group are in receipt of pupil premium
		As at November 2024
Poor oral language and lack of access to a language rich environment leads to poor reading, comprehension, and writing skills.	<p><i>Statutory data supports our progress in this area. There was no gap between GLD levels between disadvantaged pupils and their non-disadvantaged peers in EYFS in summer 2024. 88% of our Year 1 children passed their phonic screen placing us in the top the 30% of all schools in the local authority. There was a 19% gap between disadvantaged pupils and their less advantaged peers in the phonic screen. This gap can be explained to some extent by the size of the year group and therefore the percentage value of each pupil. It is also important to note the fact that both disadvantaged children who did not pass the screen also had SEN.</i></p> <p><i>Data from internal Read Write Inc records consistently show 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 who 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 schools who we have worked with and Ofsted.</i></p> <p><i>Following previous Read, Write Inc reviews we release all Read Write Inc staff to attend a weekly training session with the Read Write Inc lead. The Read, Write Inc lead is also released from teaching a group so that she can support and model for less experienced colleagues or groups where progress is not as strong as we would hope. It was also decided that Read Write Inc is now only needed 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>We are engaging with the English Hub and are a partner school. We are using this process to ensure that we maintain the levels of phonic skills and attainment we began to see coming through in the</i></p>	

	<p><i>last year of this document and to ensure the fidelity of our processes moving forward.</i></p>
<p>High number of children arriving at school without a healthy, nutritious breakfast therefore affecting their ability to concentrate on learning.</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 for families in increasing attendance and engagement for disadvantaged pupils.</i></p> <p><i>All children and therefore all disadvantaged children, regardless of whether they attend breakfast club or not, are offered bagels every day. Children are offered cereals at lunchtime if they do not have a meal provided by parents.</i></p> <p><i>We work in partnership with Premier Sports who host summer and winter holidays clubs on our school site using HAF funding. These clubs are free for our disadvantaged families and include hot meals while the children are on site. We are also able to target families not in receipt of Pupil Premium funding but who we feel are vulnerable at the time of the clubs.</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 have contracted a new catering company to take over our catering. They have improved the quality of provision for all but particularly for our disadvantaged families. We are measuring the impact of this change with increased uptake of meals from autumn 2024.</i></p> <p><i>We regularly engage with parents and carers to showcase the quality of the food. We are also looking for opportunities to increase the output from the kitchen all profits would go back into school to improve chances and outcomes for all children.</i></p>
<p>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.</p>	<p><i>All of our actions to enhance our curriculum and particularly those optional elements are intended to reduce any gaps in cultural capital for our disadvantaged children.</i></p> <p><i>Both residential trips continued in 2024 and disadvantaged families were offered places at a reduced rate. Disadvantaged children attended both residential with the gap to non-disadvantaged pupils increased in Y4. There was a reduction 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</i></p>

	<p><i>cost of the residentials in 2024. 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 due to funding for the transport costs from the Priory church in Christchurch meant more disadvantaged pupils were able to attend the trip.</i></p> <p><i>We enhanced our residential offer with Y5 visiting Honeypot House charity for a week's residential on two occasions over the year at no cost to parents. All Pupil Premium children were targeted and were therefore given opportunity to attend a residential without payment.</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 targeted specifically. After re-view of our provision for the 2023-24 academic year we have decided to offer additional clubs with Premier Sports. These clubs will lead into level competitive events through the sports partnership and will be detailed in our next pupil premium and sports premium re-views.</i></p> <p><i>We are in discussion with Premier Sports to provide us with an after-school club using further HAF funding. This will enable to offer wrap around care to families.</i></p> <p><i>The Priory church have supported our excursion and residential programmes to the cost of a coach per year group to significantly reduce cost of trips.</i></p> <p><i>We have engaged with other organisations to reduce cost of trips including: Year 4 visiting the Pavilion Theatre to watch the Pantomime courtesy of the Pavilion theatre and the local authority; Year 5 visiting Brownsea Island courtesy of the National Trust and, three year groups visiting to the New Forest through a national Forestry scheme.</i></p> <p><i>We utilised sport premium to fund a taster day in forest schools and have sourced further funding for Forest school provision in 2025.</i></p>
<p>Parental engagement with school for disadvantaged pupils is sometimes low – particularly in relation to academic issues.</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 more frequently onto site including Coffee Mornings, EYFS transition events, Sports Days, Books at Bedtime, internet safety day, Carol Concerts, circus skills day etc. Attendance at these events is consistently high. Disadvantaged families are represented proportionally</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. There was a doubling in the numbers of parents attending our internet safety day this year. Although overall numbers were still relatively low, this shows an improvement in engagement in learning which is where we intend to focus in the coming years.</i></p> <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. We have clear routines in place to support families joining our school and offer a wide range of support to any parents or families experiencing hardship or significant disadvantage.</i></p> <p><i>Further emphasis needs to be made on the attendance of parents at parent consultations with an insistence of 100% attendance and engagement with the process</i></p>
<p>Nationally, Covid-19 has disproportionately impacted disadvantaged families and children both financially, emotionally and digitally.</p>	<p><i>Whilst we acknowledge the significant impacts of Covid 19 on our school community 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 employed an academic mentor until July 2024 who worked with children, targeted through our pupil progress process, to address gaps in knowledge and to accelerate progress.</i></p> <p><i>We continue to follow national public Health advice in our response to any identified case at school.</i></p>
<p>Not all children have access to devices to access any remote learning required</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. As 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 using new filtering and monitoring software, which exceed the recommendations in KCSIE, which is installed on all devices including loaned ones allowing us to be notified regarding any concerns on drives both in and out of school should we need to return to remote learning.</i></p>
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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 Place Value for Grammar and Punctuation
Charanga	Charanga
SCARF	Coram Life Education
Times Tables Rock Stars	Times tables Rock Stars
Spellzone	Spellzone