

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	163
Proportion (%) of pupil premium eligible pupils	48%
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	20 th December 2024
Date on which it will be reviewed	20 th December 2025 20 th December 2026 20 th December 2027
Statement authorised by	Helen Frampton
Pupil premium lead	Jeremy Wallace
Governor / Trustee lead	Alison Medicott

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 <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>	£130,580

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 1st 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>94.6%</td> <td>92.5</td> <td>97.5%</td> <td>-5%</td> </tr> <tr> <td>2025</td> <td></td> <td></td> <td></td> <td></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 rowspan="2"></th> <th colspan="2">2024 data for whole school – attendance impact</th> </tr> <tr> <th>under 90% attendance</th> <th>over 90% attendance</th> </tr> </thead> <tbody> <tr> <td>Y1 phonics screen pass</td> <td>40%</td> <td>100%</td> </tr> <tr> <td>Y4 times tables test 25/25</td> <td>13%</td> <td>35%</td> </tr> <tr> <td>Y6 reading ARE/ARE+</td> <td>50%</td> <td>64%</td> </tr> <tr> <td>Y6 writing ARE/ARE+</td> <td>44%</td> <td>61%</td> </tr> <tr> <td>Y6 maths ARE/ARE+</td> <td>31%</td> <td>70%</td> </tr> </tbody> </table>	Attendance as at 1 st December 2024-2027						overall	disadvantaged	Non-disadvantaged	difference	2024	94.6%	92.5	97.5%	-5%	2025					2026					2027						2024 data for whole school – attendance impact		under 90% attendance	over 90% attendance	Y1 phonics screen pass	40%	100%	Y4 times tables test 25/25	13%	35%	Y6 reading ARE/ARE+	50%	64%	Y6 writing ARE/ARE+	44%	61%	Y6 maths ARE/ARE+	31%	70%
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3	<p><i>Mobility levels are high across the school. Disadvantaged children find this mobility more challenging. Although in the last two years there is more mobility for non-disadvantaged children, this is not usually the case. This high mobility makes tracking progress longitudinally across the school more challenging.</i></p> <table border="1" data-bbox="363 304 1406 1021"> <thead> <tr> <th colspan="8">Mobility levels</th> </tr> <tr> <th colspan="4">Current academic year</th> <th colspan="4">Current and last academic year</th> </tr> <tr> <th>overall</th> <th>disadvantaged</th> <th>Non-disadvantaged</th> <th>difference</th> <th>overall</th> <th>disadvantaged</th> <th>Non-disadvantaged</th> <th>difference</th> </tr> </thead> <tbody> <tr> <td>2023-2024</td> <td>9%</td> <td>4%</td> <td>11%</td> <td>+7%</td> <td>21%</td> <td>14%</td> <td>27%</td> <td>+13%</td> </tr> <tr> <td>2024-2025</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2025-2026</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2026-2027</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	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									2025-2026									2026-2027								
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5	<p><i>Financial constraints for disadvantaged children and families can make accessing the full curriculum including more optional elements challenging. This is particularly evident in our residential programme.</i></p>																																																												

		Residential programme uptake								
		Y4 Leeson House			Y5 Honeypot House			Y6 Avon Tyrrell		
		overall	disadvantaged	Gap to peers	overall	disadvantaged	Gap to peers	overall	disadvantaged	Gap to peers
2023-2024	82%	64%	-36%	76%	80%	+13%	52%	50%	-14%	
2024-2025										
2025-2026										
2026-2027										

6

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

average breakfast club attendance			
	overall	disadvantaged	gap to peers
2023-2024	12%	12%	-1%
2024-2025			
2025-2026			
2026-2027			

7	<i>Disadvantaged children require significant support and intervention across mental health and wellbeing. Disadvantaged children make up the vast majority of participants in interventions in this area as detailed in the table below.</i>	
	<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>
	<i>95% (18 children)</i>	<i>Of all children attending our young carers group are in receipt of pupil premium</i>
	<i>89% (8 children)</i>	<i>Of all children receiving play psychotherapy are in receipt of pupil premium</i>
	<i>60% (3 children)</i>	<i>Of all children working with our Thrive assistant are in receipt of pupil premium</i>
	<i>64% (9 children)</i>	<i>Of all children attending siblings group are in receipt of pupil premium</i>
		<i>As at November 2024</i>

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 EYFS achieving GLD will improve from the baseline and any gap to their peers in school, or their disadvantaged peers in the local authority and nationally will reduce</p>	<ul style="list-style-type: none"> Percentage of disadvantaged children achieving their GLD will be greater than the percentage of that cohort at expected at the reception baseline assessment <table border="1"> <thead> <tr> <th>2025</th> <th>2026</th> <th>2027</th> </tr> </thead> <tbody> <tr> <td>e.g. 64% (up 7%)</td> <td></td> <td></td> </tr> </tbody> </table>	2025	2026	2027	e.g. 64% (up 7%)													
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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"> Percentage of disadvantaged children passing the phonic screen in Y1 will be greater than the percentage at expected at for reading in the EYFS profile <table border="1"> <thead> <tr> <th>2025</th> <th>2026</th> <th>2027</th> </tr> </thead> <tbody> <tr> <td>e.g. 64% (up 7%)</td> <td></td> <td></td> </tr> </tbody> </table>	2025	2026	2027	e.g. 64% (up 7%)													
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<p>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 in the local authority and nationally will reduce</p>	<ul style="list-style-type: none"> Percentage of disadvantaged children passing the times tables test in Y4 will be in line with national disadvantaged figures <table border="1" data-bbox="592 271 1390 376"> <thead> <tr> <th colspan="2">2025</th> <th colspan="2">2026</th> <th colspan="2">2027</th> </tr> </thead> <tbody> <tr> <td>e.g. 64%</td> <td>(up 7%)</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Any gap between disadvantaged children and their peers will reduce <table border="1" data-bbox="592 461 1390 566"> <thead> <tr> <th colspan="2">2025</th> <th colspan="2">2026</th> <th colspan="2">2027</th> </tr> </thead> <tbody> <tr> <td>e.g. +15%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Any gap between disadvantaged children at Somerford and disadvantaged children locally and nationally will reduce <table border="1" data-bbox="592 683 1390 835"> <thead> <tr> <th colspan="2">2025</th> <th colspan="2">2026</th> <th colspan="2">2027</th> </tr> <tr> <th>BCP</th> <th>Nat</th> <th>BCP</th> <th>Nat</th> <th>BCP</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>e.g.+4%</td> <td>e.g. -2%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2025		2026		2027		e.g. 64%	(up 7%)					2025		2026		2027		e.g. +15%						2025		2026		2027		BCP	Nat	BCP	Nat	BCP	Nat	e.g.+4%	e.g. -2%										
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<p>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 in the local authority and nationally will reduce</p>	<p><i>% of disadvantaged pupils reaching the expected standard in:</i></p> <ul style="list-style-type: none"> Reading will be in line with national disadvantaged figures <table border="1" data-bbox="592 927 1390 1003"> <thead> <tr> <th>2025</th> <th>2026</th> <th>2027</th> </tr> </thead> <tbody> <tr> <td>%</td> <td>%</td> <td>%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Any gap to their peers will reduce <table border="1" data-bbox="592 1070 1390 1146"> <thead> <tr> <th>2025</th> <th>2026</th> <th>2027</th> </tr> </thead> <tbody> <tr> <td>%</td> <td>%</td> <td>%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Any gap between disadvantaged children at Somerford and disadvantaged children locally and nationally will reduce <table border="1" data-bbox="592 1303 1390 1456"> <thead> <tr> <th colspan="2">2025</th> <th colspan="2">2026</th> <th colspan="2">2027</th> </tr> <tr> <th>BCP</th> <th>Nat</th> <th>BCP</th> <th>Nat</th> <th>BCP</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>e.g.+4%</td> <td>e.g. -2%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>% of disadvantaged pupils reaching the expected standard in:</i></p> <ul style="list-style-type: none"> Writing will be in line with national disadvantaged figures <table border="1" data-bbox="592 1653 1390 1729"> <thead> <tr> <th>2025</th> <th>2026</th> <th>2027</th> </tr> </thead> <tbody> <tr> <td>%</td> <td>%</td> <td>%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Any gap to their peers will reduce <table border="1" data-bbox="592 1796 1390 1872"> <thead> <tr> <th>2025</th> <th>2026</th> <th>2027</th> </tr> </thead> <tbody> <tr> <td>%</td> <td>%</td> <td>%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Any gap between disadvantaged children at Somerford and disadvantaged children locally and nationally will reduce <table border="1" data-bbox="592 2029 1390 2083"> <thead> <tr> <th>2025</th> <th>2026</th> <th>2027</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2025	2026	2027	%	%	%	2025	2026	2027	%	%	%	2025		2026		2027		BCP	Nat	BCP	Nat	BCP	Nat	e.g.+4%	e.g. -2%					2025	2026	2027	%	%	%	2025	2026	2027	%	%	%	2025	2026	2027			
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% of disadvantaged pupils reaching the expected standard in:

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

2025	2026	2027
%	%	%

- Any gap to their peers will reduce

2025	2026	2027
%	%	%

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

2025		2026		2027	
BCP	Nat	BCP	Nat	BCP	Nat
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% of disadvantaged pupils reaching the expected standard in:

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

2025	2026	2027
%	%	%

- Any gap to their peers will reduce

2025	2026	2027
%	%	%

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

2025		2026		2027	
BCP	Nat	BCP	Nat	BCP	Nat
e.g.+4%	e.g. -2%				

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%

2025	2026	2027

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

2025	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
<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><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>2, 3</p>

<p>These interventions are tracked and evaluated each half term.</p>		
<p>Read, Write Inc. phonics scheme embedded and used across EYFS, KS1 and targeted Y3 children</p> <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>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><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><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>2, 3, 4</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</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>	<p>2, 4</p>

Learning review process		
Embedding assessment scheme for reading through focussed CPD from English leader	<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>	2, 4
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	<i>Effective parental engagement identified as potentially adding 4 months to progress EEF Toolkit (2021)</i>	1, 2, 3, 5

(target 100% signing up and 60% Hi 5ing)	<i>Parent surveys have shown positive feedback for Marvellous Me (2020, 2021)</i>	
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.	<i>Effective parental engagement identified as potentially adding 4 months to progress EEF Toolkit (2021)</i> <i>Positive feedback from parents on feedback slips after events.</i>	1, 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 disadvantaged children the year group and to share the ethos and principles of the school in working with these children and families	<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
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>	4
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>	2, 4

<p>Welcome packs given to new starters in EYFS including play based and reading activities to address low start points</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, 9</p>
<p>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>	<p><i>Improving classroom teaching identified as potentially adding 4 months to progress, EEF Toolkit (2021), 'What Works' Elliot Major and Higgins (2019)</i></p> <p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p> <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>	<p>2, 4</p>

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

Budgeted cost: £ 29,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One play psychotherapist employed 0.3 to improve children's mental health, resilience and self-esteem.</p>	<p><i>'Improving Social and Emotional Learning in Primary Schools' EEF (2019)</i></p> <p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p> <p><i>In house monitoring by SENCo of improved outcomes for targeted children.</i></p>	<p>1, 7</p>
<p>TA (0.6) trained to give Thrive support to targeted disadvantaged pupils</p>	<p><i>'Improving Social and Emotional Learning in Primary Schools' EEF (2019)</i></p> <p><i>Deploying the best staff to support the disadvantaged children identified as good practice NfER (2015)</i></p>	<p>1, 7</p>

<p>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.</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>Behaviour Interventions identified as potentially adding 4 months to progress, EEF Toolkit (2021),</i></p>	<p>1, 5, 6, 7</p>
<p>Parent Coffee mornings led by pastoral support team once a half term</p>	<p><i>'Improving Social and Emotional Learning in Primary Schools' EEF (2019)</i></p>	<p>1, 7</p>
<p>Engagement in aspirational careers-based education – Start Small, Dream Big</p>	<p><i>Although aspirational interventions have insufficient evidence to prove an impact on EEF Toolkit (2021) we have chosen to use these with children to encourage aspiration as one of our school values</i></p>	<p>1, 5, 7</p>
<p>Financial support for disadvantaged families to attend residential trips</p>	<p><i>'The Pupil Premium – An Update' highlighted effective schools supporting children to attend residential trips Ofsted (2014)</i></p> <p><i>LOTC – Council for Learning Outside the Classroom states that 'helps to improve social mobility, giving children new and exciting experiences that inspire them to reach their true potential.' and that 'addresses educational inequality, re-motivating children who do not thrive in the traditional classroom environment, such as those from disadvantaged backgrounds' LOTC website (2021)</i></p>	<p>3, 5, 7</p>
<p>Financial support for disadvantaged families to engage fully in school – including the purchase of school uniform, access to Breakfast club, school milk etc.</p>	<p><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></p>	<p>3, 5, 6, 7</p>
<p>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.</p>	<p><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></p>	<p>3, 5, 6, 7</p>

Total budgeted cost: £ 130,580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published.*
- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- Information from summative and formative assessments the school has undertaken.*
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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)

<p><i>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</i></p>
n/a
<p>The impact of that spending on service pupil premium eligible pupils</p>
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.