Pupil premium strategy statement – Somers Heath Primary School

Before completing this template, read the Education Endowment Foundation's guidance on using your pupil premium funding effectively and DfE's using pupil premium guidance, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	450
Proportion (%) of pupil premium eligible pupils	25%
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)**	2024-2027
Date this statement was published	9th September 2024
Date on which it will be reviewed	1st September 2025
Statement authorised by	Martin Curtis
Pupil premium lead	Hayley Nye (Gareth Roberts up To August 2025)
Governor / Trustee lead	Paul Fuller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,224
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£185,224

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Research shows that children from low-income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality.

Our ultimate objective at Somers Heath is to use the pupil premium to ensure our pupil premium children perform in-line with our non-pupil premium children.

Key principle: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (EEF, 2019). While the Pupil Premium is provided as a different grant from core funding, we do not intend for this financial split to create an artificial separation from whole class teaching.

Our spending choices will therefore positively impact both pupil premium and non-pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	*Language and vocabulary skills Language skills and vocabulary can be underdeveloped in children from a disadvantaged background. Vocabulary is the key to building knowledge so the greater a child's vocabulary the quicker they can learn and build new concepts.* Reading gives children access to learning across the curriculum. By developing fluent readers learning can be maximised.
2	Attendance of disadvantaged pupils tends to be lower than that of non disadvantaged pupils. Our Attendance Officer and our Family Support Worker

	regularly monitor and challenge low attendance and offer support for those who need it.
3	Many of our disadvantaged children are not given a suitable breakfast to ensure they're ready to learn for the day.
4	Access to wider experiences and extra-curricular activities Some of our disadvantaged pupils do not have the opportunity to experience memorable events. Our curriculum creates opportunities for immersion and enrichment, including special days in school and educational visits. We also offer free extra-curricular activities for all children both before and after school.
5	Disadvantaged pupils historically do not perform as well as the non-disadvantaged in end of key stage assessments.
6	A proportion of our disadvantaged pupils need on-going support with their mental health and support with regulating their emotions. Without this support, their readiness to learn is negatively affected.

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
Learning within lessons enables all PP students to make good or better progress	Pupil premium children achieve or exceed national progress scores in reading, writing and maths. Pupil premium children achieve or exceed national standard in phonics in KS1 Reduction in gap between PP and non PP children achieving expected or greater than expected progress in reading, writing and maths
Improve the attendance for those disadvantaged pupils identified as Persistent Absentees and supporting families to maintain this. Pupils to attend at national averages.	Attendance for disadvantaged pupils will be at least in line with other children nationally. Attendance officer, Family support worker and DHT monitor the attendance of all PP children and liaise with parents and outside agencies as appropriate
All PP children access and complete homework in line with their peers and school expectations	Parent workshops in the core subjects provides parents with information to support their child's learning.
PP children's experiences are enhanced through participation in extracurricular activities and 'employment' roles	Percentage of pupil premium children engaging with after school clubs increases. Pastoral and SLT will monitor and encourage engagement in these extra curriculum clubs. SLT monitor roles given to pupils to ensure that there are a proportionate amount of PP

	children in roles such as Sports Leaders, Lunchtime Monitors and School Councillors.
Help strengthen the emotional resilience of disadvantaged pupils, particularly those with SEMH challenges. Reduced incidents of challenging behaviours, SEMH achievement improved.	Staff will be allocated effectively to support identified children. Support staff are used effectively to challenge and guide children without creating an over-reliance on adult support, Support staff will be trained in emotional coaching to support children with SEMH needs, many of whom are PP. Behaviour and emotional incidents of disadvantaged pupils reported on Arbor is reduced.

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: £ *37,287*

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT to coordinate CPD offer to ensure it is responsive to the needs of all staff and ensures all teaching in the school is good or outstanding.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment	1, 5
Cooperative Learning – Somers Heath Best Methods	Use of inset day to provide time for professional development.	1, 5

Staff sessions dedicated to action research to focus on effective teaching strategies which are highly effective for our pupils. Teachers actively engage with research on strategies and their effect sizes. They deliberately experiment with these in the own classroom.	Additional cover being provided to allow leaders to coach and support parallel teachers. Regularly review the impact to ensure best actions are being taken and they are given desired outcomes. Monitoring timetable/support plan to check on quality of teaching and progress within books. The impact of collaborative approaches on learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in the best gains Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk)	
Reading – Whole class book approach and reading comprehension lessons focusing on the key comprehension skills. Exposure to high quality texts (vocabulary)	The EEF states that focusing on reading comprehension is a "high impact" strategy (+6 months). https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	1, 5
Embed systems and processes to develop a culture of reflective practice (through the use of Iris Connect) which is self-sustaining through: Establishing an ongoing coaching system targeting Teaching and Learning	Collective Teacher Efficacy (CTE) has been identified by John Hattie as the number one influence related to student achievement. https://www.schoolspartnershipprogramme.com/ https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1670936008	5

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

Budgeted cost: £108,52737

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children have small group/individual intervention with Words First	Effective oral language skills are the building blocks on which subsequent literacy and numeracy development is based. Without solid foundations in language and communication skills, children run the risk of school failure, low self-esteem, and poor social skills. Enhancing provision for speech and language support for pupils experiencing literacy difficulties through the employment of a speech and language therapist and teaching assistant purchased through Words First. Infant/Junior Language Link provides planned and resourced interventions for a graduated approach. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants	5
Wave 2 interventions planned and monitored in line with Grey Grids. Pupil progress meetings with evaluate the impact.	This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. This small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	5
Morning boosters Y6 Use of SATs Companion to support intervention for English and maths. Analysis of	There is extensive evidence of positive effects across age groups and for most areas of the curriculum. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/	2, 3, 5

activities completed is sent to class teachers to then be addressed in class or through focused group work.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
Family support worker to run 'anxiety gremlin' and 'anger gremlin' intervention.	Starving the Anxiety Gremlin is an intervention to help children understand different types of anxiety and how to manage them, including panic attacks, phobias, social anxiety, generalised anxiety and obsessive-compulsive disorder. Based on cognitive behavioural principles that link thoughts, feelings and behaviours, the techniques described help young people to understand why they get anxious and how they can 'starve' their anxiety gremlin in order to manage their anxiety https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already	6
Play therapist and councillor to provide support to disadvantaged children with more acute social, emotional, and mental health needs.	Play therapy and councillor sessions create a safe place for children to express their feelings and thoughts. It creates a relationship of trust built between the child and the play therapist. It makes way to the development of self-esteem and the coping ability of the children. https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already	6
Morning boosters Y6 *Use of SATs Companion to support intervention for English and maths.* *Analysis of activities completed is sent to class teachers to then be addressed in class or through focused group work.*	There is extensive evidence of positive effects across age groups and for most areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/	2, 5

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

Budgeted cost: £39,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team providing support to specific families in targeting their attendance and punctuality. Regular attendance meetings between DHT, attendance officer and family support worker.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ Two recent meta-analyses suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	2

Total budgeted cost: £ *185,224*

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 (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *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.

1st September 2023 – 31st August 2024

Pupils on roll and pupil premium grant (PPG) received	
Number of pupils on roll	404
Number of pupils eligible for PPG	132
Amount of PPG received per pupil	£1,385
Total amount of PPG received	£182,820

Main Focus of PPG spending in 2023/24
The main focus for spending has been on:

Raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential.

Mechanisms to achieve this aim:

- Teaching assistants support (wave 2 interventions, pastoral mentoring, in class additional support)
- Counsellor & Play Therapist who have support children in receipt of PPG who have experienced trauma
- Speech & Language Therapist & Speech link subscription for pupils experiencing literacy difficulties
- Minibus costs to enable the school to provide extra-curricular, aspirational boosting opportunities which would not otherwise be possible
- Breakfast Club to improve punctuality, attendance and readiness for learning

Enhance provision with approximate costs
Staffing cost £145,707 Mirodo/Sats Companion £1225 Counsellor £7,030 Play Therapist £8,170 Speech & Language Therapist £13,300 Speech link subscription £610 Breakfast Club £4000 Minibus costs £2778

Outcomes

EYFS	**KS2**
GLD: National 68% Cohort: 71% PP: 53% **KS1** **Phonics**: National 80% Cohort: 71% PP: 53%	**Combined**: National: 60% Cohort: 80% PP: 65% PP above national main cohort **Maths**: National: 72% Cohort 85% PP: 65%

Maths: National: 71% Cohort: 71% PP: 60% Reading: National: 71% Cohort 64% PP: 45% Writing: National: 62% Cohort 64% PP 50%	PP below national **Reading**: 74% Cohort 83% PP: 71% PP roughly inline with national main cohort **Writing**: National: 72% Cohort: 87% PP: 71% PP inline with national main cohort

Externally provided programmes

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

Programme	Provider
SATs Companion	
Mirodo	

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

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 or recovery premium funding.