

Somers Heath Primary School



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Somers Heath Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	4 th September 2023
Date on which it will be reviewed	31 st August 2024
Statement authorised by	Martin Curtis (Head Teacher)
Pupil premium lead	Gareth Roberts (Deputy Head Teacher)
Governor / Trustee lead	Darren Walters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,950
Recovery premium funding allocation this academic year	£30,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,000
Total budget for this academic year	£189,350
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

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 inline 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	Disadvantaged pupils historically do not perform as well as the non-disadvantaged in end of key stage assessments.
2	Many of our disadvantaged children are not given a suitable breakfast to ensure they're ready to learn for the day.
3	Many of our disadvantaged children have not had the same cultural experiences of our non-disadvantaged children.
4	The mental health of many of our disadvantaged children and their families has been negatively affected by Covid-19.
5	Oral language skills on entry to the school are lower for disadvantaged pupils than for others. This slows reading progress in subsequent years.
6	Many of our disadvantaged children have families who do not engage with their children's education at home e.g. reading with their child & helping them to complete homework.
7	Attendance of disadvantaged children is lower than non-disadvantaged.

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
Higher rates of attainment and a higher number of children achieving above expected in reading, writing and Maths.	The number of disadvantaged pupils achieving ARE at the end of KS1 is in line with National Average and at the end of KS2 is above National Average. Attainment at Greater Depth is in line with the main cohort at KS1 & 2.
Improve the attendance for those disadvantaged pupils identified as Persistent Absentees and supporting families to maintain this. Pupils to attend at national averages.	The number of PA children reduces. Attendance for disadvantaged pupils overall is in line with the school average.
Help strengthen the emotional resilience of disadvantaged pupils, particularly those with SEMH challenges. Reduced incidents of challenging behaviours, SEMH achievement improved.	Behaviour and emotional incidents of disadvantaged pupils reported on MyConcern 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)

Deputy Headteacher salary contribution: £18,000

Contribution to cover teachers: £29,240

Budgeted cost: £37,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT to lead on teacher CPD to ensure 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.	1
DHT to lead parent workshops to improve parent understanding of the curriculum and how they can support their children at home		6

	Feedback EEF (educationendowmentfoundation.org.uk)	
	Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)	
Cover classes with a qualified teacher when teachers are released for ECT/Subject leadership time	Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1

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

Phonics TA salary contribution: £13169

Speech and Language TA salary contribution: £21,321

NELI TA Salary Contributions: £10,000

Speech and Language therapist (one day a week): £13,000

Family support worker: £23,034

Play therapist: £10,893

Councillor: £5890

SATs Companion/Mirodo Purchase: £5,000

Budgeted cost: £ 102,307

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language TA to deliver the 'speech link' and Nuffield Early Language Intervention (NELI) to those identified in need of support.	Junior Language Link provides planned and resourced interventions for a graduated approach. Recommended high quality teaching strategies and classroom resources allow the TA to support SLCN universally. The planned and resourced language groups allow our TA to provide targeted interventions to our disadvantaged children with speech and language difficulties.	5

	<p>Nuffield Early Language Intervention (NELI) - Development of an... EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	
Speech and language therapist to run interventions and provide CPD to TAs.	<p>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.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	5
Play therapist and councillor to provide support to disadvantaged children with more acute social, emotional, and mental health needs.	<p>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.</p> <p>EEF Blog: Social and emotional learning - supporting schools to... EEF (educationendowmentfoundation.org.uk)</p>	4
Family support worker to run 'anxiety gremlin' and 'anger gremlin' intervention.	<p>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.</p> <p>EEF Blog: Social and emotional learning - supporting schools to... EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Morning boosters Y6</p> <p>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.</p>	<p>There is extensive evidence of positive effects across age groups and for most areas of the curriculum.</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	3,5,4

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

Breakfast club: £7000

Cool milk: £330

Subsidise extra-curricular activities: £5546

Subsidise swimming: £250

Inclusion Manager Salary Contribution: £10,000

Educational Psychologist visits: £1200

Midday salary contribution: £4832

Budgeted cost: £ 28,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer breakfast club provision to disadvantaged.	<p>The EEF found that schools who run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Breakfast club schools also saw an improvement in pupil behaviour and attendance. (Education Endowment Foundation)</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	1, 2, 7
Family support worker follows up persistent absence and non-attendance of disadvantaged families through meeting and homevisits to identify and resolve the issues related to non-attendance.		1, 7
Subsidise/pay in full costs of extra-curricular activities which require payment.	<p>Research shows that participation in extra-curricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience. Research also shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations. The resulting attainment gap is so significant that 25% of children from the most disadvantaged backgrounds achieve below expected attainment levels. (Children's University)</p>	1, 3

Employ an Educational Psychologist to advise on how best to support SEMH in some of our disadvantaged children.	Poor behaviour and emotional wellbeing impacts on attainment.	1, 4
Provide extra staffing at lunchtime to model play and social skills		1, 4

Total budgeted cost: £ 168,102

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2022/2023:

Somers Heath Primary School

Pupil Premium Grant Expenditure

1st September 2022 – 31st August 2023

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 2022/2023
<p>The main focus for spending has been on:</p> <p>Raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential.</p> <p>Mechanisms to achieve this aim:</p> <ul style="list-style-type: none">• 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• Brilliant Club & 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

Counsellor £7,030

Play Therapist £8,170

Speech & Language Therapist £13,300

Speech link subscription £610

Brilliant Club £1,225

Breakfast Club £4000

Minibus costs £2778

Impact of pupil premium grant on outcomes

Standards for pupils accessing Free School Meals (PP)

EYFS: 12 pupils PP. Disadvantaged lower than we would like however the group contains 5 (out of 12) with SEN or EHCP plans - two 2 SEN plans, 2 EHCP plans and one EHCP plan submitted. One of which was a new starter last term

Phonics: Pupils meet national standards for phonic ability by the end of Year 2.

Key Stage 1 : Reading: in line with national **Writing:** in line with national **Maths:** slightly below national

Key Stage 2 : Reading: slightly above national **Writing:** above national **Maths:** above national

Progress for pupils accessing Free School Meals (PP)

EYFS: Pupils exceeded national expectations in Communication Language and literacy and Problem Solving, Reasoning and Numeracy.

KS1: Reading: in line with expectations **Writing:** in line with expectations **Maths:** in line with expectations

KS2: Reading: in line with expectations **Writing:** Exceeded expectations **Maths:** in line with expectations

2021/2022:

Action	Budget	Impact
Inclusion	£50,000	A significant proportion of the inclusion staff time was spent working with the children and families in receipt of PPG. The team ensured disadvantaged children had good attendance and were ready to learn when they were in school.
Rise & Shine Club	£9,000	Access to before school activities gave disadvantaged children a better start to their day, addressed issues with lateness and attendance whilst also supported the families. The funding also provided disadvantaged children with free access to the club.
Magic Breakfast Support	£1,500	The breakfast support ensured the disadvantaged in the club didn't come to school feeling hungry and therefore not ready to work. The investment went towards making the free resources provided by Magic Breakfast more attractive and accessible to all children.
Play Therapy	£7,000	The use of play therapy to support some of our most vulnerable children has helped them to discuss their issues and integrate more fully into school.
Counsellor	£6,000	The counsellor was used to support specific children who were having issues in or out of school which affected their access to education. By providing this on site we removed waiting times and eliminated the wasted time travelling to appointments.
Speech & Language Support	£40,000	Having a Speech and Language Assistant provide 'Language Link' sessions for specific children has enabled us to intervene early to diagnose and tackle speech and language issues. The school also invested time in the training and delivery of the NELI program as part of catch up.
Catch-up Interventions	£22,000	We employed a catch-up tutor to provide support to those pupils who needed it after the lock down period. It also gave us more capacity to offer disadvantaged children in school provision over the lock down periods. Funding was also spent on purchasing Mirodo and SATs companion, online learning tools which are now used to support homework and can be used to minimise the impact of any future time out of school.

Externally provided programmes

Programme	Provider
SATs Companion/Mirodo	