# Somerville Primary School Pupil premium strategy statement

## This statement details Somerville Primary School’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding.

## 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

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| **Detail** | **Data** |
| School name | Somerville Primary School |
| Number of pupils in school | 486 |
| Proportion (%) of pupil premium eligible pupils | 56% 271 children |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to  2023/2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Phil Dickson  Executive Headteacher |
| Pupil premium lead | Claire Speight  PP Lead |
| Governor | Chris Griffiths |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £410,105 |
| Recovery premium funding allocation this academic year | £40,020 |
| 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 | £450,125 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Somerville Governing body intends that all pupils make good progress and achieve high attainment across all subjects. Due to the relatively high number of pupil premium children who attend Somerville Primary School we do not discriminate on which children from our community should benefit from this additional funding as all of our children face challenges pertinent to them as individuals.  The actions outlined in our pupil premium statement are intended to support all children, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of everything we do at Somerville Federation, with a focus on those children who need the most support. Our priority as a governing body is our relentless ambition to ensure that all children’s attainment will be sustained and improved to bring their attainment in line with their peers nationally.  Our approach is strategic to ensure that our plans have been well thought out and align with the needs of our children and the challenges that our community has faced for decades.   * Ensure that all of our children and particularly are disadvantaged children attend school as often as their national peers. * Ensure that are children are set appropriate work which will challenge them and help them to aspire in their next stage of their learning journey. * Ensure that our children have their mental wellbeing supported and learn strategies to support them later in life. * Ensure all staff have the same vision to enable our children to have opportunities that they otherwise would not have had. * To open our children’s eyes to the wonderful world of possibility. |

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 89% and 93% - 2 to 3% lower than for non-disadvantaged pupils.  35 - 41% of disadvantaged pupils have been ‘persistently absent’ compared to 18 - 25% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 2 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 3 | Auditing of children’s reading, assessments and pupil voice clearly shows that opportunities for reading development at home are missed by a large majority of children especially those who are disadvantaged. As a consequence reading attainment across the year groups is below national peers outcomes. |
| 4 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 5 | Audits from parents and staff, including conversations with professionals and discussions with pupils suggest that disadvantaged children have difficulties with strategies to support their own mental health, wellbeing and self-regulation. |
| 6 | As a consequence of the local demographic, a higher number of children including those who are disadvantaged have experienced domestic violence in their family home and social care involvement from Wirral Social care is reportedly high amongst the families from Somerville. |
| 7 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. |
| 8 | As a consequence of limited provision from childcare providers due to a lack of attendance and therefore paperwork to support the SEN referral process opportunities to apply for support or specialist provision for children has been missed. Therefore a number of children have arrived into Reception class without specialist support or provision. |

## 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.

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| **Intended outcome** | **Success criteria** |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from end of 2023/34 academic year demonstrated by:   * the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 5% of their peers.   the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 20224 show that more than 80% of disadvantaged pupils met the expected standard. |
| Improved writing and maths attainment for disadvantaged pupils at the end of KS2. | KS2 writing and maths outcomes in 2024 show that more than 80% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024 demonstrated by:   * 100% of children able to self regulate using taught strategies. Or use a variety of other strategies to overcome issues with regard to attendance, attention, engagement. * qualitative data from pupil voice, pupil and parent surveys and teacher observations. * a significant reduction in those children needing to access the beehive on a daily basis. * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To continue to fully support those children and their families engaged with social care. | A response plan to support each respective family with bespoke support to meet the child’s and families needs dependent on their issues though the provision of:   * Signposting to resources. * Social care involvement * Appropriate support through child in need or child protection plans * Family support worker provision. * Essential items bank for immediately supporting families. |
| To have identified, referred and provided additional support for the needs of children with SEND. | All children with additional needs and SEND have a personalised plan for intervention which is assessed and evaluated regularly, demonstrating progress is being made for each individual.  For those children who require additional support outside of element 2 funding to have access to additional support, a prescriptive plan to support progress and/or access to specialist provision. |

## 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: **£46,000**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Purchase of standardised diagnostic assessments and NVR tests. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 2, 4, 7 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources, continue with read, write inc, development days and continue to fund ongoing teacher training. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 2, 3, 4 |
| Continue to purchase the resources and support for training of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 4 |
| Enhancement of our writing and maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  [Writing in Primary Schools What we know works](about:blank)  [Writing opportunities to support the reading phase](about:blank)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)  [Improving Literacy in Key Stage 1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  [Improving Literacy in Key Stage 2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) | 3 |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 5 |

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

Budgeted cost: **£206,045**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 2, 3, 4 |
| Invest in intervention programmes to support group and one to one learning supported by teaching assistants. | EEF guidance to use TAs to support group and one to one interventions.  [EEF Making best use of teaching assistants](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | 2, 4, 7 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 3, 4 |
| Utilisation of academic mentors, School led tutoring and additional boosters to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2, 3, 4 |

**Wider strategies (social care support and wellbeing)**

Budgeted cost: **£198,080**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve recruitment, training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1 |
| Implement the Beehive programme and use of additional mentors – wellbeing and learning mentor | [The DFE case for improving mental health](https://www.gov.uk/government/publications/improving-the-mental-health-of-children-and-young-people) | All |
| Contingency fund for acute issues. | Based on our experiences we have set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £**450,125

# 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 2022 to 2023 academic year.

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| **Intended outcome 1**  To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. |
| **Success criteria**  Sustained high attendance from 2021/2022 demonstrated by:  the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 5% of their peers.  the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers |
| **Evidence and impact**      Attendance overall has improved slightly, with more impact showing in the spring and summer terms.  PA has been reduced to 28.98%, an improvement of 5%. PP pupils who are also PA has improved by 5%.  National average – spring 2023 94.41%, summer 94.2 % PP pupils autumn 90.3 - still below national but improving.  Summer PA national average 18.6% - below Somerville, but huge reduction in figures (see table) |

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| **Intended outcome 2**  Improved oral language skills and vocabulary among disadvantaged pupils. | | . |
| **Success Criteria**  Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment | |  |
| **Evidence and impact**  79% of pupils met the expected standard in EYFS for spoken language in 2021/22. This improved to 86% in 2022/23. | |  |
| **Intended outcome 3**  Improved reading attainment among disadvantaged pupils. | |  |
| **Success criteria**  KS2 reading outcomes in 2022/2023 show that more than 80% of disadvantaged pupils met the expected standard. | |  |
| **Evidence and impact**  48% of disadvantaged pupils met the expected standard, compared to 76% of non- disadvantaged pupils. 68% of the overall year group met the standard.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **KS2** | Year group 21-22 | Dis 21-22 | Not dis 21-22 | Diff | Year group 22-23 | Dis 22-23 | Not-dis 22-23 | Diff | | **Reading** | 68% | 50% | 72% | 22% | 59% | 48% | 76% | 28% |   56% of disadvantaged pupils met the standard in KS1, compared to 65% of non-disadvantaged pupils meaning there is a gap of 9%, compared to gap of 25% the previous year (42% PP – 67% of non-PP)  Attainment of reading in Ks1 for PP pupils has improved 42% (2022) - 56%(2023)   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Ks1** | Year group 21-22 | Dis  21-22 | Not-dis 21-22 | Diff | Year group 22-23 | Dis 22-23 | Not-dis 22-23 | Diff. | | **Reading** | 52% | 42% | 67% | 25% | 59% | 56% | 65% | 9% |   54% of disadvantaged children achieved the expected standard in 2023, compared to 63% the previous year. The gap has narrowed between PP pupils and non PP between the 2022 check (63% PP – 90% non PP) and 2023 check (54% PP and 68% non PP)   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Phonics Check** | Year group 21-22 | Dis 21-22 | Not dis 21-22 | Diff | Year group 22-23 | Dis 22-23 | Not-dis 22-23 | Diff | |  | 72% | 63% | 90% | 27% | 61% | 54% | 68% | 14% | | |  |
| **Intended outcome 4**  KS2 writing and maths outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard. |  | |
| **Success Criteria**  KS2 writing and maths outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard. |  | |
| 50% of disadvantaged pupils met the expected standard in writing, compared to 76% of non- disadvantaged pupils. 59% of the overall year group met the standard. The gap has significantly narrowed from the previous year, when 25% of disadvantaged pupils met the standard compared to 57% of non-disadvantaged pupils.  50% of disadvantaged pupils met the expected standard in maths, compared to 76% of non- disadvantaged pupils. 61% of the overall year group met the standard.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **KS2** | Year group 21-22 | Dis 21-22 | Not dis 21-22 | Diff | Year group 22-23 | Dis 22-23 | Not-dis 22-23 | Diff | | **Writing** | 51% | 25% | 57% | 32% | 59% | 50% | 76% | 26% | | **Maths** | 75% | 58% | 79% | 21% | 61% | 50% | 76% | 26% | |  | |

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| **Intended outcome 5**  To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. |  |
| **Success Criteria**  Sustained high levels of wellbeing from 2024/25 demonstrated by:   * 100% of children able to self regulate using taught strategies. Or use a variety of other strategies to overcome issues with regard to attendance, attention, engagement. * qualitative data from pupil voice, pupil and parent surveys and teacher observations. * a significant reduction in those children needing to access the beehive on a daily basis.   a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |  |
| **Evidence and impact**  Staff are trained to deliver self-regulation strategies. Whilst the need for a key group of vulnerable children to access the beehive daily, the curriculum has been developed to support a school wide mental health offer. This will be further developed in 2023/24.  The school has developed a rich offer of enrichment activities (e.g. residential trips, extra curricular clubs) which disadvantaged children benefit from. |  |
| **Intended outcome 6**  To continue to fully support those children and their families engaged with social care. |  |
| **Success Criteria**  A response plan to support each respective family with bespoke support to meet the child’s and families needs dependent on their issues though the provision of:   * Signposting to resources. * Social care involvement * Appropriate support through child in need or child protection plans * Family support worker provision.   Essential items bank for immediately supporting families. |  |
| **Evidence and impact**  The Social Inclusion manager and wider Beehive team promote early help and continue to support children and families engaged with social care through child in need and child protection plans. Safeguarding was identified as ‘effective’ by Ofsted September 2023. |  |
| **Intended outcome 7**  To have identified, referred and provided additional support for the needs of children with SEND. |  |
| **Success Criteria**  All children with additional needs and SEND have a personalised plan for intervention which is assessed and evaluated regularly, demonstrating progress is being made for each individual.  For those children who require additional support outside of element 2 funding to have access to additional support, a prescriptive plan to support progress and/or access to specialist provision. |  |
| **Evidence and impact**  All children with SEND have personalised plan which are reviewed termly. |  |

## Externally provided programmes

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| **Programme** | **Provider** |
| Lego therapy | Le Goff et al |
| Read Write Inc | Ruth Miskin |
| ADHD therapy | ADHD foundation |
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# Further information

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| To support our planning for our pupil premium strategy we have:   * allowed senior leaders to benefit from training in behaviour strategies from the EEF to support behaviours and attitudes for learning particularly for disadvantaged pupils. * utilised [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training). The training we have selected for the Deputy Head to lead on will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. * We have also offered a wide range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration for our children who attend the Beehive both after school and during INSET days. Disadvantaged children in particular are encouraged to participate.   **Planning, implementation, and evaluation**  We monitor and evaluate the activities we incorporate each year as part of our pupil premium strategy to ensure that it meets the needs for all of our children including our most disadvantaged children and has the meets the outcomes it was intended for.  We always triangulated evidence from multiple sources of data including assessments, behaviour and attitudes to learning, book scrutiny, conversations with parents, pupil voice and teachers in order to identify the challenges faced by disadvantaged pupils. As part of this we have engaged with the RADY project to incorporate specific support for individuals to understand their issues and opportunities to support their needs in a bespoke manner. We use evidence from the EEF and their case study to understand how we can further improve the use of funding at Somerville.  We looked at a number of EEF reports, case studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. As well as attending several disadvantaged children courses which have added to the catalogue of support which we call upon for our strategy.  We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy. |