

# Somerville Primary School Pupil premium strategy statement

This statement details Somerville Primary School's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Somerville Primary School
Number of pupils in school	509
Proportion (%) of pupil premium eligible pupils	54.8% 279 children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Michael Forber Executive Headteacher
Pupil premium lead	Alayna Carlyle, PP Lead
Governor	Chris Griffiths.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£355,295
Recovery premium funding allocation this academic year	£29,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£384,795

# Part A: Pupil premium strategy plan

## Statement of intent

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.

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 90 and 93% - 2% lower than for non-disadvantaged pupils.</p> <p>20 - 36% of disadvantaged pupils have been 'persistently absent' compared to 16 - 24% of their peers during that period. Our assessments and</p>

	observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Assessments, observations, and discussions with pupils indicate under-developed 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.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils,	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than</li> </ul>

particularly our disadvantaged pupils.	<p>4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</p> <p>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.</p>
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 2024/25 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 2024/25 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.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• a significant reduction in those children needing to access the beehive on a daily basis.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To continue to fully support those children and their families engaged with social care.	<p>A response plan to support each respective family with bespoke support to meet the child's and families needs dependent on their issues through the provision of:</p> <ul style="list-style-type: none"> <li>• Signposting to resources.</li> <li>• Social care involvement</li> <li>• Appropriate support through child in need or child protection plans</li> <li>• Family support worker provision.</li> <li>• Essential items bank for immediately supporting families.</li> </ul>
To have identified, referred and provided additional support for the needs of children with SEND.	<p>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.</p> <p>For those children who require additional support outside of element 2 funding to have access to additional sup-</p>

	port, a prescriptive plan to support progress and/or access to specialist provision.
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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: **£46,000**

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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	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:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4
Continue to purchase the resources and support for training of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	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	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:  <a href="#">Maths guidance KS 1 and 2.pdf (pub-</a>	3

<p>of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p><a href="https://teaching.service.gov.uk">teaching.service.gov.uk</a></p> <p><a href="#">Writing in Primary Schools What we know works</a></p> <p><a href="#">Writing opportunities to support the reading phase</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="#">Improving Literacy in Key Stage 1</a></p> <p><a href="#">Improving Literacy in Key Stage 2</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: **£155,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3, 4
<p>Invest in intervention programmes to support group and one to one learning supported by teaching assistants.</p>	<p>EEF guidance to use TAs to support group and one to one interventions.</p> <p><a href="#">EEF Making best use of teaching assistants</a></p>	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4

## Wider strategies (social care support and wellbeing)

Budgeted cost: **£159.300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve 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	<a href="#">The DfE case for improving mental health</a>	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: £149,800**

## 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 2020 to 2021 academic year.

As a consequence of the Covid-19 pandemic, our expectations of improved assessment results on previous years in attainment and progress were not realised. Although at the end of Key Stage 2 attainment has started to get closer to national attainment averages unfortunately this could not be demonstrated using statutory assessment and formally acknowledged. For other year groups assessments demonstrated other year groups had underperformed on our aspirations in particular in writing.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our intention to maintain a high quality curriculum, including during periods of partial closure.

Although overall attendance in 2020/21 was lower than in the preceding 2 years. Since returning attendance from September 2021 has been 92.01%, for September to November 2021 which is comparable with the national average for Primary School attendance. Pre pandemic, absence among disadvantaged pupils was 2.2% higher than their peers and persistent absence 5% higher. These gaps continue to be prevalent which is why attendance is a focus of our plan.

As a consequence of assessments, parental surveys and audits it was clear that well-being and mental health were significantly impacted last year, as a direct result of COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We are intent on building a new approach from September 2021 with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider
<a href="#">Lego therapy</a>	<a href="#">Le Goff et al</a>
<a href="#">Read Write Inc</a>	<a href="#">Ruth Miskin</a>
<a href="#">ADHD therapy</a>	<a href="#">ADHD foundation</a>
<a href="#">More to be added throughout 2021/2022</a>	

## Further information

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](#). 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 of all of our children including our most disadvantaged children and has 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](#) to help us develop our strategy.