

Somerdale Educate Together School Pupil Premium Strategy 2024-25

SCHOOL OVERVIEW			
Pupil premium strategy	Somerdale Educate Together		
CURRENT PUPIL INFORMATION 2024-25			
Total number of pupils:	206	Total pupil premium budget:	
Number of pupils eligible for pupil premium:	26	Amount of pupil premium received per child:	£1,480
Number of pupils eligible for pupil premium plus:	4	Amount of pupil premium received per child:	£2,570
Number of pupils eligible for service premium:	3	Amount of pupil premium received per child:	£340
Total Number of pupils eligible for pupil premium	26	Amount of pupil premium received per child:	£39,410
Percentage of pupils eligible for pupil premium	13%		
Academic year/years that our current pupil premium strategy plan covers	2024-25		
Date this statement was published	September 2024		
Date on which it will be reviewed	March 2024		
Statement authorised by	Chris Thomas-Unsworth (Headteacher)		
Pupil premium lead	Chris Thomas-Unsworth (Headteacher)		
Governor/Trustee lead	Jonny Savill: lead for disadvantaged pupils		



Funding Overview

Funding Stream	Grant
Pupil premium funding allocation for this academic year.	£39,410
Recovery premium funding allocation for this academic year.	£0
Total Budget	£39,410

School Context:

Somerdale Educate Together Primary Academy is a popular, oversubscribed and vibrant school community in Keynsham. Opened in September 2017 as a new build school, it provides education for the children in the area moving into the new housing developments on the Somerdale site in Keynsham. The school opened initially with a small mixed class of reception and year 1 children. However, the school now has single year group classes from pre-school class to year 6. Our children come from families where the majority of children are not eligible for Pupil Premium. We have well below the national average of children eligible for free school meals. There is a diversity of economic and cultural backgrounds with eight first languages, other than English, spoken in our growing school. The proportion of pupils who have special educational needs and/or disabilities is lower in line with the national average. The school also provides and manages before- and after-school childcare.

Somerdale ET is part of the Educate Together Academy Trust and aims to provide an ethical and values-based curriculum, suited to a rapidly changing world. Our unique ethical curriculum and our core principles enable us to create a learning environment that nurtures, encourages and builds the skills children will need in our increasingly diverse and globalised world. We are an equity-based school where 'no child is an outsider' and we 'learn together to live together'. We aim to develop the whole child, encouraging their individuality, respecting each child's identity and respecting that of their family equally. We work hard to create a positive, comfortable atmosphere in all our schools nurturing each child as an individual. The underlying concept is that human diversity enhances life, enriches culture and provides huge educational resources for current society and its future social, cultural and economic prosperity. We adhere to the Trust's 4 core principles:

- **Equity based** – Through being equitable in our work, all children and staff will have equal access to their rights and, regardless of background, all will be equally respected.
- **Aspirational** – all of our children have the right to a holistic world class education. All of our work aims to ensure that every child can make progress and achieve well in every aspect of their education.
- **Child-centered** – Children are at the heart of every decision and activity. Their voices are actively sought and listened to. They play a lead role in shaping their education.
- **Collaborative**– Our schools aim to be central to the communities they serve. As such, we look for opportunities to give voice to and work in partnership with all stakeholders of the schools.

We actively encourage and teach children to be proactive participants in our world, questioning and reflecting on all that life brings them.

Statement of Intent

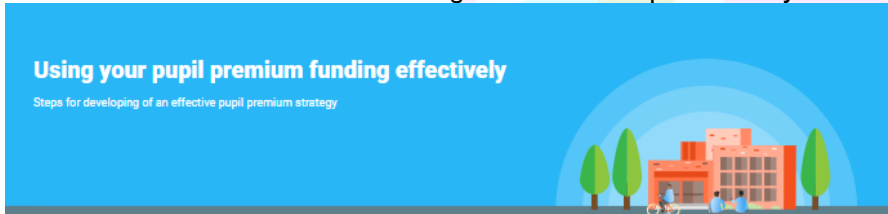
Our intention is that all pupils at Somerdale Educate Together, irrespective of their backgrounds and challenges they face, make good progress and achieve high attainment across all subject areas, as well having a balanced education and positive wellbeing.

Introduced in April 2011, the government believes that it is unacceptable for children's success to be determined by their social circumstances and intends to raise levels of achievement for all disadvantaged pupils and to close the gap between disadvantaged children and their peers. The pupil premium grant is allocated to schools and is clearly identifiable. Schools can decide how it is spent, since they are best placed to assess what additional provision should be made for individual pupils within their responsibility.

When commenting on how successful schools use the pupil premium to narrow the attainment gap, the Department of Education said:

"Evidence shows that the most effective schools achieve this through a combination of high quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations and targeted catch up and enrichment activities". Our school is a learning community for all that will support all its pupils. This is achieved by providing high quality classroom teaching supplemented by interventions that support vulnerable learners as and when required. The Senior Leadership Team and Governing Body monitor the impact of all spending and interventions, including the pupil premium. Our PP strategy links to the NFER research that highlights that more successful schools who promote high levels of attainment identify seven building blocks of success:

We have also considered the recent EFF guidance that was published in June 2021:



[Using pupil premium | EFF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

It is important to consider the context of the school when making decisions about using pupil premium funding and the subsequent challenges faced. Common barriers to learning that pupil premium children face can be less support at home, less developed language and communication skills, a lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from fully thriving.

At Somerdale we endeavor to provide opportunities in all aspects of school life, for all of our pupil premium children to achieve the very best that they can and to develop a lifelong love of learning, and to develop high aspirations and ambitions for their future.

Challenges

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

Challenge	Details Of Challenge
1	Oral Language Skills Assessment, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many children who qualify for the pupil premium grant. These are evident from reception through to KS2 and in general, are more prevalent among our pupils who qualify for the pupil premium grant than their peers.
2	Phonics Assessments, observations, and discussions suggest pupils who qualify for the pupil premium grant generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Reading Internal assessment indicates that reading attainment amongst pupils who qualify for the pupil premium grant can be below that of non-disadvantaged pupils. This has the potential to lead to significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	Maths Internal assessment indicates that math attainment amongst pupils who qualify for the pupil premium grant can be below that of non-disadvantaged pupils. This has the potential to lead to significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	English – Writing Internal assessment indicates that writing attainment amongst pupils who qualify for the pupil premium grant can be below that of non-disadvantaged pupils. This has the potential to lead to significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	Wellbeing Our assessment and observations indicate that the education and wellbeing (including mental health) of many of our pupils who qualify for the pupil premium grant have been impacted to a greater extent than that of other pupils.
7	Learning Behaviours The development of behaviour for learning strategies across the school is an ongoing focus area. All pupils, including those who qualify for the pupil premium grant, will benefit for increased understand of metacognition and self-regulation strategies.
8	Social and Emotional Development Our assessments, observations and discussions with pupils and families have identified social and emotional issues for a small percentage of pupils who qualify for the pupil premium grant. There has been sharp increase in reports of anxiety within this group.
9	Barriers to Engagement Due to Financial Constraints Due to financial constraints, a proportion of pupils who qualify for the pupil premium grant are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows.
10	Extended School Curriculum – Cultural Capital Due to financial constraints, a proportion of pupils who qualify for the pupil premium grant are unable to engage fully in the extended school curriculum.
11	Attendance A small proportion of children who qualify for the pupil premium grant have attendance below 90% and require additional support to ensure they can consistently access the school curriculum.



Intended Outcomes

This explains the outcomes we are aiming for **by the end of the current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria		
(1). Improved oral language skills and vocabulary among pupils who qualify for the pupil premium grant.	Year	Target	Effectiveness of Intervention
	2024-25	1 child to make accelerated progress in their oral language development achieving their personal target.	
(2). Improved phonics attainment among pupils who qualify for the pupil premium grant.	Year	Target	Effectiveness of Intervention
	2024-25	<u>Year 1</u> 3 children to achieve their personal phonics target.	
	2024-25	<u>Year 2</u> 3 children to achieve their personal phonics target.	
	2024-25	<u>Year 3</u> 1 child to achieve their personal phonics target.	
(3). Improved Reading attainment among pupils who qualify for the pupil premium grant.	<u>Reading Attainment (Teacher Assessment)</u>		
	Year	Target	Effectiveness of Intervention
	2024-25	<u>Year 6</u> Teacher Assessed Reading outcomes in 2024/25 demonstrate that pupils who qualify for the pupil premium grant meet or exceeded their personal target.	



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<p>(6). To achieve and sustain improved wellbeing for all pupils in our school, particularly our pupils who qualify for the pupil premium grant</p>	<p>Sustained high levels of wellbeing by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among pupils who qualify for the pupil premium grant. <table border="1"> <thead> <tr> <th>Year</th> <th>Target</th> <th>Effectiveness of Intervention</th> </tr> </thead> <tbody> <tr> <td>2024-25</td> <td>A significant increase in participation in enrichment activities, particularly among pupils who qualify for the pupil premium grant.</td> <td></td> </tr> </tbody> </table>	Year	Target	Effectiveness of Intervention	2024-25	A significant increase in participation in enrichment activities, particularly among pupils who qualify for the pupil premium grant.							
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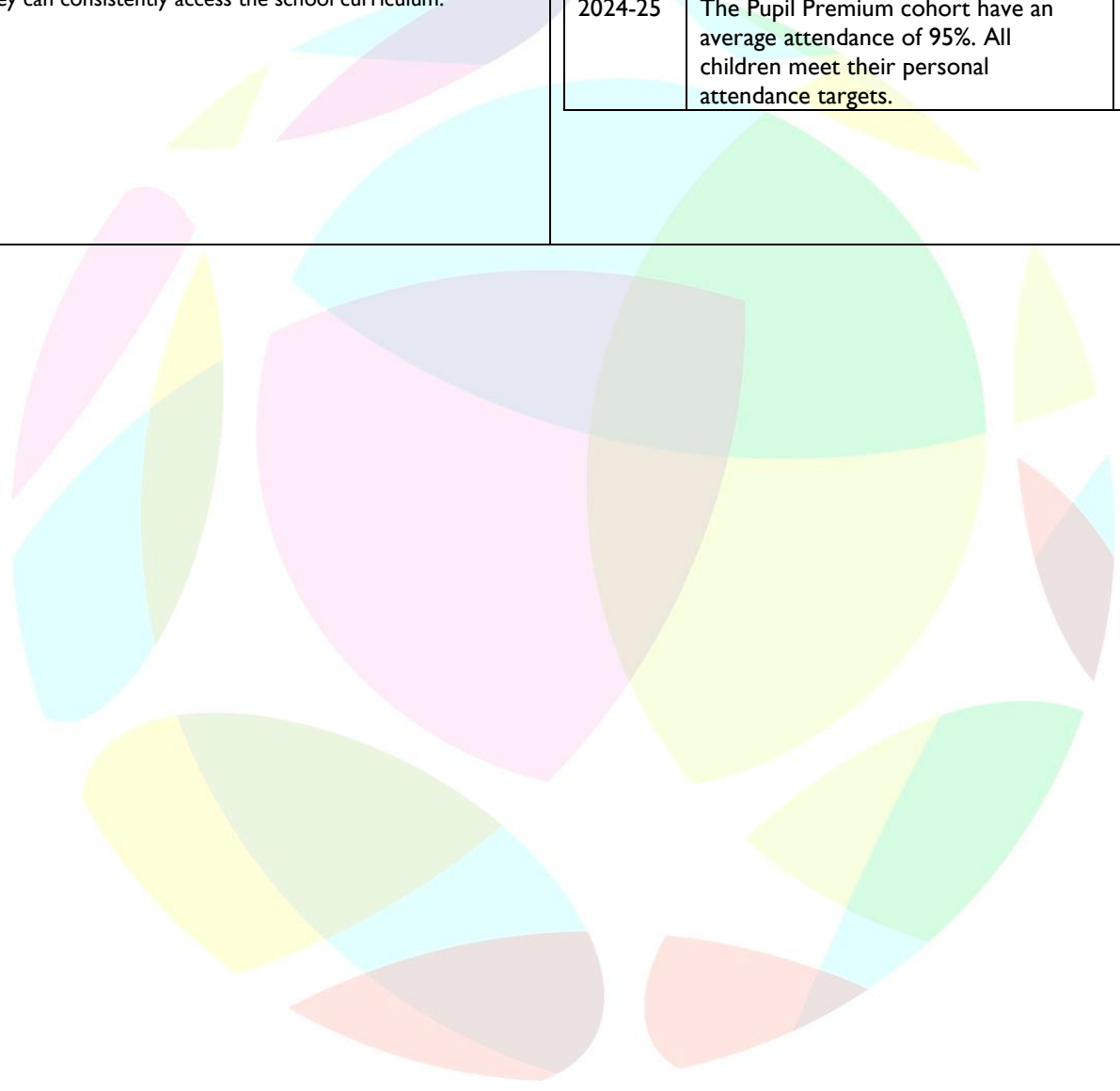
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<p>(9). Pupils who qualify for the pupil premium grant are able to fully engage in residential and school trips in order to participate fully in academic work that proceeds and follows.</p>	<p>Financial restraints are not a barrier to fully engaging in residential and school trips. 100% of pupils who qualify for the pupil premium grant are able to fully engage in residential and school trips.</p> <table border="1"> <thead> <tr> <th data-bbox="1131 826 1261 858">Year</th> <th data-bbox="1261 826 1715 858">Target</th> <th data-bbox="1715 826 2134 858">Effectiveness of Intervention</th> </tr> </thead> <tbody> <tr> <td data-bbox="1131 858 1261 986">2024-25</td> <td data-bbox="1261 858 1715 986">100% of pupils who qualify for the pupil premium grant are able to fully engage in residential and school trips.</td> <td data-bbox="1715 858 2134 986"></td> </tr> </tbody> </table>	Year	Target	Effectiveness of Intervention	2024-25	100% of pupils who qualify for the pupil premium grant are able to fully engage in residential and school trips.	
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<p>(10). Pupils who qualify for the pupil premium grant have the opportunity to be fully engaged in the extended school curriculum.</p>	<p>Analysis of extended school curriculum demonstrates that all pupils who qualify for the pupil premium grant have been offered the opportunity to engage in a termly club or extended learning experience.</p> <table border="1"> <thead> <tr> <th data-bbox="1131 1082 1261 1114">Year</th> <th data-bbox="1261 1082 1715 1114">Target</th> <th data-bbox="1715 1082 2134 1114">Effectiveness of Intervention</th> </tr> </thead> <tbody> <tr> <td data-bbox="1131 1114 1261 1332">2024-25</td> <td data-bbox="1261 1114 1715 1332">100% of children who qualified for the pupil premium grant will be offered one place per term in an enrichment activity/club. Pupil Premium funding was used in some instances to fund 1:1 support during activities, which could not otherwise have been accessed.</td> <td data-bbox="1715 1114 2134 1332"></td> </tr> </tbody> </table>	Year	Target	Effectiveness of Intervention	2024-25	100% of children who qualified for the pupil premium grant will be offered one place per term in an enrichment activity/club. Pupil Premium funding was used in some instances to fund 1:1 support during activities, which could not otherwise have been accessed.	
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Attendance

A small proportion of children who qualify for the pupil premium grant have attendance below 90% and require additional support to ensure they can consistently access the school curriculum.

Year	Target	Effectiveness of Intervention
2024-25	The Pupil Premium cohort have an average attendance of 95%. All children meet their personal attendance targets.	



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

Budget Cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments for Reading. (NFER Reading Assessment & PM Benchmarking) Training for staff to ensure assessments are interpreted and administered correctly, Training for Reading Lead to ensure that interventions based on assessment are delivered with impact.	Standardised tests can provide reliable insight into the specific strengths and areas for improvement, ensuring they receive the correct additional support through interventions and teacher instruction: https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf	1, 3 £7,000
Marking & Feedback Review marking and feedback policy and procedures. Training for staff to ensure feedback strategies are consistently applied and delivered with impact.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2,3,4,5 £500
Metacognition and Self -Regulation Review metacognition and self-regulation strategies. Training for staff on the Zone of Regulation Training for staff on metacognition. Ensure metacognition strategy (Neurosculptors and S-T-R-E-T-C-H Zone) are consistently applied and delivered with impact.	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2,3,4,5,6 £1,000
Maths – Pedagogy and Subject Knowledge	Using pupil premium funding to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the pupil premium grant. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	£2,000



<p>Staff will receive training on CPD stands which are a whole school priority as well as personalised CPD routes.</p> <p>Training for staff on White Rose Maths planning, models, and delivery.</p>		
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Targeted academic support

Budget Cost: £25,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those who qualify for the pupil premium grant. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 3</p> <p>£1000</p>
<p>Mentoring and school-led tutoring for pupils.</p>	<ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 4</p> <p>£11,910</p>
<p>Reading Intervention: Better Reading Partners & A to Z</p> <p>To improve the percentage of children working at the Expected Standard in Reading (Book Band Levels & Comprehension)</p>	<p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2,3</p> <p>£9000</p>
<p>Oral language interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	<p>1</p> <p>£1000</p>



	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Social and emotional intervention – Thrive Approach (intervention).	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Thrive helps to develop resilience in young people (Hart and Heaver 2015).</p> <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 2015).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4,5 £3,000

Wider strategies

Budget Cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for PP children who are unable to fully engage in the National Curriculum due to financial constraints.	Based on our experiences and those of similar schools to ours we have identified a need to set a small amount of funding aside to respond quickly to the needs of children who qualify for the pupil premium grant. An example of how this funding maybe used includes subsidising wrap-around-care for targeted children.	8,9 £2,500
Parental Engagement Pupil Premium champion identified for school. Engagement strategy introduced which clearly outlines how and when parents will receive feedback, Teaching and learning meetings for parents which support learning at home.	Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4,5,6 £500

How we monitor and review Pupil Premium Spend:

- Pupil Premium children are discussed at all Pupil Progress meetings, where children targeted for specific help and support are identified and discussed
- In all data analysis every term, PP children are identified and their progress monitored
- All class teachers are aware of PP children in their class and these are highlighted on their marksheets.
- Additional needs that can be met with PP spend are discussed with parents of PP children at parents' evening
- Every intervention is monitored, with specific outcomes and review dates and adjusted if they don't work
- We do not allocate all our PP funding at the start of the year – we keep some in reserve to spend as needs arise through the year, to respond to the specific and individual needs of every child

We use a wide range of data to analyse impact of spending:

- End of key stage data
- Phonics outcomes
- EYFS data
- Tracking Data (progress through the year based on teacher assessments)
- Intervention analysis
- Outcomes of observations, work scrutinies, learning walks