

## Somerdale Educate Together School Pupil Premium Strategy

SCHOOL OVERVIEW			
Pupil premium strategy	Somerdale Educate Together		
CURRENT PUPIL INFORMATION 2021-22			
Total number of pupils:	208	Total pupil premium budget:	
Number of pupils eligible for pupil premium:	11	Amount of pupil premium received per child:	£1345
Number of pupils eligible for pupil premium plus:	3	Amount of pupil premium received per child:	£2,345
Number of pupils eligible for service premium:	4	Amount of pupil premium received per child:	£310
Total Number of pupils eligible for pupil premium	18	Amount of pupil premium received per child:	£23,070
Percentage of pupils eligible for pupil premium	9%		
Academic year/years that our current pupil premium strategy plan covers	2 Years (2021-22) & (2022-23)		
Date this statement was published	September 2021		
Date on which it will be reviewed	December 2022		
Statement authorised by	Chris Thomas-Unsworth (Headteacher)		
Pupil premium lead	Chris Thomas-Unsworth (Headteacher)		
Governor/Trustee lead	Rachel Renney, lead for disadvantaged pupils		



## Funding Overview

Funding Stream	Grant
Pupil premium funding allocation for this academic year.	£23,070
Recovery premium funding allocation for this academic year.	£2,000
Total Budget	£25,070

## 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 5. 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 than 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 equality 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:

- **Equality based** i.e., all children having equal rights of access to the school, and children of all social, cultural and religious backgrounds being equally respected
- **Co-educational**, all children are encouraged to explore their full range of abilities and opportunities
- **Child-centred**, in that we put the children at the heart of every decision and activity. If it is not for children's learning or welfare, then why do it?
- **Democratically run** with active participation by parents, pupils and the community in the daily life of the school, whilst positively affirming the professional role of teachers

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.

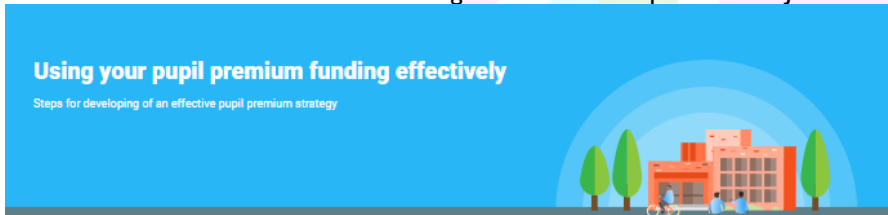
Introduced in April 2011, the government believes that it is unacceptable for children's success to be determined by their social circumstances and intends to raise levels of achievement for all disadvantaged pupils and to close the gap between disadvantaged children and their peers. The pupil premium 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.

<b>Challenge Number</b>	<b>Details Of Challenge</b>
1	<b><u>Oral Language Skills</u></b> 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	<b><u>Phonics</u></b> 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	<b><u>Reading</u></b> 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	<b><u>Wellbeing – Impact of Pandemic</u></b> Our assessment and observations indicate that the education and wellbeing of many of our pupils who qualify for the pupil premium grant have been impacted by partial closures to a greater extent than that of 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 in maths and writing.
5	<b><u>Learning Behaviours</u></b> 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 from increased understanding of metacognition and self-regulation strategies.
6	<b><u>Social and Emotional Development</u></b> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for pupils, notably due to the impact of the pandemic on pupils who qualify for the pupil premium grant's mental health. There has been a sharp increase in reports of anxiety within this group.
8	<b><u>Barriers to Engagement Due to Financial Constraints</u></b> 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.
9	<b><u>Extended School Curriculum – Cultural Capital</u></b> 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.



**Intended Outcomes**

Green annotations – New targets set for the 2022-23 academic year

Blue annotations – progress made in the 2021-22 academic year

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													
Improved <b>oral language skills</b> and vocabulary among pupils who qualify for the pupil premium grant.	<p>Assessment and observations indicate significantly improved oral language among pupils who qualify for the pupil premium grant. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>3 children who are eligible for the pupil premium grant accessed SALT. All 3 children made good progress across the 2021-22 academic year.</p>													
Improved <b>phonics attainment</b> among pupils who qualify for the pupil premium grant.	<p>2021-22 pupil premium phonics check outcomes:</p> <table border="1" data-bbox="1131 603 2056 951"> <thead> <tr> <th>Year Group</th> <th>Target</th> <th>Outcome(s) 2021-22</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>1 out of 2 score 32+ phonics check</td> <td>2 out of 2 children (100%) achieved the phonic check score of 32+.</td> </tr> <tr> <td>Year 2</td> <td>2 out of 2 score 32+ phonic check</td> <td>1 out of 2 children achieved the phonic check score of 32+. 1 child who did not achieve 32+ made +10 progress.</td> </tr> </tbody> </table> <p>2022-23 pupil premium phonics check outcomes</p> <table border="1" data-bbox="1131 1043 2123 1139"> <tbody> <tr> <td>Year 1</td> <td>3 out of 3 score 32+ phonics check</td> </tr> <tr> <td>Year 2</td> <td>1 out of 1 score 32+ phonic check</td> </tr> </tbody> </table>	Year Group	Target	Outcome(s) 2021-22	Year 1	1 out of 2 score 32+ phonics check	2 out of 2 children (100%) achieved the phonic check score of 32+.	Year 2	2 out of 2 score 32+ phonic check	1 out of 2 children achieved the phonic check score of 32+. 1 child who did not achieve 32+ made +10 progress.	Year 1	3 out of 3 score 32+ phonics check	Year 2	1 out of 1 score 32+ phonic check
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Year 1	3 out of 3 score 32+ phonics check													
Year 2	1 out of 1 score 32+ phonic check													
Improved <b>Reading attainment</b> among pupils who qualify for the pupil premium grant.	<p>Teacher Assessed Reading outcomes in 2021/22 demonstrate that 90% of pupils who qualify for the pupil premium grant met the expected standard.</p> <p>2021-22 Teacher Assessed Reading outcomes indicated that 13 out of 18 children (72%) achieved the expected standard in Reading. 5 Out of the 5 children not making achieving the expected standard made good progress in their reading book band level assessment.</p> <p>Teacher Assessed Reading outcomes in 2022/23 demonstrate that 95% of pupils who qualify for the pupil premium grant met the expected standard.</p>													





	<p>KS2 Statutory Reading outcomes in 2022/23 show that at least 2 out of the 3 pupils who qualify for the pupil premium grant met the expected standard.</p>
<p>Improved <b>Maths attainment</b> for pupils who qualify for the pupil premium grant.</p>	<p>Teacher Assessed Maths outcomes in 2021/22 demonstrate that 85% of pupils who qualify for the pupil premium grant met the expected standard.</p> <p>13 out 18 (72%) children were assessed as working at the expected standard in Mathematics.</p> <p>Teacher Assessed Maths outcomes in 2022/23 demonstrate that 90% of pupils who qualify for the pupil premium grant met the expected standard.</p> <p>Year 4 Multiplication Check 2021/22 – 2 out of 3 attain the expected standard 2 out of 3 attained the standard in the multiplication check.</p> <p>Year 4 Multiplication Check 2022/23 - 3 out of 4 attain the expected standard</p> <p>KS2 Statutory Maths outcomes in 2022/23 show that at least 2 out of the 3 of the pupils who qualify for the pupil premium grant met the expected standard.</p>
<p>Improve <b>Writing attainment</b> for pupils who qualify for the pupil premium grant.</p>	<p>Teacher Assessed Maths outcomes in 2022/23 demonstrate that 75 of pupils who qualify for the pupil premium grant met the expected standard.</p> <p>KS2 Statutory Writing outcomes in 2022/23 show that at least 2 out of the 3 of the pupils who qualify for the pupil premium grant met the expected standard.</p>
<p>To achieve and sustain improved <b>wellbeing</b> for all pupils in our school, particularly our pupils who qualify for the pupil premium grant</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"><li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li><li>• A significant increase in participation in enrichment activities, particularly among pupils who qualify for the pupil premium grant</li></ul> <p>14 out 18 children attended at least two clubs over the 2021-22 academic year. 100% of pupils were offered one place per term in an enrichment activity/club.</p>
<p>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.</p>



	<p>100% of pupils who qualify for the pupil premium grant are able to fully engage in residential and school trips. All children who qualified for the pupil premium grant were offered financial support to attend trips/residential camps.</p>
<p>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. 100% of children who qualified for the pupil premium grant were 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.</p>

### 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:  <a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a>	<b>1, 3</b>  <b>£7,000</b>
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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	<b>2,3,4,5</b>  <b>£500</b>
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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	<b>2,3,4,5,6</b>  <b>£1,000</b>



<p>Maths – Pedagogy and Subject Knowledge</p> <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>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	<p><b>£2,000</b></p>
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### **Targeted academic support**

**Budget Cost: £13,200**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2, 3 £1000</p>
<p>Mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p>	<ol style="list-style-type: none"> <li>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</li> <li>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.</li> <li>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.</li> </ol> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2, 4 £7200</p>
<p>Reading Intervention: Better Reading Partners &amp; A to Z</p> <p>To improve the percentage of children working at the Expected Standard in Reading (Book Band Levels &amp; Comprehension)</p>	<p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1,2,3 £1000</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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1 £1000</p>
<p>Social and emotional intervention – Thrive Approach (intervention).</p>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4,5 £3,000</p>

### Wider strategies

**Budget Cost: £2,700**

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 £2,000
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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1,2,3,4,5,6 £700

### **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