

Somerdale Educate Together School Pupil Premium Strategy 2025-26

SCHOOL OVERVIEW

Pupil Premium Strategy	Somerdale Educate Together
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CURRENT PUPIL INFORMATION 2024-25

Total number of pupils:	207	Total pupil premium budget:	
Number of pupils eligible for pupil premium:	20	Amount of pupil premium received per child:	£1,515
Number of pupils eligible for pupil premium plus:	3	Amount of pupil premium received per child:	£2,630
Number of pupils eligible for service premium:	3	Amount of pupil premium received per child:	£350
Total Number of pupils eligible for pupil premium	26	Amount of pupil premium received per child:	£39,240
Percentage of pupils eligible for pupil premium	13%		

Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	March 2025
Statement authorised by	Chris Thomas-Unsworth (Headteacher)
Pupil premium lead	Chris Thomas-Unsworth (Headteacher)
Governor/Trustee lead	Rachel Renny: lead for disadvantaged pupils

Funding Overview

Funding Stream	Grant
Pupil premium funding allocation for this academic year.	£39,240
Total Budget	£39,240

School Context:

Somerdale Educate Together Primary School 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 has single year group classes from pre-school to year 6. Our children come from families where the majority of children are not eligible for Pupil Premium. We have 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 in line with the national average. The school also provides and manages before- and after-school- childcare.

Somerdale Educate Together 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 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 our children have the right to a holistic world class education. All 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 as 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 school achieves 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 that will support all the 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 Pupil Premium strategy links to the NFER research that highlights that more successful schools who promote high levels of attainment and identify seven building blocks of success".

We have also considered the recent EEF guidance that was published in September 2025:

The EEF Guide to the Pupil Premium

Published 10 September, 2025

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

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- Diagnosing Your Pupils' Needs:

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

Challenge	Details Of Challenge
1	<u>Oral Language Skills</u> 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	<u>Phonics</u> 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	<u>Reading</u> 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	<u>Maths</u> 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	<u>English – Writing</u> 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	<u>Wellbeing</u> 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	<u>Learning Behaviours</u> 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.
8	<u>Social and Emotional Development</u> 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 a sharp increase in reports of anxiety within this group.
9	<u>Barriers to Engagement Due to Financial Constraints</u> 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	<u>Extended School Curriculum – Cultural Capital</u> 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	<u>Attendance</u> A small, but significant, 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 – Developing Your Strategy:

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
	2025-26	2 pupils 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
	2025-26	<u>Year 1</u> 3 pupils to to achieve their personal phonics target and pass the phonics check.	
	2025-26	<u>Year 2</u> 1 pupil to achieve their personal phonics target and pass the phonics check.	
(3). Improved Reading attainment among pupils who qualify for the pupil premium grant.	<u>Reading Attainment (Teacher Assessment)</u>		
	Year	Target	Effectiveness of Intervention
	2025-26	Teacher Assessed Reading outcomes in 2025/26 demonstrate that pupils who qualify for the pupil premium grant meet or exceeded their personal target.	



KS2 Statutory Reading Outcomes

Year	Target	Effectiveness of Intervention
2025-26	<u>Year 6</u> KS2 Statutory Reading outcomes in 2025/26 demonstrate that pupils who qualify for the pupil premium grant meet or exceed their personal targets. 3 pupils to achieve at least the Expected Standard in Reading.	

(4). Improved **Maths attainment** for pupils who qualify for the pupil premium grant.

Math Attainment (Teacher Assessment)

2025-26	Teacher Assessed Maths outcomes in 2025/26 demonstrate that pupils who qualify for the pupil premium grant meet or exceeded their personal target.	

Multiplication Check

Year	Target	Effectiveness of Intervention
2025-26	MTC data indicates that children who qualify for the pupil premium grant meet or exceeded their personal target. 2 Pupils to score above the national average for the MTC check. 2 pupils to average at least 22 out 25.	

KS2 Statutory Math Outcomes

Year	Target	Effectiveness of Intervention
2025-26	<u>Year 6</u> KS2 Statutory Maths outcomes in 2025/26 demonstrate that pupils who qualify for the pupil premium grant meet or exceed their personal targets.	

		3 pupils to achieve at least the Expected Standard in Reading.	
(5). Improve Writing attainment for pupils who qualify for the pupil premium grant.	<u>Writing Attainment (Teacher Assessment)</u>		
	Year	Target	Effectiveness of Intervention
	2025-26	Teacher Assessed Writing outcomes in 2025/26 demonstrate that pupils who qualify for the pupil premium grant meet or exceeded their personal target.	
	<u>KS2 Statutory Writing Outcomes</u>		
(6). To achieve and sustain improved wellbeing for all pupils in our school, particularly our pupils who qualify for the pupil premium grant	Year	Target	Effectiveness of Intervention
	2025-26	Year 6 KS2 Statutory Writing outcomes in 2025/26 demonstrate that pupils who qualify for the pupil premium grant meet or exceed their personal targets. 3 pupils to achieve at least the Expected Standard in Reading.	
	Sustained high levels of wellbeing by:		
	<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. 		
	Year	Target	Effectiveness of Intervention
	2025-26	<ul style="list-style-type: none"> A significant increase in participation in enrichment activities, particularly among pupils who qualify for the pupil premium grant. 	



		<ul style="list-style-type: none">• All pupils to attend at least 3 enrichment activities throughout the year.• All pupils to have access to Thrive breakfast club.• All pupils to have access to at least one pupil voice role in the 2025-26 academic year.	
(7). Pupils who qualify for the pupil premium grant, will benefit from increased understand of metacognition and self-regulation strategies.	Year	Target	Effectiveness of Intervention
	2025-26	Pupils who qualify for the pupil premium grant, will benefit from increased understand of metacognition and self-regulation strategies.	
(8). 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.	Year	Target	Effectiveness of Intervention
	2025-26	<ul style="list-style-type: none">• 100% of pupils who qualify for the pupil premium grant are able to fully access mental health and wellbeing resources including Thrive.	



		<ul style="list-style-type: none">All pupils to have access to Thrive with the Learning Mentor.	
(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.	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.		
	Year	Target	Effectiveness of Intervention
	2025-26	100% of pupils who qualify for the pupil premium grant are able to fully engage in. residential and school trips.	
(10). Pupils who qualify for the pupil premium grant have the opportunity to be fully engaged in the extended school curriculum.	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.		
	Year	Target	Effectiveness of Intervention
	2025-26	100% of children who qualified for the pupil premium grant will be given priority for enrichment activities/clubs.	
Attendance A small but significant 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
	2025-26	<ul style="list-style-type: none">The Pupil Premium cohort have an average attendance of 95%. All children meet their personal attendance targets.	

Activity in this academic year

This section details how we intend to spend our pupil premium grant **this academic year** to address the challenges listed above.

Teaching

Budget Cost: £9,240

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 Additional time and resource to ensure that children who qualify for the Pupil Premium grant receive additional targeted feedback.	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 Training for staff on the Zones 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 £500
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	£1,240

Staff will receive training on CPD stands which are a whole school priority as well as personalised CPD routes.

Training for staff on White Rose Maths planning, models, and delivery.

Targeted academic support

Budget Cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3 £2,000
Mentoring and school-led tutoring for pupils.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 4 £12,000
Reading Intervention: Accelerated Reader To improve the percentage of children working at the Expected Standard in Reading (Book Band Levels & Comprehension)	Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,3 £9000
Oral language interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 £1000



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 Heaven 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 £3,000
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. 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 evaluate the 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