

Pupil Premium Impact Report 2025–26

This report should be read alongside the Somerdale Educate Together Primary School Pupil Premium Strategy 2025–26, which outlines the school's planned use of funding, identified barriers to learning and intended outcomes for pupils eligible for the Pupil Premium grant. This report provides an end-of-year evaluation of the impact of that strategy.

School Context

Somerdale Educate Together Primary School is a growing and oversubscribed primary school in Keynsham, currently serving **235 pupils** from pre-school to Year 6. The school community reflects a range of economic and cultural backgrounds, with eight first languages, other than English, spoken across the school. As part of the Educate Together Academy Trust, the school is built upon the principle that *no child is an outsider*, creating an inclusive environment where diversity is recognised as a strength and every child is valued equally.

Pupil Premium Profile and Funding Allocation

For the 2025–26 academic year, **26 pupils (11%)** are eligible for additional funding through the Pupil Premium grant. This includes **22 pupils eligible for Pupil Premium**, **1 pupil eligible for Pupil Premium Plus**, and **3 pupils eligible for Service Premium**, resulting in a total allocation of **£39,240**. This funding is used strategically to address identified barriers to learning and to ensure disadvantaged pupils have equitable access to both academic and wider school opportunities.

Strategic Intent

The core intention of Somerdale's Pupil Premium Strategy is to ensure that disadvantaged pupils make strong progress, achieve well across all curriculum areas, and develop positive wellbeing and aspirations for their future. While eligibility for the Pupil Premium grant provides an important indicator for identifying pupils who may face additional barriers, the

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school does not assume that qualification for funding automatically means a child is disadvantaged. Instead, Somerdale recognises that disadvantage is complex and multifaceted, and that barriers to learning can present differently for each child. These may include gaps in oral language, phonics, reading, writing, maths, attendance and emotional wellbeing. The strategy is designed to respond to these barriers through a balanced approach of high-quality teaching, targeted interventions and wider pastoral support.

Key Barriers to Learning

While eligibility for the Pupil Premium grant does not automatically mean a child is disadvantaged, the school recognises that some children eligible for the grant may face barriers that impact on progress, attainment and wider school engagement. These barriers are individual and varied, but key themes identified across the academic year include:

- Gaps in oral language and vocabulary development
- Delays in phonics acquisition and early reading fluency
- Lower confidence, resilience and independence as learners
- Social, emotional and mental health needs, including anxiety
- Attendance and punctuality challenges
- Reduced access to wider enrichment opportunities due to financial constraints

These barriers have informed the school's strategic use of Pupil Premium funding and the design of targeted support across the academic year.

An Equity-Based Approach

Somerdale's values of being **equity-based, aspirational, child-centred and collaborative** shape the way Pupil Premium provision is implemented. This ensures that all pupils, regardless of background, are given the opportunity to thrive academically, socially and emotionally. The school's commitment to equity means that provision is not simply about closing gaps, but about widening opportunities, increasing participation in enrichment and ensuring full access to the wider curriculum.

Research-Informed Practice

The school's strategy is firmly rooted in educational research and evidence-informed practice. In particular, Somerdale draws on the **Education Endowment Foundation (EEF) Guide to the Pupil Premium** to shape its approach, alongside wider EEF evidence on phonics, oral language, metacognition, feedback, small group tuition, social and emotional learning and parental engagement. Consistent with EEF guidance, the school recognises that **high-quality teaching is the most important lever in improving outcomes for disadvantaged pupils** and remains the foundation of the strategy. This ensures that decisions about spending are purposeful, targeted and aligned with approaches shown to have the greatest impact on improving outcomes for disadvantaged pupils. By embedding this research into teaching, intervention and pastoral provision, the school aims to maximise the impact of funding and secure long-term improvement.

Impact of 2025–26 Funding

Intended Outcomes and Impact

1. Improved Oral Language Skills and Vocabulary

Area of Focus	Target	Effectiveness of Intervention
1. Improved Oral Language Skills and Vocabulary	2 pupils to make accelerated progress in oral language development, achieving their personal targets.	Both identified pupils made accelerated progress and achieved their personal targets, supporting improved confidence, communication and classroom engagement.

2. Improved Phonics Attainment

Area of Focus	Target	Effectiveness of Intervention
2a. Year 1 Phonics	2 Year 1 pupils to achieve personal phonics targets and pass the phonics screening check.	Both pupils achieved their personal targets. One pupil achieved 32+ in the statutory phonics screening check.
2b. Year 2 Phonics	1 Year 2 pupil to achieve their personal phonics target and pass the phonics screening check.	The pupil achieved their personal target and secured 32+ in the statutory phonics screening assessment.

3. Improved Reading Attainment

Teacher assessment data across Year 1 to Year 6 demonstrates that the vast majority of children eligible for the Pupil Premium grant met their personal reading targets or made strong progress towards them. This reflects the positive impact of targeted reading support, high-quality teaching and early intervention in securing reading fluency, comprehension and confidence.

Area of Focus	Target	Effectiveness of Intervention
3a. Year 1 Teacher Assessment	Pupils to meet or exceed personal reading targets.	Out of 2 pupils , 1 achieved EXS and 1 is WT.
3b. Year 2 Teacher Assessment	Pupils to meet or exceed personal reading targets.	Out of 3 pupils , 2 achieved EXS and 1 is WT.
3c. Year 3 Teacher Assessment	Pupils to meet or exceed personal reading targets.	Out of 9 pupils , 6 achieved EXS and 3 are WT.
3d. Year 4 Teacher Assessment	Pupils to meet or exceed personal reading targets.	Out of 3 pupils , 2 achieved EXS and 1 is WT.
3e. Year 5 Teacher Assessment	Pupils to meet or exceed personal reading targets.	Out of 2 pupils , 1 achieved EXS and 1 is WT.

Area of Focus	Target	Effectiveness of Intervention
3f. Year 6 Teacher Assessment	Pupils to meet or exceed personal reading targets.	3 pupils (100%) achieved the Expected Standard.
3g. KS2 Statutory Reading Outcomes	3 Year 6 pupils to achieve the Expected Standard.	Out of 3 pupils, 2 achieved EXS and 1 is WT.

4. Improved Maths Attainment

Teacher assessment data across Year 1 to Year 6 demonstrates that the vast majority of children eligible for the Pupil Premium grant met their personal mathematics targets or made strong progress towards them. This reflects the impact of targeted intervention, adaptive teaching and focused support in developing fluency, reasoning and problem-solving skills.

Area of Focus	Target	Effectiveness of Intervention
4a. Year 1 Teacher Assessment	Pupils to meet or exceed personal maths targets.	Out of 2 pupils, 1 achieved EXS and 1 is WT.
4b. Year 2 Teacher Assessment	Pupils to meet or exceed personal maths targets.	Out of 3 pupils, 2 achieved EXS and 1 is WT.

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Area of Focus	Target	Effectiveness of Intervention
4c. Year 3 Teacher Assessment	Pupils to meet or exceed personal maths targets.	Out of 9 pupils , 4 achieved EXS , of which 2 achieved GD , and 5 are WT .
4d. Year 4 Teacher Assessment	Pupils to meet or exceed personal maths targets.	Out of 3 pupils , 2 achieved EXS and 1 is WT .
4e. Year 5 Teacher Assessment	Pupils to meet or exceed personal maths targets.	Out of 3 pupils , 2 achieved EXS and 1 is WT .
4f. Year 6 Teacher Assessment	Pupils to meet or exceed personal maths targets.	3 pupils (100%) achieved the Expected Standard.
4g. Multiplication Check (MTC)	2 pupils to score above national average and achieve at least 22/25.	3 children eligible for the Pupil Premium grant completed the MTC. 100% met expectations with an average score of 24.7/25.
4h. KS2 Statutory Maths Outcomes	Pupils to meet or exceed personal targets.	All 3 pupils achieved 100% at the Expected Standard , meeting both statutory and personal targets.

5. Improved Writing Attainment

Teacher assessment data across Year 1 to Year 6 demonstrates that the vast majority of children eligible for the Pupil Premium grant met their personal writing targets or made strong progress towards them. This reflects the impact of structured writing support, high-quality classroom teaching and targeted intervention to strengthen composition, grammar and transcription.

Area of Focus	Target	Effectiveness of Intervention
5a. Year 1 Teacher Assessment	Pupils to meet or exceed personal writing targets.	Out of 2 pupils , 1 achieved EXS and 1 is WT .
5b. Year 2 Teacher Assessment	Pupils to meet or exceed personal writing targets.	Out of 3 pupils , 2 achieved EXS and 1 is WT .
5c. Year 3 Teacher Assessment	Pupils to meet or exceed personal writing targets.	Out of 9 pupils , 4 achieved EXS and 5 are WT .
5d. Year 4 Teacher Assessment	Pupils to meet or exceed personal writing targets.	Out of 3 pupils , 2 achieved EXS and 1 is WT .
5e. Year 5 Teacher Assessment	Pupils to meet or exceed personal writing targets.	Out of 3 pupils , 2 achieved EXS and 1 is WT .
5f. Year 6 Teacher Assessment	Pupils to meet or exceed personal writing targets.	3 pupils (100%) achieved the Expected Standard.

Area of Focus	Target	Effectiveness of Intervention
5g. KS2 Statutory Writing Outcomes	3 Year 6 pupils to achieve the Expected Standard.	All 3 pupils achieved 100% at the Expected Standard , meeting both statutory and personal targets.

Assessment Key

To support interpretation of the teacher assessment data within this report:

- **EXS = Expected Standard**
- **GD = Greater Depth**
- **WT = Working Towards the Expected Standard**

This key applies to the teacher assessment outcomes in Reading, Writing and Mathematics.

6. Improved Wellbeing

Area of Focus	Target	Effectiveness of Intervention
6a. Participation in Enrichment Activities	All pupils to attend at least 3 enrichment activities throughout the year.	All pupils were given priority access to enrichment opportunities and all participated in at least 3 enrichment activities.
6b. Thrive Breakfast Club Access	All pupils to have access to Thrive Breakfast Club.	All pupils were offered access, with 14 pupils attending regularly. Evidence shows improved attendance outcomes for Pupil Premium children who attended.
6c. Pupil Voice Opportunities	All pupils to have access to at least one pupil voice role in the academic year.	Pupil Premium children accessed leadership roles across the Anti-Bullying Team, Play Leaders, Healthy Relationships Team and Rights Respecting Team.
6d. Pupil Wellbeing (Qualitative Measures)	Sustained high levels of wellbeing measured through pupil voice, parent surveys and teacher observations.	The Learning Mentor completed Thrive screening for all Pupil Premium children. Targeted interventions were implemented where needed, with all pupils having access to the Learning Mentor. Mental Health and Wellbeing referrals were made where appropriate, with positive outcomes noted for children who accessed MHST sessions.

Improved Metacognition and Self-Regulation

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Area of Focus	Target	Effectiveness of Intervention
7. Metacognition and Self-Regulation Strategies	Pupils who qualify for the pupil premium grant will benefit from increased understanding of metacognition and self-regulation strategies.	All Pupil Premium children had access to metacognition and self-regulation strategies to support confidence, independence, reflective thinking and resilience. Targeted pupils also accessed focused interventions including the <i>Zones of Regulation</i> , supporting emotional regulation and readiness to learn.

8. Social and Emotional Development

Area of Focus	Target	Effectiveness of Intervention
8. Social and Emotional Development	100% of pupils to access mental health and wellbeing resources including Thrive.	All children eligible for the Pupil Premium grant were screened for Thrive. Ten received targeted Thrive interventions. Four accessed MHST. Anxiety support and EBSA strategies were implemented for six pupils.

9. Barriers to Engagement Due to Financial Constraints

Area of Focus	Target	Effectiveness of Intervention
9. Access to Residential and School Trips	100% of pupils to engage fully in school trips and residential visits.	100% of children eligible for the Pupil Premium grant accessed residential and educational visits. Financial support removed barriers to participation.

10. Extended School Curriculum – Cultural Capital

Area of Focus	Target	Effectiveness of Intervention
10. Access to Extended School Curriculum	100% of pupils to be given priority access to enrichment and wider learning opportunities.	All children eligible for the Pupil Premium grant were given priority access to enrichment activities, strengthening cultural capital and wider engagement.

11. Attendance

Area of Focus	Target	Effectiveness of Intervention
11. Attendance	Pupil Premium cohort to achieve 94% attendance.	The Pupil Premium cohort achieved 93% attendance. While below target, this reflects the complex needs of a number of pupils, including anxiety and emotionally based school avoidance. Attendance improved for targeted pupils through personalised intervention and close pastoral support. Parent attendance contracts, Learning Mentor support, Thrive Breakfast Club, differentiated morning routines and external referrals have all contributed positively. Attendance remains a key focus moving forward.

Review and Accountability

The impact of the Pupil Premium Strategy has been reviewed termly by senior leaders and monitored through pupil progress meetings, attendance reviews, Thrive assessments and governor oversight. This has ensured that provision remained responsive to individual need throughout the academic year and that funding decisions could be adapted where necessary. Through regular review cycles, the school has been able to evaluate the effectiveness of interventions, identify emerging barriers and refine support accordingly.

Overall Evaluation of Pupil Premium Spending

The 2025–26 Pupil Premium Strategy has had a positive impact on improving outcomes for disadvantaged pupils at Somerdale Educate Together Primary School. Through the strategic allocation of £39,240, the school has maintained a strong focus on addressing both academic and pastoral barriers to learning.

A key strength of the strategy has been the strong outcomes at the end of Key Stage 2, where teacher assessment demonstrates that 100% of Year 6 pupils eligible for the Pupil Premium grant achieved at least the Expected Standard in Reading, Writing, and Mathematics. In addition, phonics and multiplication outcomes demonstrate that targeted academic interventions are having a measurable impact.

Across Year 1 to Year 6, teacher assessment data shows strong progress, with the vast majority of children eligible for the Pupil Premium grant either achieving the Expected Standard or making measurable progress towards it. This reflects the impact of targeted teaching, intervention and adaptive classroom practice.

The school's holistic approach has been equally important. Through Thrive, Learning Mentor support, Mental Health Support Team referrals, attendance intervention and pastoral provision, disadvantaged pupils have received tailored support to strengthen wellbeing, emotional resilience and school engagement.

The school has also successfully reduced financial barriers, ensuring 100% access to trips, enrichment activities and wider curriculum experiences. This has supported inclusion, strengthened cultural capital and ensured equal opportunity.

Attendance remains an area for continued development. However, the school has demonstrated strong systems and a graduated response to need, with personalised strategies already showing impact for targeted pupils.

Overall, the school's use of Pupil Premium funding demonstrates a strong commitment to equity, inclusion and evidence-informed practice, ensuring disadvantaged pupils are supported to thrive academically, socially and emotionally.

Next Steps: Priorities for 2026–27

Building on the successes of the 2025–26 strategy, the school has identified the following priorities for the next academic year:

- Continue to improve attendance outcomes for targeted pupils, particularly those experiencing anxiety and emotionally based school avoidance
- Strengthen writing outcomes across lower Key Stage 2, with a particular focus on pupils working towards the Expected Standard
- Further embed metacognitive and self-regulation strategies across the curriculum to increase learner independence
- Sustain and strengthen pastoral support through Thrive, Learning Mentor provision and external agency collaboration
- Continue widening access to enrichment, pupil leadership and wider curriculum opportunities to further strengthen cultural capital and belonging