



## Somerdale Educate Together Primary Academy Pupil Premium Plan and Impact Report : 2020-21

### 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 4. 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.

### Objectives of Pupil Premium Spending

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 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 2019:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

and information taken from the DFE report: Supporting the attainment of disadvantage pupils

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/730628/London\\_Effect\\_Qual\\_Research\\_-\\_Research\\_Report\\_FINAL\\_v2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf)

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 endeavour 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 whilst here at St. Helen's. For the academic year

2020-21 it is important to understand and recognise the significance of the Catch up strategy and this should be considered alongside the Pupil Premium strategy plan.

Number of pupils and Pupil Premium and Service Grant expected 2020-21	
Total Number of pupils on roll	166
Total number of pupils eligible for grant	12
Total amount received (current financial year)	£13,227

Main barriers faced by eligible pupils
<ul style="list-style-type: none"> <li>• Attendance among eligible pupils is lower than among other pupils. For some this may be due to poorer health related to living conditions.</li> <li>• Some have difficulties with punctuality and organisation</li> <li>• Some eligible pupils receive less support than others with reading at home and other homework</li> <li>• Some do not have access to a wide range of cultural experiences enjoyed by other children such as travel, film, libraries and theatre.</li> <li>• Some, particularly those in the younger years, have delay with emotional literacy and social skills and can have limited experience of social interaction.</li> <li>• Some have delayed speech and language.</li> <li>• Some eligible pupils have specific special educational needs or behaviour difficulties</li> </ul>

Curriculum Focus
Increased % of children working at age related expectations in all areas.

Pupil Premium Grant spending focus – 2020-21			
Focus of Funding	Objective	What this will look like	Approx. cost
English Targeted support	To increase the percentage of children reaching or exceeding age-related expectations in reading and writing	<ul style="list-style-type: none"> <li>• Additional books targeted at children’s interests</li> <li>• Reading and writing resources for home use</li> <li>• Phonics and spelling interventions and resources including reading support in school</li> <li>• EAL resources</li> </ul>	£5,300

Maths Targeted support	To increase the percentage of children reaching or exceeding age-related expectations in Maths.	<ul style="list-style-type: none"> <li>• Focus groups led by teachers and trained LSAs on specific maths targets</li> <li>• Maths online resources and practical aids</li> <li>• Targeted maths interventions – same day interventions</li> </ul>	£1500
Learning support	To improve the quality and range of specialist learning support to increase the percentage of children reaching or exceeding age related expectations.	<ul style="list-style-type: none"> <li>• Teacher and LSA training – specific interventions and strategies in reading, writing and maths</li> <li>• Autism attention interventions</li> <li>• SLCN targeted interventions and training, Speech and Language Inclusion Partnership Service</li> </ul>	£3000
Nurture and Behaviour Support	To improve educational outcomes for children by removing barriers to learning and meeting social, emotional and wellbeing needs	<ul style="list-style-type: none"> <li>• LSA support in class – emotion coaching</li> <li>• Nurture and ELSA interventions- drawing and writing course.</li> <li>• Resources to support emotional coaching and social skills</li> </ul>	£2,141.25
Extra-Curricular	To broaden the children's experiences through extended opportunities beyond the national curriculum.	<ul style="list-style-type: none"> <li>• Enabling PP children to access trips through reduced cost</li> <li>• Providing enrichment opportunities</li> <li>• Prioritising places in after school clubs to PP children</li> </ul>	£150
Pastoral	To reduce barriers to learning through pastoral care and support for our children and their families.	<ul style="list-style-type: none"> <li>• Attendance incentives and support</li> <li>• Providing devices and internet access for home learning</li> <li>• Stationery and equipment for home use</li> </ul>	£1000

### **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' consultation meetings
- Every intervention is monitored, with specific outcomes and review dates and adjusted if they don't work

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 scrutiny and learning walks

## Pupil Premium Impact and Evaluation of Year 2021-21

Pupil Premium Spending 2020-21				
Total Amount: £13,227				
PP Spend: 13,250				
Intended Outcome		Impact	Evaluation	Cost
Increase the percentage of children reaching or exceeding age-related expectations in reading and writing	<ul style="list-style-type: none"> <li>Additional books targeted at children's interests</li> <li>Reading and writing resources for home use</li> <li>Phonics and spelling interventions and resources including reading support in school</li> </ul>	In KS1, 100% of pupils have achieved or will achieve the expected phonics standard (threshold) in 2020 and 2021. In year 3, (2021) 66% (2/3) of the children have sustained the expected standard in spelling. A child newly arrived in 2020 with an EHCP (1/3) has made accelerated progress in phonics and will achieve the expected standard in reading at the end of KS2.	Evaluation strategies show good impact. These will need to be sustained into 2021. Investment in books aligned to synthetic phonics and texts to broaden and engage PP pupils in deeper reading - independently/ guided reading sessions will continue to need to be developed.	£5,000
Increase the percentage of children reaching or exceeding age-related expectations in Maths.	<ul style="list-style-type: none"> <li>Focus groups led by teachers and trained LSAs on specific maths targets</li> <li>Maths online resources and practical aids</li> <li>Targeted maths interventions – same day interventions</li> </ul>	In KS1, 100% of PP pupils (Yr1- 2, Yr 2- 5 pupils) have achieved expected standard in Maths in 2021. In year 3, 1/3(33%) are at expected standard with 67% (2/3) below expected standard.	The strategies in KS1 need to be sustained into year 2 and KS2. The school needs to review strategies in year 3 to sustain progress and ensure targeted impact on 2 of those PP pupils in the year 4 cohort.	£1500
Improve the quality and range of specialist learning support to increase the percentage of children reaching or exceeding age-related expectations.	<ul style="list-style-type: none"> <li>Teacher and LSA training – specific interventions and strategies in reading, writing and maths</li> <li>Autism attention interventions</li> <li>SLCN targeted interventions and training, Speech and</li> </ul>	Staff trained in 2019-2020 have used the strategies to support 1:1 session supported by a Speech and language therapist (visits fortnightly. Strengthened resourcing which includes sensory resources, light board, weighted blankets, chew resources etc.) have been well used with 3 targeted children.	SENDCo to develop and build a greater range of sensory resources to support targeted pupils. SENDCo to review if there are other children who would benefit from these approaches.	£2,900

	Language Inclusion Partnership Service			
Improve educational outcomes for children by removing barriers to learning and meeting social, emotional and wellbeing needs	<ul style="list-style-type: none"> <li>• LSA support in class – emotion coaching</li> <li>• Nurture and ELSA interventions- drawing and writing course.</li> <li>• Resources to support emotional coaching and social skills</li> </ul>	Strategies were planned and delivered in the autumn term 2020. From January 2021, staff provided additional support via phone and face to face virtual opportunities through Google Classroom. Offers of places for pupils accessing keyworker/vulnerable provision during Jan-March 2021 lockdown were always taken up. The opportunities to work in small groups were fully utilised.	In 2021-22, the school will need to develop and build on zones of regulation and emotion coaching strategies. A provision map of planned sessions for the development of social skills/ emotional resilience – Time to Talk, Socially Speaking, Drawing and Writing intervention, Thrive - based nurture approaches will need to be implemented.	£2,300
<p>Broaden the children’s experiences through extended opportunities beyond the national curriculum.</p> <p>To increase attendance and punctuality</p>	<ul style="list-style-type: none"> <li>• Enabling PP children to access trips through reduced cost</li> <li>• Providing enrichment opportunities</li> <li>• Prioritising places in after school clubs to PP children</li> </ul>	<p>COVID -19 restrictions has meant that this target has not been fully enabled through extracurricular clubs, educational visits or enrichment activities.</p> <p>The daily extended afterschool sports clubs provided from March 2021 and the 2-week summer sports programme (Bristol Forever Sport) provided targeted inclusion for all PP children/vulnerable children. There was good take-up of these places. Improved confidence to engage is illustrated by a PP child who has chosen to access the summer programme for the whole 2 weeks.</p>	There needs to be sustained priority access to the opportunities for PP eligible children to access a broad range of enrichment and extracurricular activities.	£1400
Reduce barriers to learning through pastoral care and support for our children and their families.	<ul style="list-style-type: none"> <li>• Attendance incentives and support</li> <li>• Providing devices and internet access for home learning</li> </ul>	Digital devices, stationery and equipment, books and access to remote learning was provided for all PP children. 100% engagement of all PP children was maintained through the restricted/lockdown	In 2021-22, analysis and detailed monitoring of in school attendance of PP children will need to be reviewed termly. The school will also need to reevaluate the	£150

	<ul style="list-style-type: none"><li>• Stationery and equipment for home use</li></ul>	period with strengthened relationships with families eligible for PP.	need and provision for home IT devices for PP children.	
--	---	---	---	--