

Somerby Primary School

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Name of School	Somerby Primary School
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Andrea Brown Headteacher
Pupil premium lead	Andrea Brown Headteacher
Governor / Trustee lead	Anne Frost

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18830
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,860

Part A: Pupil premium strategy plan

Statement of intent

Every child who attends our school is important and the most important part of our role is to ensure they reach their full potential across all subject areas, no matter what their starting point. We want every child who is educated at our school to be equipped with the skills and qualities to become resilient, independent, life-long learners to enable them to stand proud in society and able to improve their own lives.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including those who are already high attainers.

We have identified the barriers each of our pupil premium children face and will help remove these barriers in order to allow them to make progress in line with that of non-disadvantaged pupils.

High-quality teaching and high expectations for all is at the heart of our approach, underpinned by the Rosenshine Principles of teaching, in order to aid disadvantaged pupils who require the most support as well as non-disadvantaged pupils. High quality teaching includes (not exclusively): small steps teaching; quality questioning; challenges for all children; various strategies to help children remember more and continual assessment to intervene early where necessary. Our aim is that progress and attainment will be improved for all children.

Our Pupil Premium strategy is also integral to wider school plans for education recovery, through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils and teachers suggest our pupil premium children struggle to work Independently, taking longer than their peers to get started on a task without support
2	Discussions with pupils, teachers and parent suggest a high % of our disadvantaged children don't have support at home in reading and homework.
3	Assessments, observations and discussions with pupils and teachers suggest a high % of disadvantaged children struggle with spelling,

	caused by poor phonics retention and/or speech and language difficulties.
4	Data from assessments, observations of pupils and discussions with teachers identifies 61% of our pupil premium children are in the bottom 20% of readers, as at December 2021.
5	Our assessments, observations and discussions with pupils, teachers and families have identified social and emotional issues for many pupils (especially in our current Oak Class), notably due lockdown and a lack of enrichment opportunities during school closure. Teacher concerns re emotional issues have markedly increased during the pandemic and the need for a trained ELSA in school is evident.

Intended outcomes

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

Intended outcome	Success criteria
Improved reading progress and attainment among disadvantaged pupils.	More than 70% of disadvantaged pupils to achieve national average progress scores and attainment, or higher, at KS2 reading by 2024.
Improved writing progress and attainment among disadvantaged pupils.	More than 70% of disadvantaged pupils to achieve national average progress scores and attainment, or higher, at KS2 writing by 2024.
Improved phonics attainment among disadvantaged pupils.	More than 70% of disadvantaged pupils to achieve national average scores in phonics at the end of Y1 by 2024.
Improved parental engagement in home support for disadvantaged pupils.	An increase in parental engagement for events such as parents' evening, parent forum, open days and FOSS events by 2024.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in students feeling happy and safe in school. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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 (for example, CPD, recruitment and retention)

Budgeted cost: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher recruitment and retention	DFE Recruitment and Retention Strategy identifies 4 areas of focus, including: <ul style="list-style-type: none"> - Workload - CPD - Flexible working - Less complex routes to teaching 	1,2,3,4,5
English Hub audit	English Hubs offer support to local schools and academies to improve the teaching of phonics, early language and reading in Reception and Year 1.	1,3,4,5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,3,4,5,

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1,3,4,5,

<p>been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3,4,5</p>
<p>Additional reading comprehension sessions targeted at disadvantaged pupils who require further reading support. This will be delivered in collaboration with the Trust reading CPD.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Reading Comprehension Strategies</p>	<p>1,4,5</p>
<p>Use of Skills Assessment alongside EAZMAG to track small steps progression of SEN children and then use this information to focus the intervention needed for SEN pupils with clear SMART targets.</p>	<p>Use in special schools</p>	<p>1,3,4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed our Behaviour Culture and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,3,4,5
Develop opportunities to improve Mental Health for the Arts to support M Feel good Friday – 5 pillars of wellbeing	EEF identifies the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics. Arts Participation / EEF Music tuition Fund after school clubs	1,5
To have a trained ELSA in place to help support emotional wellbeing	Social and emotional learning approaches have a positive impact, on progress in academic outcomes over the course of an academic year. Emotional Literacy EEF	1,5

Total budgeted cost: £20,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, however internal assessments show the following, in summary

In Summary:

In maths 70% of disadvantaged children reached ARE in comparison to 76% of non-disadvantaged children.

In reading 38% of disadvantaged children reached ARE in comparison to 72% of non-disadvantaged children.

In writing, 53% of disadvantaged children reached ARE in comparison to 68% of non-disadvantaged children.

Due to very small cohorts, the % difference is affected greatly by the performance of just one child.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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