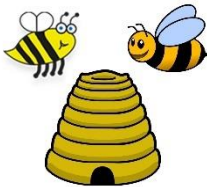


# Somerby Primary School



## Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2025-2029; how we intend to spend the funding in this academic year; the effect that last year's spending of pupil premium funding had within our school, and the effect the previous three year Pupil Premium Strategy (2022-2025) had within our school.

### School overview

Detail	Data
Name of School	Somerby Primary School
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	26% (11 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 to 2028-2029
Date this statement was published	December 2025
Date on which it will be reviewed	October 2025
Statement authorised by	Andrea Brown Headteacher
Pupil premium lead	Andrea Brown Headteacher
Governor / Trustee lead	Karen Carroll

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,635
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,635

## 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. Ongoing tracking of our pupil premium children helps to identify which pupils need additional support or identifies our most able pupil premium pupils to ensure we extend their learning further.

We have identified the barriers each of our pupil premium children face and we will use targeted intervention to 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, using teacher assessment and PIXL to ascertain gaps in learning, intervening early once gaps are identified.

Our Pupil Premium strategy is also integral to wider school plans for education recovery 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 <i>(11 pupil premium – 1 child – 9%)</i>
1	Assessments, observations, and discussions with pupils and teachers suggest 72% of our pupil premium children are reluctant learners who struggle to work independently, taking longer than their peers to get started on a task without support
2	Data from assessments, observations of pupils and discussions with teachers identifies 64% of our pupil premium children are working below age related expectations for maths as at Autumn 2025 assessment.
3	Data from assessments, observations of pupils and discussions with teachers identifies 82% of our pupil premium children are working below age related expectations for writing as at Autumn 2025 assessment.
4	Data from assessments, observations of pupils and discussions with teachers identifies 9% of our disadvantaged children are predicted to be working at Greater Depth, as at Autumn 2025 assessment.
5	Our assessments, observations and discussions with pupils, teachers and families have identified 91% of our pupil premium children encounter social and emotional issues and/or lack of parental engagement.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027/2028)** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children will be able to work independently, with less reliance on adult support and have the confidence to get started with a given task.	More than 70% of disadvantaged pupils will be independent learners. Pupil voice and teacher observations will identify children's confidence to independently start on a given task.
Progress and attainment will be at national or better in reading, writing and maths among our disadvantaged pupils.	More than 70% of disadvantaged pupils to achieve national average attainment, or higher, at KS2 reading, writing and maths by 2027/28.
Disadvantaged children achieving Greater Depth in reading, writing and maths will be at national or better, by the end of KS2.	Pupil Premium children achieving GDS to be in line or better than national in reading, writing and maths at the end of KS2 by 2027/28.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2027/28 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 students feeling happy and safe in school.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>Improved parental engagement</p>	<ul style="list-style-type: none"> <li>• Pupils achieve expected outcomes and progress by 2027/28.</li> <li>• Pupils are encouraged to continue to learn at home eg regular reading at home/engagement with Learning Logs.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher recruitment and retention: <ul style="list-style-type: none"> <li>- To support the uptake of NPQ and other targeted CPD</li> <li>- To offer release time to complete subject leadership responsibilities</li> </ul>	DFE Recruitment and Retention Strategy identifies 4 areas of focus, including: <ul style="list-style-type: none"> <li>- Workload</li> <li>- CPD</li> <li>- Flexible working</li> <li>- Less complex routes to teaching</li> </ul>	1,2,3,4,5
Work directly with the English Hub	English Hubs offer support to local schools and academies to improve the teaching of phonics, early language and reading in Reception and Year 1, and support with writing fluency in KS1, which will impact on overall outcomes.  This includes providing funding for resources and training and helping schools develop action plans for improvement	1,2,3,4,5
Training all new staff on a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> ELS 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,5
Training staff with strategies from “Oracy Voice 21” to help children articulate ideas,	Children who are behind in language development at age five are six times less likely to reach the expected standard in English at age	1,2,3,4,5

<p>develop understanding, and engage with others through spoken language.</p>	<p>eleven, and 11 times less likely to achieve the expected level in maths.</p> <p>Poor language links to poor mental health.</p> <p>“Oracy Voice 21” involves both <b>learning through talk</b> and <b>learning to talk</b> effectively in various contexts, with the goal of helping young people succeed in school and life.</p> <p>“Oracy Voice 21” promotes oracy as a fundamental skill, comparable to literacy and numeracy, and works with schools to integrate it into their curriculum.</p>	
<p>Create a positive writing culture across all curriculum areas – supported by English Hub</p>	<p>EEF states that writing is a cognitively demanding skill that requires explicit instruction in both transcription (spelling and handwriting) and composition (ideas and structure).</p> <p>Key recommendations include: linking writing to reading across subjects; prioritising expressive language and motivation; teaching strategies for planning and revision; support handwriting; make writing purposeful and explicitly teach grammar.</p>	<p>1,2,3,4,5</p>
<p>Enhancement of maths teaching basic number sense, supported by the NCETM, in EYFS and Y1 to ensure firm foundations.</p> <p>Enhancement of maths teaching supported by EMS Maths Hub Sustaining Workshop and Mastering Number in KS2.</p> <p>Enhancement of maths teaching and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/624207/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and Trust CPD (including Teaching for Mastery training).</p>	<p>1,2,4,5</p>

learning through Trust TRG groups.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a range of intervention for pupils whose education has been most impacted by external factors. A significant proportion of the pupils who receive intervention will be disadvantaged, including those who are high attainers.	Intervention 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,5
Additional ELS phonics sessions & ELS KS2 intervention sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,5
Use of Question Level Analysis with PIXL Assessment to track gaps in learning and then use this information to focus the intervention needed for pupils with clear SMART targets.	Pupil Premium pupils may not make as much progress as their peers, therefore QLA allows teachers to identify gaps in learning quickly.	1,2,3, 4,5
ELSA Support	An increasing number of children need support for self-esteem, anxiety, bereavement and other mental health links  <a href="#">Social and emotional learning   EEF</a>	1,2,3,4,5

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

Budgeted cost: £2,500

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 - supported by ELP (Exemplary Leadership Programme)	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The Exemplary Leadership Programme supports Headteachers to create a school where children, especially from the most challenging backgrounds, have the best education possible, to become academically successful, articulate and confident young people.</p>	1,2,3,4,5
Continue to develop opportunities to improve Mental Health eg increased opportunities for the Arts and after school provision to support Mental Health.  Work towards ARTSMARK 2026/27.	<p>EEF identifies the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p> <p><a href="#">Arts Participation / EEF</a></p> <p>Music tuition</p> <p>Opportunities to experience the Arts in the wider community</p> <p>Sports Clubs</p> <p>Fund after school clubs</p> <p>Feel good Friday – 5 pillars of wellbeing</p>	1,2,3,4,5
Subsidise Visits /After School Clubs	Children from lower income families may not be able to attend school trips / after school clubs, which will disadvantage their access to a broad and balanced curriculum	1,2,3,4,5
Parent Workshops to support home learning eg reading at home / maths / phonics / mental health / behaviour	EEF findings show parental engagement has a positive impact on average of 4 months' additional progress	1,2,3,4,5

supported by CFWS local Melton Hub.		
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**Total budgeted cost: £13,635**

## 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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the last three years of the Pupil Premium Strategy 2021-2025, alongside the 2024/25 academic year outcomes, using key stage 1 and 2 performance data, phonics check results, Year 4 Multiplication Check and our own internal assessments.

Small schools are not required to publish data if the cohort is less than 11, therefore consideration must also be given to our small cohort numbers, which impact on the percentages shown and the ability to compare year on year.

Our internal teacher assessments and our end of Key Stage data helps us gauge the performance of our disadvantaged pupils and we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during the three year period of our Pupil Premium Strategy 2022-2025.

Data from tests and assessments suggest some strong individual performances of our disadvantaged children and the progress and attainment of these pupils in 2024/25 were above our expectations

In Summary, KS2 data shows:

In maths 100% of disadvantaged children reached ARE in comparison to 75% of non-disadvantaged children.

In reading 100% of disadvantaged children reached ARE in comparison to 100% of non-disadvantaged children.

In writing, 50% of disadvantaged children reached ARE in comparison to 50% of non-disadvantaged children.

Due to small cohorts, the % difference is affected by the performance of just one child, therefore it is difficult to analyse if we have achieved the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan for the next three years and made changes to how we

intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## 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
T T Rockstars	Maths Circle Ltd
White Rose Maths	White Rose Education
Accelerated Reader	Renaissance
SATS Companion	SATS Companion
Essential Letters and Sounds	Oxford Owl
Nelson Handwriting	Oxford Owl
Essential Spelling and Word Knowledge	Oxford Owl
Literacy Shed Plus	Literacy Shed
Phonics Play	Phonics Play
Hamilton Trust	Hamilton Trust
Charanga	Charanga
Kapow	Kapow
Test Base	Test Base

## 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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