

Pupil Premium Strategy

Somersham Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26 2026-27 2027-28
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Diane Turner
Pupil premium lead	Diane Turner
Governor lead	Rebecca Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 17,160

Part A: Pupil premium strategy plan

Statement of intent

Our intention, rooted firmly in the school's guiding principle of **unity**, is that all pupils and students—regardless of their background or experiences—make good progress and achieve to the best of their potential. We want every child to value their education and to develop a shared commitment to learning, striving to do well irrespective of their starting point. This collective approach includes both challenging high attainers and providing targeted support for children with additional needs.

Our Pupil Premium Strategy is designed to uphold this principle of unity by ensuring that disadvantaged pupils and students are supported to overcome the barriers that may limit their learning or their ability to fully access the curriculum. In defining 'disadvantaged pupils,' we include children who have a social worker, children who are in care or looked after, and those we identify as vulnerable based on our understanding of their individual circumstances.

Quality First Teaching, delivered consistently and inclusively, is the central pillar of our work as a unified school community. Our curriculum is intentionally designed to be accessible to all learners, and we believe that the most effective way for children to learn is together in the classroom with highly skilled teachers who know them well.

We recognise that common barriers to learning for disadvantaged children may include reduced support at home, weaker language and communication skills, lower confidence, more frequent behaviour challenges, and issues relating to attendance and punctuality. Some children may also face complex family situations that affect their ability to flourish. These challenges vary widely, and in keeping with our principle of unity, we understand that there is no "one size fits all" approach.

Our ultimate objectives are:

- **To narrow the attainment gap** between disadvantaged and non-disadvantaged pupils, promoting greater unity in outcomes across the school.
- **For all disadvantaged pupils** to make or exceed nationally expected progress rates, ensuring that every learner moves forward together.
- **To support children's health and wellbeing**, enabling them to access learning at an appropriate level and feel a strong sense of belonging within our unified school community.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that many of our pupils have low prior attainment. For many, including our disadvantaged children, the importance of Reading and Writing is not appreciated by parents, so consequently, reading at home is neglected.
2	Emotional Well-being, Mental Health and Behavioural Difficulties. The wellbeing of those children living with more deprivation and/ or more chaotic households undoubtedly struggle more to access their learning than those not living in such conditions
3	Attendance and Punctuality is often an issue for children from lower income families
4	Low Cultural Capital is often seen as a barrier to social mobility. Children who are eligible for the Pupil Premium Grant (PPG) typically have a narrower range of experiences and less exposure to opportunities to grow their cultural capital.

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
Progress indicators and attainment for PPG children are in line with the progress of non-PPG children.	External and internal assessments indicate that progress of both groups is broadly in line with each other.
Emotional well-being and Mental Health are at the forefront of the support offered to pupils in school.	The school is recognised for successful
Attendance reports show that PP children is broadly similar to that of the non-PPG group.	Evidence of reports shows no difference between PPG and Non-PPG. Strategies to improve attendance have proved successful
The Somersham curriculum is rich in cultural capital both in terms of delivered content but also through our extra-curricular offerings	Curriculum plans show evidence of opportunities to learn about equality, diversity and inclusion. During their time in school all pupils have the opportunity to access a broad range of extra-curricular activities

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost £10,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers at Somersham will be provided with opportunities to develop their practice through accredited professional development programmes, through membership to The Key and national College subscription.	This will support the delivery of SEND support for children and enhance the leadership provision. Through providing opportunities for high quality Professional Development we stand a better chance of retaining talented teachers. The EEF state that effective professional development builds knowledge, motivates staff, develops practice and enables evidence informed practices to be embedded.	1 (Pupil attainment)
The school has invested in having access to the "Teaching Walkthrus" website. This provides staff with resources, guides and techniques based around meta-cognition and Rosenshine's Principles of Instruction.	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. Evidence from the EEF guidance suggests this equates to 7 months progress	1 (Pupil attainment and progress)
A Family Support Worker has been appointed to work with families within our community on issues that are causing a barrier to learning	There are a large number of families within our school community who will need additional support from time to time. This can be related to behaviour, money concerns, school avoidance or safeguarding issues.	2, (Emotional and Mental Health) 3, (Attendance)

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

Budgeted cost: £3,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Teaching Assistant support is used to support children in class	The SENDCo deploys TA's effectively across the school to support children eligible for PP, children with SEND and children requiring additional support. Guidance from the EEF is used when considering how best to utilise additional adults in the classroom.	1, (Pupil attainment and progress)
The school will provide quality interventions, tutoring and boost sessions to address gaps in learning in English and Maths and to boost disadvantaged maths progress	EEF (+4-6) Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. EEF (+4) Small group tuition has an average impact of four months' additional progress over the course of a year 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. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. The average impact of the small group tuition is four additional months' progress. EEF Research.	1, (Pupil attainment and progress)
Little Wandle has been adopted as the school's approved phonics programme.	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, (Pupil progress and attainment)

The school uses Speech and Language Link to address Speech, Language and Communication Needs	Evidence suggests impact of between 4 and 7 months for using Language Link. Impressing SLC can raise the self-esteem of young people.	1, (Pupil attainment and progress) 2, (Emotional well-being/ Mental Health)
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school has adopted the Thrive approach to supporting the well-being and mental health of pupils and their families. To support the successful implementation of Thrive the school has a Thrive practitioner who provides one to one and group support for pupils.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. By teaching core skills such as self-awareness, self-management, social awareness and relationship skills children will be better equipped to deal with the challenges of school. The EEF report into Social and Emotional Learning suggests 4 months progress can be made during a period of twelve months.	1, (Attainment of Pupils) 2, (Emotional well-being/ Mental Health) 4, Cultural Capital
The school has a number of systems along with effective pastoral support to support emotional regulation and self-awareness.	Many children in school lack resilience to cope with challenges. Using approaches such as zones of regulation enable children to understand their emotions better and makes them more aware of their peers.	4, Cultural Capital
The school will work closely with the local education welfare officer to support families where attendance is an issue.	Some children who struggle academically do so because they lack resilience and find it easier to take a day of school rather than face the challenges of the classroom. Evidence suggests that persistent absenteeism in disadvantaged children is double that of non-FSM children	3, (attendance and punctuality)
The school regularly shares attendance data with families promoting the importance of good attendance in schools.	The government guidance Working Together to Improve School Attendance has been developed to support schools improve attendance.	3, (attendance and punctuality)
The school curriculum is regularly reviewed so that it is fit for purpose. This includes looking at our trips and visits to increase the cultural	Extra-curricular activities such as a visiting authors, experience days opportunities to take part in school fixtures increase cultural capital but also raise self-esteem. Providing such	2, (Emotional well-being/ Mental Health) 3, (attendance and punctuality) 4, Cultural Capital

capital. The school has visitor coming into school to expose children to a range of values, beliefs and experiences.	opportunities to our children will improve the attendance of some of our children.	
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS data for 2024-25 shows that from a cohort of 10 pupils 70% achieved GLD. The cohorts only pupil premium pupil did not make GLD (3 pupils in total did not make GLD - 30% of cohort).

For non-disadvantaged pupils 78% achieved GLD (7 out of 9 pupils) compared to 68% nationally.

For the Year 1 Phonics screening from a cohort of 7 (including 1 eligible for FSM), 100% pupils were at the expected level.

For the Year 2 re-test of phonics from a cohort of 2, 50% achieved a phonics pass compared to National 89%.

Year 6 (End of KS2 Results):

Out of a cohort of 16, 1 pupil did not take the end of KS2 SATS papers due to working at Year 2/3 level - they were disapplied from the tests and therefore marked as 'below on our official results'. 1 pupil joined our cohort late in the summer term and this impacted results too.

In Year 6, 25% (4 pupils) of the cohort of 16 were classified as disadvantaged. The overall figures for the cohort were 88% ARE Reading with 44% GDS (National EXE 75% and GD 33%). Writing was 82% EXS with 19% Greater Depth (National 72% EXE and 13% GD). Maths was 63% ARE with 6% at Greater Depth (National 74% EXE and 26% GD).

For FSM eligible pupils (4 pupils) 25% achieved Greater Depth in Reading. 75% achieved EXS in Maths and 75% EXS reading. 100% achieved EXS writing standard. The combined figure for EXS in RWM was 75%.

For non-pupil premium, the combined EXS in RWM was 62%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle Phonics SSP	
Thrive Approach	
Accelerated Reader	

Language Link	
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Further information (optional)

The school are investigating the possibility of introducing OPAL to support pupils at break time and lunchtimes. This would help self-regulation and socialising for all pupils. This has the potential to support in all areas of this strategy document.

The school has an ELSA trained teaching assistant to support children in school. This supplements the Thrive approach and the high level of pastoral support provided to children in the school.