

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Somersham Primary School
Number of pupils in school	303
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	February 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Jonathan Clarke - Headteacher
Pupil premium lead	Lynda Hodges – Class Teacher
Governor / Trustee lead	Kate Rigby – SENDV link

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,096
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£76,096

Part A: Pupil premium strategy plan

Statement of intent

At Somersham Primary School, all stakeholders share a strong commitment to ensuring that disadvantaged children receive the best possible support to make excellent progress and achieve as well as their peers. We aim for our disadvantaged children to:

- Make strong academic progress in reading, writing and maths, so that they are well prepared to thrive in the next stage of their education.
- Make strong progress in the wider curriculum, by having access to a broad range of subjects, which are well sequenced and progressive.
- Flourish socially and emotionally, providing support to develop their mental health when necessary.
- Attend well, so that gaps in learning are minimised and progress is not affected by absence.

It is important that our ultimate aims for disadvantaged children are ambitious and aspirational. All stakeholders are committed to ensuring that there are no limits set on children's capacity or achievements, and are aware that children only get one chance at primary education.

We recognise that a proportion of our disadvantaged children also have Special Educational Needs (40%) and we work hard to ensure that they make excellent progress in relation to their starting points. Equally, we want to ensure that higher attaining disadvantaged children also make strong progress from their higher starting points.

It is important that our strategy is rooted in recent, well-respected research, so that we can be confident that the plans we enact have the best chance of a positive impact for our children. We also recognise that many of the approaches we use to support disadvantaged children will impact positively on non-disadvantaged children, particularly in respect to CPD for teachers and focused strategies in the classroom. We aim for our teachers to have access to the best quality training and development, so that all children flourish and make strong progress.

Challenges

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

Challenge number	Detail of challenge
1	Reading: Internal assessment and teacher monitoring indicates that pupil attainment in reading is lower for disadvantaged children compared to their peers.

2	Maths: Internal assessment and teacher monitoring indicate that pupil attainment in maths is lower for disadvantaged children compared to their peers.
3	SEND: As of February 2025, 40% of children in receipt of Pupil Premium funding are also on the SEND register. 14.5% either have an EHCP or are awaiting the outcome of an EHCNA.
4	Attendance: Attendance monitoring demonstrates that attendance levels for disadvantaged children are lower than non-disadvantaged children. Gaps in learning then develop, which can make it more difficult to sustain progress.
5	Social and Emotional Well-being: A number of children in receipt of Pupil Premium funding struggle with social and emotional needs, which can affect their learning and be a barrier to social, emotional and academic progress.

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
1 – improved reading attainment for disadvantaged children by the end of Key Stage Two.	By 2026-27, reading outcomes for disadvantaged children at the end of Key Stage Two are in line with those of their peers, at between 75% and 80%. As part of this, outcomes for disadvantaged Year 1 children in the Phonics Screening Check are also in line with their peers, at 85% or higher.
2 – improve maths attainment for disadvantaged children by the end of Key Stage Two.	By 2026-27, maths outcomes for disadvantaged children at the end of Key Stage Two are in line with those of their peers, at between 75% and 80%.
3 – to achieve and sustain improved attendance for all children, particularly those who are disadvantaged.	By 2026-27, attendance for all children has improved to 96.5%. Attendance for disadvantaged children is in line with their peers.
4 – improved social and emotional health for disadvantaged children who are demonstrating dysregulation and a barrier to learning.	Sustained high levels of wellbeing from 2026-27, demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD for teachers and support staff to ensure that Little Wandle is delivered with fidelity and to a high standard.	<p>The hard work of our Phonics Leaders, alongside support from the Meridian Trust and New Wave English Hub, has raised attainment in phonics across Reception and Key Stage One.</p> <p>Releasing staff as part of the Trust and English Hub support will ensure that staff receive bespoke and targeted CPD to develop their practice in delivering phonics. Upskilling them to provide monitoring and coaching for staff within the school will enable self-sustaining improvement.</p> <p>Purchasing training materials for a DfE validated Systematic Synthetic Phonics programme will secure stronger phonics teaching for all pupils and ensure that the programme is taught with consistency and fidelity across the school, building on previous teaching and prior learning. This will be continued into Years 3 and 4 so that children who are not secure in their Phonics development at the beginning of Key Stage Two will be taught in a rigorous and structured way to continue to make progress.</p>	1, 3
Engagement in the Faster Reading Project for Year 4 children.	<p>Our work with the research-informed Faster Reading Project is designed to support the engagement of Year 4 children, especially those who are disadvantaged, supporting them to make accelerated progress in fluency and reading comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 4
Engagement in the H4L reading fluency intervention for Year 5 and 6 children	Our work with the research-informed H4L reading fluency intervention is designed to increase both the fluency and comprehension of readers in Year 6 who need further support to reach ARE.	1

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
CPD for NCETM Mastering Number project	Our work with the NCETM aims to help develop fluency and calculation skills in Reception, Key Stage One and Key Stage Two, giving children the foundation needed to build on for successful mathematical development throughout the school and into Key Stage Three. Mastery learning EEF educationendowmentfoundation.org.uk	2
Provision of a fourth maths group in Y5/6	A fourth maths group in Years 5 and 6 means that learning can be directed at children's specific needs and adapted more precisely, with a focus on supporting progress for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	2
Purchase of standardised diagnostic assessments.	Formative assessment can improve children's learning by ensuring that teaching is planned precisely to meet learning needs. Formative Assessment EEF educationendowmentfoundation.org.uk	1, 2
Provision of high quality feedback through robust QLA	High-quality feedback can lead to an average of eight additional months' progress over the course of a year. Assessment and Feedback EEF educationendowmentfoundation.org.uk	
All ECTs accessing the ECF two year induction programme delivered by Teach First and Cambridgeshire & Peterborough Teaching School Hub	ECF Framework and Guidance demonstrates that high quality mentoring for early career teachers will give them the best start to their career and thus ensure that children receive the best quality learning opportunities. https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview	1, 2, 3, 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 phonics support for children in Reception, Key Stage One and Year 3, delivered with support and training from the school's Phonics team, Meridian Trust and New Wave English Hub.	EEF research suggests: " <i>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.</i> " The need for precise, focused support for targeted pupils is well recognised. Phonics Toolkit Strand Education Endowment Foundation EEF	1
Targeted small group support for reading comprehension development in Year 4.	EEF research states: " <i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i> " https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3
Small group learning provision – The Nest – for children with complex additional needs.	Research proves that small group teaching, targeted at specific needs following diagnostic assessment, can have a very positive impact on pupil attainment, particularly for disadvantaged children. The Nest provides this resource for children with complex additional needs who would find it difficult to make progress in a mainstream classroom. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Year 6 tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged. This will focus on both reading and maths.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2,

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club for identified disadvantaged children.	<p><i>“The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.”</i></p> <p>Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</p> <p>This approach also supports good attendance and ensures children are ready to start learning at the very beginning of the day.</p>	1, 2, 3, 4
Pastoral support for children from a trained Pastoral Support Worker, part of the school's well-being team.	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
Nature Club activities for a range of disadvantaged children.	As above.	1, 2, 3, 4

Total budgeted cost: £85,000

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 2023 to 2024 academic year.

National assessments at the end of the academic year 2023-24 were as follows:

- Reception – 17% of disadvantaged children (6) achieved GLD, versus 58% of the whole cohort. There is a clear rationale behind the achievement of individual children.
- Year 1 – 75% of disadvantaged children (4) passed the PSC, versus 86% of the whole cohort (41).
- Year 2 (Teacher Assessment informed by KS1 SATs):

Subject	ARE+ (36)	Pupil Premium ARE+ (7)
Reading	68%	57%
Writing	70%	71%
Maths	59%	43%

- Year 6 (Year 6 SATs results):

Subject	ARE + (43)	Pupil Premium ARE+ (9)
Reading	74%	67%
Writing	74%	56%
SPaG	81%	67%
Maths	74%	67%

- Year 1 children were very positively impacted by phonics CPD and 1:1 tutoring to support rapid catch up in the context of the DfE approved programme. As a result, the small number of disadvantaged pupils achieved close to their peers.
- Year 2 children, while achieving behind their peers in maths, made good progress over the year from their starting points. In writing, disadvantaged children achieved in line with their peers.
- Disadvantaged Year 6 children achieved consistently, though this was behind their peers. This can be accounted for as two children had EHCPs and one joined the school at the beginning of Year 6.

- Significantly fewer disadvantaged children in Reception achieved GLD than their peers. This can be explained but not without identifying individuals.

A number of pupils have had their emotional and social wellbeing supported very closely by the school's pastoral worker and wider safeguarding team. As a result of the support they have received, they have been able to engage in learning and continue to make progress, despite often challenging circumstances.

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
Little Wandle	HarperCollins
Reading Fluency Project	Herts for Learning
Faster Reading Project	UKLA/NATE
Therapeutic Thinking	Therapeutic Thinking – Beacon Innovation Centre
Mastering Number	NCETM

