

Pupil premium strategy statement – Somerfords' Walter Powell 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Shaun Carter and Sam Austin (Headteachers)
Pupil premium lead	Shaun Carter (Headteacher)
Governor / Trustee lead	Kathryn Nicholas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,868
Pupil premium funding carried forward from previous years	-
Total budget for this academic year	£21,868

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including focused challenges for those who are already high attainers, so they also meet their full potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The school is aware that the disadvantage gap index is slightly down from 3.21 (in 2023) to 3.12 (2024), however we are still going to focus highly on closing the gap.

The Pupil Premium Briefing Paper, 2023, stated that 11% of those eligible for pupil premium do not register. Therefore, at the beginning of the academic year, information will be sent out to all parents and they will be invited to meet with the pupil premium lead. Regular reminders will be sent to parents via the newsletter throughout the year.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Pupil premium strategy objective

The ultimate objective for the Somerfords' Walter Powell Pupil Premium Strategy is to ensure that disadvantaged children acquire the necessary knowledge, skills and cultural capital to succeed in the next phase of their education and in their life in general.

Key principles of the pupil premium strategy:

We will:

- Hold the highest ambitions and hopes for all pupils including disadvantaged pupils and those with SEND.
- Inform the strategy using the best and most secure educational research evidence.
- Focus resource and attention on the quality of teaching in all lessons.
- Deliver high quality, on-going professional development and support to teachers and teaching assistants to enable them to have the knowledge and skills necessary to be the best educators they can be.
- Provide effective keep-up and catch-up academic interventions to support children with filling gaps
- Enable all parents to feel like valued co-educators who are able to be involved in the life of the school.
- Establish an ethos which creates a safe environment where all children thrive

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are entering KS1 with language and communication skills below age-related expectations. These gaps limit their ability to understand and use vocabulary effectively, follow increasingly complex instructions, and express themselves clearly. As a result, they face barriers to building strong peer relationships and fully engaging in classroom learning. These challenges affect their social interactions and continue to hinder their academic progress as they move into KS2.
2	Many Pupil Premium (PP) pupils face challenges related to social, emotional, and mental health due to various factors, such as adverse childhood experiences, family instability, or limited access to emotional support outside school. These challenges can hinder their ability to focus, engage in learning, and build positive relationships with peers and staff.
3	Pupil Premium (PP) pupils often face financial and logistical barriers that limit their access to extra-curricular clubs, school trips, music lessons, and other enrichment activities. Without participation in these experiences, PP pupils miss opportunities to develop interests, build social skills, and enhance their cultural capital, which can negatively impact their engagement and sense of belonging at school.
4	Many Pupil Premium (PP) pupils have significant gaps in their knowledge and skills. These gaps hinder progress, making it challenging for PP pupils to access age-appropriate content and achieve at the same expectations as their peers.

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
By the end of KS1, Pupil Premium pupils will demonstrate improved vocabulary, listening, and speaking skills, narrowing the gap with their peers in language and communication, and will be better equipped to engage confidently in learning across the curriculum.	Improved assessment outcomes – PP pupils demonstrate progress with a reduced gap between PP and non-PP peers. Increased classroom engagement – PP pupils engage verbally in classroom activities and begin using more varied vocabulary Enhanced teacher and parental observations – ability to follow instructions, engage with peers, structure sentences, show a better understanding of stories. Progress in reading and writing – PP pupils demonstrate progress and improvements in early reading and writing. Improved confidence and social interactions – PP pupils show greater confidence in interaction with adults and peers
Improved social, emotional, and mental health outcomes for Pupil Premium pupils, as evidenced by increased resilience, better emotional regulation, and more positive	Increased emotional resilience – PP pupils demonstrate greater resilience when faced with challenges, observed by teachers and support staff

relationships with peers and staff. PP pupils will demonstrate improved focus, engagement, and behaviour in the classroom, creating a foundation for greater academic success and overall well-being.	Improved emotional regulation – PP pupils exhibit better emotional control such as managing anxiety, anger and stress. Fewer behavioural incidents. Enhanced social interactions and wellbeing – PP pupils show greater confidence in interaction with adults and peers Improved focus and engagement in lessons – PP pupils consistently focus and actively participate in lessons, with noticeable improvement to stay on task Sustained attendance improvements – PP pupils attendance is in line with non-PP pupils at the end of the academic year
Increased participation rates of PP pupils in enrichment activities, leading to improved self-confidence, broadened experiences, and enhanced social and academic skills. By fostering a sense of belonging and achievement through these opportunities, PP pupils will gain skills and experiences that support their personal growth and overall school engagement.	Increased participation in enrichment activities – a measurable increase in the number of PP pupils participating in enrichment activities PP pupils show greater confidence in interaction with adults and peers - PP pupils show greater confidence in interaction with adults and peers Broadened experiences and aspirations – Pupils and parents are interested in exploring new interests, developing aspirations. Enhanced social and academic skills – Improvement in social skills for PP pupils participating in enrichment activities, including communication, cooperation. Stronger sense of belonging and school engagement – pupils engage in enrichment activities and show greater engagement in school life showing an improved attitude Parental and family support – increased engagement from parents and family, attending meetings and school events. Sustained participation and interest – PP pupils express interest in continuing enrichment activities.
Pupil Premium pupils make accelerated progress in closing identified learning gaps, achieving improved outcomes in core subjects. Through QFT, PP pupils experience a more inclusive learning environment, where high expectations and tailored support allow them to fully engage with the curriculum, increasing confidence and fostering a stronger foundation for future learning.	Accelerated progress in reading, writing and maths – PP pupils identified to make expected or better than expected progress Engagement and participation in lessons – observations, learning walks and teacher reports to indicate increased participation and engagement from PP pupils during lessons Improved confidence and self-belief - observations, learning walks and teacher reports to indicate participation and engagement from PP pupils during lessons Regular feedback from teachers and staff regarding impact of QFT strategies (e.g. walkthrus).

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: £7892

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Purchase of standardised diagnostic assessments. - Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 4
- Invest in CPD that focuses on effective QFT strategies, including scaffolding, targeted questioning, feedback, and differentiation, so teachers can meet the needs of all learners within whole-class teaching. - Focus on walkthru strategies - Work alongside trust to implement and evaluate strategies.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality Effective Professional Development EEF	1, 4
- Quality first teaching of phonics following support and guidance from reading lead. - Phonics training and support for whole school and individual support our reading leader. - We will fund the release of our EYFS/KS1 teachers and reading lead - Phonics revision & small group or 1:1 support	The school has adopted Little Wandle phonics which is a DfE accredited systematic synthetic Phonics programme. Early reading and phonics acquisition supports long term language knowledge and application.. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 4
- Guided Reading with CT to support language development and application in KS1 - Children talk about books and reading enthusiastically. - Revamp of school library and new books ordered to support and gain interest of all children (including short chapter books for children finishing phonics stages) - Revamp of classroom book corners to ensure they are inviting	Quality first provision is the preferred support in reading and reading comprehension in EYFS, KS1 and KS2. Language development through purposeful discussion of a text and how the author has applied it give language a real context. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 4

and encouraging children – promoting a love of reading		
Improve the quality of teacher feedback within and between lessons through lesson walks, book looks and staff meetings. Moderate across schools and academy trust. Revisit and refine our marking and feedback policy.	Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve. EEF- Teaching and learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 4
Ensure SEN children receive high quality teaching	The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding. colourful semantics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4

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
1:1 and small group tuition in phonics and reading to develop comprehension skills and language development. - Children are confident readers and hitting all their milestones.	Capacity for parents to support for home reading is sometimes limited High quality reading opportunities at school will support those families that find this more difficult to manage at home.	1, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Phonics Teaching and Learning Toolkit EEF	
Reading, Writing and Maths booster sessions to ensure the children are confident and to offer them a keep up/catch up strategy.	Data shows children in Upper Key Stage 2 require support with their writing and maths, therefore starting boosters from Term 3 onwards will support this. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4
Follow curriculum map and structure to ensure we know the children's prior knowledge and next steps.	Staff to follow curriculum map which has been created to ensure they know the children's prior knowledge and they can fill gaps and so they know where the children need to get to. This will have a positive impact on children's knowledge and skill progression.	1, 4

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

Budgeted cost: £9976

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support to improve attendance of identified disadvantaged pupils. - Parental engagement – meetings, workshops, newsletters - Dedicated member of staff to support families with attendance - EWO - Regular monitoring and feedback	Attendance can impact present attendance and future grades. Gaps in learning is extended when broken weeks are a feature of a child's attendance. "Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes." EEF	2, 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
• Extra-curricular opportunities – to provide access to sport and ‘the arts’. • Funding trips and after school clubs so children can experience a range of cultural experiences. • Disadvantaged children will have priority when joining school clubs to address the balance to non-disadvantaged.	Enrichment activities are accessible and paid for to ensure a broad and balanced experience. A broader approach to learning, access to opportunities they would not otherwise be able to access. A more holistic approach will give a broad and balanced Curriculum for the children. “Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” - EEF. “There is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. This is based on core academic attainment but physical activity has important benefits in terms of health, wellbeing and physical development too.” - EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2, 3, 4

• Pastoral lead and ELSA trained member of staff to support hard-to-reach families and children with SEMH needs: • To include regular coffee mornings, SEMH interventions for children and support for home-learning.	Vulnerable children are not always ready to access the curriculum due to circumstances beyond their control. Being ready to learn requires the child to feel, safe, well and understood. Access to wrap around care, a healthy meal and adults that can support them provides better opportunities for them to be able to access the learning and feel confident to explore and question. “Parental engagement has a positive impact on average of 4+ months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Both targeted behavioural interventions and universal approaches have positive overall effects (+ 4 months).” – EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3, 4
• Embed and continuously refresh the Pivotal Approach to promote positive behaviour. • Embed learning behaviours across the school which link with our Pivotal approach and recognition boards in all classrooms • Implement new house point system – bring a sense of belonging	The Pivotal approach will be implemented in order to ensure consistency for all children, particularly with SEMH needs. It will support restorative conversations that link to our school ethos and values ‘Rooted in love’. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2, 4
• Disadvantaged children have SEMH support to enable them to access learning. • Timetabled targeted support for children with SEMH needs • ELSA trained members of staff	Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. +4 months EEF- Parental engagement +3months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3, 4

Total budgeted cost: £21,868

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

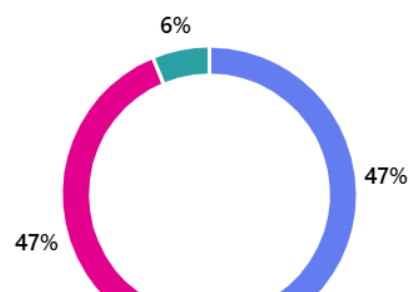
Pupils SEMH needs being met to improve confidence, self-esteem and self-regulation.

Improvements were seen in this area during the 24/25 academic year, through learning walks and pupil voice. Children have voiced that they feel safe and know who they can talk to.

Attendance of non-disadvantaged children 94%

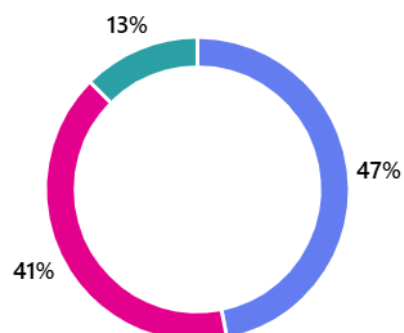
. My school encourages me to look after my emotional and mental health

● Green	15
● Yellow	15
● Red	2



There is an adult at school I can talk to if something is worrying me

● Green	15
● Yellow	13
● Red	4



Next steps:

Review behaviour policy – focusing on positive

Embed use of the leadership team.

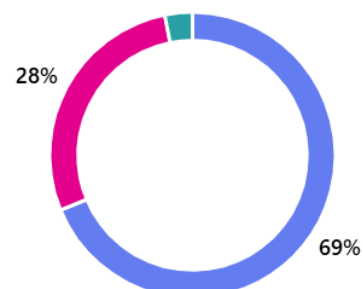
Continue to support families and use external agencies as support, where required.

Plan ELSA sessions for children who require them

PSHE focus on understanding and managing emotions, including zones of regulation

Children to be given the opportunity to attend enrichment activities and clubs.

10. I can take part in school activities outside of lessons, like clubs, sports, music and art



4/8 children attended extracurricular clubs, including breakfast club, throughout the academic year.

All disadvantaged children attended school trips to support and enhance their learning in school.

Next steps:

Continue to build links with outside agencies to lead workshops and clubs.

Review clubs on offer alongside pupil premium and pupil leadership children.

Age Related Expectations in Reading, Writing and Maths

	Significantly Below	Below	Just At	Securely At	Above
Reading ➡	25.0% (2)	62.5% (5)		12.5% (1)	
Writing ➡	25.0% (2)	50.0% (4)	25.0% (2)		
Mathematics ➡	25.0% (2)	25.0% (2)		37.5% (3)	12.5% (1)

Overall, percentage of disadvantaged children meeting age related expectations is lower than non-disadvantaged children.

Next steps:

Work with trust to develop maths and writing across KS1 and KS2.

Reading lead to review and develop reading curriculum in KS2.

Continue to implement flashback 4s across the curriculum to support with retention of taught skills and knowledge.

Review intervention timetables to address gaps in knowledge

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations regarding academic outcomes, and we are at present working to achieve the outcomes we set out to achieve, as stated in the Intended Outcomes section above.