

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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   | Somerfords' Walter Powell Primary School |
| Number of pupils in school  | 41                                       |
| Proportion (%) of pupil premium eligible pupils                         | 22%                                      |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024                                |
| Date this statement was published                                       | December 2021                            |
| Date on which it will be reviewed                                       | Sept 2022                                |
| Statement authorised by   | Christina Brugger                        |
| Pupil premium lead  | Shaun Carter                             |
| Governor / Trustee lead   | Kathryn Nicholas                         |

### Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                            | £10,380        |
| Recovery premium funding allocation this academic year<br>School led tutoring, | £2000          |
| Pupil premium funding carried forward from previous years                      | £0             |
| <b>Total budget for this academic year</b>                                     | <b>£12,380</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

### Context of the School:

Somerfords' Walter Powell Primary School is a village school and is part of the Diocese of Bristol Multi Academy Trust (DBAT) who support 71 schools. The trust provides central support for academy improvement, business and finance. Governance is co-ordinated through DBAT trustees' scheme of delegation to a local board.

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

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.

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 prevent children from falling behind.
- 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                | Oracy and vocabulary deficit, this impacts significantly reading and writing for children in KS2 where not enough has been done to close the gap. This impacts GLD for Reception and in KS1 the impact can be seen in phonics results, reading and writing attainment at Year 2.  |
| 2                | Readiness to learn is often impacted by circumstances beyond the child's control. Children need to have a good breakfast and time to calm before entering the classroom. They need to have all the appropriate resources (including uniform) and have their emotional needs met to access the teaching and learning.  |
| 3                | Increased social emotional mental health needs, often linked to ACEs (adverse childhood experiences). Lower levels of engagement, resilience in learning, self-regulation and self esteem   |
| 4                | Opportunities to take part in school visits, clubs and access to music provision, which involve a cost to the family have not uptake which results in the child having a much narrower set of experiences to draw on. It would support the child's wider experiences, promoting language, physical development, music and expressive arts. Their understanding of the wider world and their access to cultural capital would be promoted. |
| 5                | Gaps in learning due to the pandemic resulting in being well below age expectations   |

## Intended outcomes

This explains the outcomes that 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  |
|--|---|
| <p>Children will be:</p> <ul style="list-style-type: none"> <li>Applying language and vocabulary which is at least at age related.</li> <li>Prioritised for 1:1 reading with an adult and will have 2 Guided Reading sessions a week.</li> <li>Apply the vocabulary to reading and writing opportunities, evidenced in reading, and writing moderation and assessments.</li> <li>Subject related vocabulary is applied correctly to wider curriculum experiences evidenced in books</li> </ul>                         | <ul style="list-style-type: none"> <li>Phonics results are at least in line with National.</li> <li>Reading levels are at age related expectations (for more able they are exceeding)</li> <li>Guided Reading twice a week has increased vocabulary.</li> <li>Children use subject specific vocabulary in the curriculum accurately.</li> </ul>   |
| <p>Children will:</p> <ul style="list-style-type: none"> <li>Feel safe and ready to engage in learning, this will be reflected in their attitudes to learning.</li> <li>Be able to talk to a named adult about worries and concerns which are impacting their ability to learn.</li> <li>Children will have timetabled appointments with their named adult but can also access when needed.</li> <li>Be able to access learning emotionally and confidently to discuss topics which maybe personal to them.</li> </ul> | <ul style="list-style-type: none"> <li>Behaviour is positive and children are ready to learn.</li> <li>Emotional needs are met quickly.</li> <li>Families are supported when needed.</li> <li>Children with SEMH needs are increasingly able to access learning within the classroom</li> <li>Disadvantaged children understand the value of education and the pathways beyond primary school that are available to them. They are ambitious for their own future.</li> </ul> |
| <p>Children will:</p> <ul style="list-style-type: none"> <li>Be given the opportunity to attend enrichment activities or clubs. This will allow children to see if they enjoy them and if they want to take them further.</li> </ul>   | <ul style="list-style-type: none"> <li>Enrichment clubs and opportunities are attended at least once a term.</li> <li>Any clubs / community groups that would support the child's interest are paid for by the school.</li> <li>One terms Music lessons are taken up by children.</li> <li>All school trips are attended.</li> </ul>  |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Take part in learning a musical instrument for at least a term.</li> <li>• Attend all the school trips that have been arranged by the school / class teacher.</li> </ul> |  |
| <p>Attendance of disadvantaged children will increase in line with non-disadvantaged children.</p>  | <p>Attendance reports will indicate improvement over the course of the plan and be above 95% for disadvantaged children.</p> |
| <p>Disadvantaged children show greater engagement and resilience in their learning.</p>   | <p>Disadvantaged pupils demonstrate positive learning behaviours within lessons.</p>   |

## 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: £6,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> <li>Quality first teaching</li> <li>Continuous high-quality provision.</li> <li>Training in closing the vocabulary gap.</li> <li>Voice 21 training</li> </ul>  | <p>Previously poor oracy levels are impacting on communication, reading, and writing. Nationally and with the impact of Covid, Oracy has continued to be impacted especially with vulnerable pupils. Poor oracy has a significant impact on long term outcomes for all pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> | 1, 5                          |
| <ul style="list-style-type: none"> <li>Quality first teaching of phonics following Ramsbury Hub support and guidance.</li> <li>Phonics training and support for whole school and individual support for two of our teachers.</li> <li>Phonics revision &amp; small group support</li> </ul> | <p>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. Ramsbury English HUB guidance and support regards the school approach to early reading and phonics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>     | 1, 5                          |
| <ul style="list-style-type: none"> <li>Guided Reading with CT to happen 2x weekly to support language development and application.</li> <li>Children talk about books and reading enthusiastically.</li> </ul>  | <p>Quality first provision is the preferred support in reading and reading comprehension in KS1 and KS2.</p> <p>Language development through purposeful discussion of a text and how the author has applied it give language a real context.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>                         | 1, 5                          |
| <ul style="list-style-type: none"> <li>Talk for writing approach</li> </ul>   | <p>The school is going to use a T4W approach. to have a positive impact on pupils' writing skills and improved their confidence with teaching writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>   | 1, 5                          |
| <ul style="list-style-type: none"> <li>Improve the quality of teacher feedback within and between lesson</li> </ul>   | <p>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</p>   | 1, 5                          |

|   |  |      |
|---|--|------|
|   | <p>their own improvement or through increasing pupils' motivation to improve. EEF- Teaching and learning Toolkit</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>  |      |
| <ul style="list-style-type: none"> <li>Ensure SEN children receive high quality teaching</li> </ul> | <p>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.</p> <p>flexible grouping;</p> <p>cognitive and metacognitive strategies;</p> <p>explicit instruction;</p> <p>using technology to support pupils with SEND; and</p> <p>scaffolding.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> | 1, 5 |

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

Budgeted cost: £1,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <ul style="list-style-type: none"> <li>1:1 and small group tuition in phonics and reading to develop comprehension skills and language development.</li> <li>Children are confident readers and hitting all their milestones.</li> </ul> | <p>Home reading support for vulnerable children can vary incredibly.</p> <p>High quality reading opportunities at school will support those families that find this a difficult aspect of their routine.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> | 1, 5                          |
| <ul style="list-style-type: none"> <li>Writing and Maths breakfast club before school for year 5 and 6 children as a catch up strategy.</li> </ul>   | <p>Data shows children in UKS2 require support with their writing and maths, therefore starting boosters from Term 3 onwards will support this.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>  | 1, 5                          |

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

Budgeted cost: £4,880

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> <li>Targeted support to improve attendance of identified disadvantaged pupils.</li> </ul>  | <p>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 &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes." EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>   | 2, 3                          |
| <ul style="list-style-type: none"> <li>Extra-curricular opportunities – to provide access to sport, music and singing opportunities.</li> <li>Funding trips and after school clubs so children can experience a range of cultural experiences.</li> <li>Disadvantaged children will have priority when joining school clubs to address the balance to non-disadvantaged.</li> </ul> | <p>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.</p> <p>"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 wellbeing have also consistently been reported." - EEF.</p> <p>"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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> | 3, 4                          |

|  |   |      |
|--|---|------|
| <ul style="list-style-type: none"> <li>• Pastoral lead and ELSA trained member of staff to support hard-to-reach families and children with SEMH needs:</li> <li>• To include regular coffee mornings, SEMH interventions for children and support for home-learning.</li> </ul> | <p>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.</p> <p>“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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>   | 2, 3 |
| <ul style="list-style-type: none"> <li>• Implement and continuously refresh the Pivotal Approach to promote positive behaviour.</li> </ul>   | <p>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’.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>  | 3    |
| <ul style="list-style-type: none"> <li>• Disadvantaged children have SEMH support to enable them to access learning.</li> </ul>  | <p>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</p> <p>EEF- Parental engagement +3months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>   | 2, 3 |
| <ul style="list-style-type: none"> <li>• Nurture provision to support high needs SEMH</li> <li>• Training on Trauma</li> </ul>   | <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> | 2, 3 |
| <ul style="list-style-type: none"> <li>• Access to breakfast club and wrap around care supports the child in their</li> </ul>  | <p>National data and research support the finding that vulnerable children are less likely to be ready for school, breakfast club helps to prepare them for the school day and regulate behaviours.</p>   | 2, 3 |



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| readiness to learn and gives them opportunity to regulate themselves in a safe environment. |  |  |
|---|--|--|

**Total budgeted cost: £12,380**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum, in particular in reading and writing.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Attendance of all children was below the national average last year due to Covid.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

#### 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?    | ELSA trained staff supported families where necessary   |
| What was the impact of that spending on service pupil premium eligible pupils? | Teachers observed wellbeing of service children and were supported through Covid where necessary. |

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned support from within the Trust.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.