

Pupil premium strategy statement – Somerville Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	380
Proportion (%) of pupil premium eligible pupils	56%
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)	2025-2026 until 2028, -2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Phil Dickson
Pupil premium lead	Phil Dickson
Governor / Trustee lead	Gill Bain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£348,373.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£348,373.00

Part A: Pupil premium strategy plan

Statement of intent

Somerville's intention is that all pupils, irrespective of their background or the challenges they face, make strong 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 and young carers. 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 strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

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 that all of our children and particularly are disadvantaged children attend school as often as their national peers.
- Ensure that are children receive strong curriculum and teaching so that they are ready for the next stage of their learning journey.
- 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.
- Ensure that our children have their mental wellbeing supported and learn strategies to support them later in life.
- Ensure all staff have the same vision to enable our children to have opportunities that they otherwise would not have had.
- To open our children's eyes to the wonderful world of possibility.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 90% and 92% - 2 to 4% lower than for non-disadvantaged pupils.</p> <p>27 % of disadvantaged pupils have been 'persistently absent' compared to 15% of their peers last academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Auditing of children's reading, assessments and pupil voice clearly shows that opportunities for reading development at home are missed by a large majority of children especially those who are disadvantaged. As a consequence, reading attainment across the year groups for disadvantaged pupils are below non disadvantaged pupil outcomes.</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers</p>
5	<p>Audits from parents and staff, including conversations with professionals and discussions with pupils suggest that disadvantaged children have difficulties with strategies to support their own mental health, wellbeing and self-regulation.</p>
6	<p>As a consequence of the local demographic, a higher number of children including those who are disadvantaged have experienced domestic violence in their family home and social care involvement from Wirral Social care is reportedly high amongst the families from Somerville.</p>
7	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
8	<p>As a consequence of limited provision from childcare providers due to a lack of attendance and therefore paperwork to support the SEN referral process opportunities to apply for support or specialist provision for</p>

	children has been missed. Therefore a number of children have arrived into Reception class without specialist support or provision.
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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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from end of 2025/26 academic year demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being in line with local and national averages, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced in line with local and national averages the percentage of all pupils and disadvantaged pupils who are persistently absent being in line with local and national averages.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026 show that of disadvantaged pupils met the expected standard in line with national averages
Improved writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 writing and maths outcomes in 2026 show that of disadvantaged pupils met the expected standard in line with national averages
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2026 demonstrated by:</p> <ul style="list-style-type: none"> 100% of children able to self regulate using taught strategies. Or use a variety of other strategies to overcome issues with regard to attendance, attention, engagement. qualitative data from pupil voice, pupil and parent surveys and teacher observations. a significant reduction in those children needing to access the beehive on a daily basis. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

To continue to fully support those children and their families engaged with social care.	<p>A response plan to support each respective family with bespoke support to meet the child's and families needs dependent on their issues through the provision of:</p> <ul style="list-style-type: none"> • Signposting to resources. • Social care involvement • Appropriate support through child in need or child protection plans • Family support worker provision. • Essential items bank for immediately supporting families.
To have identified, referred and provided additional support for the needs of children with SEND.	<p>All disadvantaged children with additional needs and SEND have a personalised plan for intervention which is assessed and evaluated regularly, demonstrating progress is being made for each individual.</p> <p>For those children who require additional support outside of element 2 funding to have access to additional support, a prescriptive plan to support progress and/or access to specialist provision.</p>

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: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments and NVR tests.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 4, 7
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	2, 3, 4

<p>understanding and extend vocabulary.</p> <p>We will purchase resources, continue with read, write inc, development days and continue to fund ongoing teacher training.</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Continue to purchase the resources and support for training of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Enhancement of our writing and maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Writing in Primary Schools What we know works</p> <p>Writing opportunities to support the reading phase</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2</p>	3
<p>Improve the quality of social and emotional learning (Zones of regulation).</p> <p>Zones of regulation approaches will be embedded into routine educational practices and supported by professional</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

development and training for staff.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 152,373

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Invest in intervention programmes to support group and one to one learning supported by teaching assistants.	EEF guidance to use TAs to support group and one to one interventions. EEF Making best use of teaching assistants	2, 4, 7
Additional phonics 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: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve recruitment, training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Implement the Beehive programme and use of additional mentors – wellbeing and learning mentor	The DfE case for improving mental health	All
Contingency fund for acute issues.	Based on our experiences we have set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £348,373





Part B: Review of the previous academic year

Outcomes for disadvantaged pupils





We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that overall outcomes have improved for all pupils and attainment is now broadly in line with national averages as displayed below:




































Early Years Foundation Stage

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils achieving a Good Level of Development	48% 	65%	61% 	67%	67% 	68%	46	70% 	~ 69%

Phonics Screening Check

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	74% 	75%	61% 	79%	79% 	80%	46	83% 	~ 80%

Key Stage 2

Subject	Statistic	2021-2022		2022-2023		2023-2024		Cohort	2024-2025	
		School	National	School	National	School	National		School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	48% 	59%	52% 	60%	47% 	61%	68	56% 	62%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	0% 	7%	4% 	8%	-	8%	68	6% 	8%
Reading	% of pupils achieving the expected standard	71% 	74%	59% 	73%	58% 	74%	68	75% 	75%
Reading	% of pupils achieving the higher standard	23% 	28%	14% 	29%	8% 	29%	68	25% 	33%
Reading	Average scaled score	103.8 	105.0	101.9 	105.0	101.2 	105.0	68	103.4 	106.0
Writing	% of pupils achieving the expected standard	52% 	69%	59% 	71%	72% 	72%	68	72% 	72%
Writing	% of pupils working at greater depth	0% 	13%	4% 	13%	6% 	13%	68	9% 	13%
Maths	% of pupils achieving the expected standard	64% 	71%	61% 	73%	73% 	73%	68	68% 	74%
Maths	% of pupils achieving the higher standard	16% 	22%	11% 	24%	6% 	24%	68	13% 	26%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that outcomes for disadvantaged pupils have improved across the school but there remains a gap between attainment of Somerville's disadvantaged pupils and their non-disadvantaged peers both nationally and within school as shown below:

Attainment Outcome	Disadvantaged at expected standard	Non Disadvantaged at expected standard	National average at expected standard
EYFS GLD	68%	73%	69%
Phonics Screening	76%	83%	80%
KS2 Reading	69%	80%	72%
KS2 Writing	69%	72%	72%
KS2 Maths	60%	71%	74%
KS2 RWM Combined	48%	69%	62%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance.

Overall attendance:

	Disadvantaged	Non Disadvantaged
2023-2024	91.74%	94.37%
2024-2025	92.01%	95.80%

Persistently Absent:

	Disadvantaged	Non Disadvantaged
2023-2024	31.16%	18.82%
2024-2025	27.73%	15.43%

The data demonstrates that overall attendance has improved and the rates of persistent absenteeism has reduced. Whilst this is a success, there remains a gap between school and national averages as well as a gap between the overall attendance and rates of persistent absenteeism for disadvantaged pupils in comparison to their non disadvantaged peers.

Based on all the information above, the performance of our disadvantaged pupils *met* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that disadvantaged pupils are achieving significantly better than in previous academic years.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.