



## Somerville Primary School

### Pupil Premium

#### Pupil Premium Background

The pupil premium was introduced by the government in April 2011 and is additional funding paid to schools in respect of their disadvantaged pupils. Disadvantaged pupils are categorised as those children who are eligible for free school meals (FSM) or who have been a looked after child (LAC) or are children of armed services personal. Schools receive this funding to support their eligible pupils to make progress and to narrow the attainment gap between them and their peers. It is for schools to decide how the Pupil Premium funding is to be spent, as they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Number of pupils on roll (R-Y6)	686	686	686	686	686	685
Number of pupils eligible for PP	352	351	327	338	296	280
% pupils eligible for PP	51.4	51.2	47.7	49.2	43.1	40.9
Amount of PP received per pupil	£600	£900	£1300	£1320	£1320	£1320
Total amount of PP received	£219,296	£334,503	£425,100	£446,160	£390,720	£369,600

The individual child is at the heart of everything we do at Somerville, we ensure all children achieve the very best they can during their time at our school. We use our Pupil Premium funding to support the learning of

children in our care and to provide all children with the opportunities to succeed, including those children from a disadvantaged background. Whilst we provide additional support and resources to help close the gap between disadvantaged children within school and nationally, we recognise that it is also vital for us to support the 'whole child'. This means that it is vital for us to address children's social, emotional, behavioural, economic and pastoral needs, as many of these factors contribute to the children's overall achievement in school. The information below sets out how we spent the funding last year and our intentions on how we will spend our funding this year in order to 'close the gap' for disadvantaged pupils

<b>Desired outcome</b>	<b>Barrier</b>	<b>Planned Activities</b>	<b>Evaluation of impact (C = we will continue with this strategy next year)</b>	<b>Cost 2016/17</b>	<b>Cost 2017/18</b>
<b>Pupil Premium pupils make as much progress as their peers.</b>	Pupils require smaller class teaching- more opportunity to work with CT/TA	Fourth group for Literacy and Numeracy for Years 2 to 6 (Fifth Group for Years 5 and 6)	Reduced classes sizes. Pupils across the school making good- outstanding progress. <b>(C)</b>	<b>£35,006</b>	<b>£73,130</b>
	Gaps in learning	Personalised catch-up provision for individual pupils for Years 1 to 6	Intervention afternoon for all class/set teachers. Progress made by identified pupils. Pre teaching or closing the gap.( reduce for effective use of time-focus groups/ identified pupils )	<b>£94,018</b>	<b>£40,920</b>
	Pupils not heard read at home on a regular basis by adult	Extra adult support to hear readers in Year 2	All pupils heard throughout week by additional staff. Pupils made good- outstanding progress. <b>(C)</b>		

	Pupils not able to access school curriculum due to lack of basic English	Language Support for newly arrived pupils ( TA Support inclusion/ hire Romanian translator)	EAL support for newly arrived. 1 to 1 programme and support to integrate into school.(C)	<b>£21,879</b>  <b>£3,233</b>	<b>£32,175</b>  <b>£6,680</b>
	Need to Challenge more able – read with adults	Book Club to encourage more able pupils – provide more challenging /classic books	To encourage enjoyment of reading and discuss books with peers/adults focusing on language Vocab, style(C)	<b>£4,000</b>	<b>£6,000</b>
	Reading profile needs to be raised across school	Reading Areas in school	To make reading more high profile within school building and encourage pupils to read together in pairs, groups, with adults and individually. (C)	<b>£1,500</b>	<b>£2,500</b>
	More able writers need extra input to develop writing skills at a higher level.	Writing Workshops provided by external providers	To focus developing pupils skills so that they have more experience and skills to write at greater depth (C).	<b>£2,500</b>	<b>£4,000</b>
Resources to support pupils especially	Pupils need a range of new books aimed at appropriate age range	Project X Code	Teacher and TA code Training and reading scheme books.(C)	<b>£1,754</b>	<b>£500</b>

aimed at interests of pupil premium boys and girls.	Variety of books to update school library. Increase numbers reading for pleasure.	Purchase of books/e-books for pupils to access before and after school	Number of pupils using the library increasing – parents encouraging their children to use library before and after school. Electronic system allowing monitoring of usage.(C)	<b>£ 500</b>	<b>£500</b>
	Lack of interest in reading	Purchase monthly magazines to engage readers across age range. Graphic novels to encourage reading	Monthly magazines to encourage pupils to read different types of texts. Magazines placed outside of classrooms to encourage pupils to read during playtime /dinner time. (C)	<b>£ 300</b>	<b>£300</b>
Financial support for pupils to ensure all pupil premium children have equal access to educational visits and residential.	Children need wider experience outside classroom	Financial Support for residential.	Increase in number of pupil premium attending residential across school .(C)	<b>£5,000</b>	<b>£2,000</b>
	Improve pupils knowledge and hence writing through real life experiences	Financial Support for Educational day visits	Subsidised Education visits ensure all pupils are able to attend educational visits with their peers. (C)	<b>£17,000</b>	<b>£7,000</b>
	Online homework isn't completed due to internet access being limited	Purchase laptops to increase access to IT in school.	Each pupil able to access individual laptop computer or i-pad during IT lesson progress(C).	<b>£2,547</b>	<b>£2,598</b>

To provide opportunity for pupils to learn a musical instrument – especially pupil premium children	Children’s assessment in music is below age related expectation – understanding of music of music will feed into improving attainment	Specialist Music Provisions from Peripatetic Music Service	All year 4 to learn musical instrument- pupils to take instruments home. Optional for Year 5 and 6 pupils to continue learning –school to cover costs.(C)	<b>£17,613</b>	<b>£13,210</b>
To ensure that pupils have access to healthy food, drinks and healthy life style.	Children not eating breakfast before coming to school	Daily Breakfast Club	All pupils eligible- late starters and identified pupils with family issues targeted. Attendance has increased. Children arriving on time for start of school day. (C)	<b>£2,152</b>	<b>£3,412</b>
	Pupils not eating fruit or drinking milk due to financial constraints .	Access at Breakfast and Lunchtime to milk and fruit.	Fewer children bringing unhealthy drinks from home.(C)	<b>£2,363</b>	<b>£2,410</b>
	Pupils not participating enough in physical activity	Learning Mentor support for physical development (lunchtime and lesson time)	PE taught effective – focus on skill acquisition. More pupils engaged in physical activities at lunch times.(C)	<b>£27,409</b>	<b>£29,484</b>

		Extra-Curricular activities	Range of activities – open to all but identified pupils encouraged to attend academic and physical. <b>(C)</b>	<b>£8,430</b>	<b>£8,430</b>
Access to web based Learning Platforms to access homework and improve attainment	Pupils not able to access age related reading materials	Bug Club	Training for staff and access for pupils from school and home.	<b>£ 376</b>	<b>£ 376</b>
	Pupils do not have access to online mathematics programmes	Mymaths	Learning platform - Whole school training for staff. Used within school and as for homework. PP pupils encouraged to attend club.	<b>£ 279</b>	<b>£ 279</b>
	Internet access needed for identified pupils	Computing/Homework club/ Booster club	Attendance good at clubs -Year 6 club very successful as nearly all identified pupils attended and made at least good progress. <b>(C)</b>	<b>£9,792</b>	<b>£9,792</b>
	To provide further consolidation in learning	Booster clubs/ Newspaper clubs	Holiday club and After school booster clubs. <b>(C)</b>	<b>£30,000</b>	<b>£30,000</b>
Support in school and signposting to	Improving Oracy skills of identified pupils	Speech Therapy	Identified pupils provided with necessary support- pupils making good progress. <b>(C)</b>	<b>£12,600</b>	<b>£13,650</b>

outreach support for parents	Support needed for vulnerable pupils and families.	Malachi support for identified individuals and their families at school and at home including holidays	Early support and interventions for families and individuals. Positive impact with individuals families.(C)	<b>£14,376</b>	<b>£9,216</b>
	Barriers to learning/socialising overcome by Mentor support.	Learning Mentor to work with identified pupils to providing them with the necessary support to overcome barriers to learning .	Impact can be seen in number of pupils who have improved behaviour and attitude to learning.(C)	<b>££41,790</b>	<b>££44,209</b>
Improve attendance rates.	Pupils not attending school due to feeling slightly unwell or going on holiday during term time	Attendance officer employed to follow up absences and provide first day contact. Attendance of pp children monitored. Implement appropriate strategies to raise attendance.	Need for one individual to complete the role and follow through with appropriate action. (C)	<b>£26,303</b>	<b>£26,829</b>
	Improve Vocabulary, fluency and comprehension skills	Reading Intervention Programme for Year 5 pupils	Will be delivered for 2016/17 cohort based on data(not to continue)	<b>£8,000</b>	<b>£ nil</b>
		<b>Total</b>		<b>£390,720</b>	<b>£369,600</b>

### **Impact of Pupil Premium 2017-2018**

Our analysis, in school data and Inspection Data Dashboard(2017) show that children who are entitled to Pupil Premium - disadvantaged pupils, Free School Meals (FSM) and our Looked after Children (LAC) on the whole make good progress. The school has used Pupil Premium effectively to try to close the gap between disadvantaged and non-disadvantaged pupils.

In Key Stage 2 disadvantaged pupils at Somerville School achieved higher progress than disadvantaged pupils nationally reading 1.73 , writing 1.48, mathematics 3.56, compared to 0.33, 0.18 and 0.28 respectively. The average scaled score for disadvantaged pupils in maths was higher than the national average scaled score (school 105.4, national 105.3). Attainment of disadvantage pupils at the end of key stage 2 shows compared to other pupils nationally Somerville pupils achieve higher 78% achieved expected standard in reading compared to 60% national, 78% in writing compared to 66% national and 91% in maths compared to 63% nationally.

Reading and writing attainment of disadvantage pupils was in the top 20% percentile (Q2), whilst Mathematics was in top (Q1) percentile, which is significantly above national. Our more able pupils will be the focus of intervention groups next year.

KS1 for Reading and Writing for disadvantage pupils as broadly in line with disadvantage pupils nationally. Mathematics and Science was in line with national. Phonics attainment in Year 1 was in line with national and as were the Year 2 re-tests





