



MIDSOMER NORTON PRIMARY SCHOOL

Pupil premium strategy statement – Primary Schools

Before completing this template, you should read the guidance on using pupil premium.

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

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Midsomer Norton Primary School
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	27.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 – 2024-2025
Date this statement was published	1 st November 2021
Date on which it will be reviewed	1 st November 2022
Statement authorised by	Alun Randell, Headteacher
Pupil Premium lead	Sarah Biss, Deputy Headteacher
Governor / Trustee lead	Tracey Mallon, Inclusion Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125290
Recovery premium funding allocation this academic year	£11,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£136, 745

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

The school serves the community of Midsomer Norton. The pupil premium grant reflects this social group. The school acknowledges the need for Pupil Premium students to make as good or better progress than other students in their year group.

The Pupil Premium is used to provide additional educational support to remove barriers to success for our most vulnerable learners, improve the progress and to raise the standard of achievement for these pupils. Data and groupings help to inform financial and curriculum planning but every child is recognised as an individual with their own personal strengths, challenges and life experiences.

Pupil premium funding is used in accordance with Department of Education guidance in order to raise aspirations, improve outcomes and opportunity and overcome barriers to learning and development. Evidence-based research and resources from the Education Endowment Foundation are used to focus our resources and funding in the most impactful way.

Interventions and provision for pupil premium eligible children are planned based on the individual child's need and are reviewed throughout the year by the class teacher in conjunction with the Inclusion Lead. Provision is informed by pupil tracking data on attainment, attendance, behaviour, advice from outside agencies and other professionals, where appropriate, together with the views of the child's parents/carers. Pupils are not singled out, highlighted or treated differently as a result of their eligibility for pupil premium funding. As an inclusive school, the focus is on supporting learning and attainment for each individual pupil through quality teaching and high expectations for all. Overall aims of our Pupil Premium Strategy are:

- To reduce the attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers in English and Maths
- To provide Pupil Premium children with a rich, varied curriculum including access to extracurricular activities
- To support the well-being and SEMH needs of pupils eligible for pupil premium and their families

Catch Up Premium

Although all groups of children have been impacted by the COVID pandemic, disadvantaged children have been disproportionately affected. The main issues identified are:

- loss of retention of learning
- gaps in learning due to ability to attend/ engage with remote learning
- a marked decrease in confidence including speaking in front of their peers or an audience

Challenges

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

Challenge number	Detail of challenge
1	Low levels of speech and language on entry to the school
2	Low literacy and maths skills on entry to the school
3	Pupils eligible for PP that also have SEND
4	Home learning environment and limited parental engagement of pupils eligible for PP
5	Levels of confidence, resilience and aspiration.
6	Low levels of Personal, Social and Emotional Development on entry to the school

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 reduce the attainment gap between the school's disadvantaged pupils and others nationally	PP children will make at least expected or accelerated progress in all areas of the curriculum.
To raise the in-school attainment of both disadvantaged pupils and their peers in English and Maths	PP children will reach the expected age related level in reading, writing and maths. PP children will pass the Y1 phonics screening check. Children will meet expected levels in literacy and numeracy at the end of EYFS.

To provide pupils eligible for PP with a rich, varied curriculum including access to extracurricular activities	All disadvantaged children will have the opportunity to attend educational visits and camps. Pupils are able to remember and talk about the rich learning experiences they have had. Pupils socialise with peers in more informal play based settings, and participate in group activities.
To support the well-being and SEMH needs of the pupils eligible for PP and their families.	PP children have their SEMH needs met and enable them to be ready to learn in the classroom. Barriers to learning for our most vulnerable learners will be removed.
To raise children's confidence, resilience and aspirations.	Disadvantaged children have the confidence and resilience to engage in new experiences. They speak confidently about their learning including in front of an audience. This leads to greater self-esteem, personal development and consequently access to the wider curriculum.

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: £ 30084

Activity	Evidence that supports this approach (From EEF research unless otherwise stated)	Challenge number(s) addressed
Assessment – analysis Support for teachers	Feedback (+8) Mastery Learning (+5) Overseeing Targeted Reading Comprehension (+6) Overseeing Small Group Tuition (+4)	1, 2, 3, 4
ELKLAN Speech And Language Training	Oral Learning Intervention (+5)	1, 2, 3
Number Sense Maths training and approach	Mastery Learning (+5)	2, 3, 5
Forest School Training	Outdoor adventure Learning (+4)	

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

Budgeted cost: £ 91619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic interventions	Meta-Cognition (Growth Mindset) (+7) Reading comprehension (+6) Collaborative learning (+5) Feedback (+8) Mastery learning (+5) Oral Learning Intervention (+5) Outdoor adventure Learning (+4) Teaching assistant interventions (+4)	1, 2, 3, 5
Daily 1:1 precision teaching and pre-	Phonics (+4) - Targeted, regular, daily support in short focused	1, 2, 3, 5

teach phonics sessions for pupils with experienced class based LSAs	sessions from familiar adults who know the children well.	
External Professionals. Assessments, reports and guidance from OT, EP, SALT	Oral Learning Intervention (+5) Behaviour interventions (+3) Early Years Intervention (+5)	1, 2, 3, 5
Targeted Speech and language sessions WELLCOM	Early Years Intervention (+5)	1, 2, 3,
Targeted social and emotional support	Behaviour interventions (+3) – Learning mentor	4, 5, 6
Tutoring	One-to-one tuition (+5) Small group tuition (+4)	1, 2, 3, 4, 5

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

Budgeted cost: £ 15042

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of IT learning resources	Homework (+5) Individualised instruction (+4) Mastery learning (+5)	1, 2, 3
Support attendance – EWO service	Parental Involvement (+3) Increased attendance giving access to learning and targeted work	4
Uniform allowance	No EEF evidence relating to increased attainment; however, helps supports children's self-esteem and confidence.	4,5
School Education Visits subsidies	Outdoor Adventure Learning (+4) - All disadvantaged children will have the opportunity to apply for trips and camps to be paid for by school. Enable all children the opportunity to participate fully in our broad and balanced curriculum.	4
Breakfast Club/ After School Care	No EEF evidence relating to increased attainment; however, our	4

	observations are that some children benefit greatly from ensuring they have a positive start/ end to the day. This results in improved self-esteem and confidence.	
Forest School	Outdoor Adventure Learning (+4) -	5, 6
Extra Curricula Clubs	Physical Activity (+1) Also, our observations show a boost to self-esteem and confidence.	4, 5

Total budgeted cost: £ 136,745

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Year 6 PP (9 Children) meeting ARE using standardised scores using 2019 SATs papers

Maths 88.9%

Reading 88.9%

Writing (Teacher Assessment): 77.8%

Y2 PP (6 Children) meeting ARE using standardised scores using 2019 SATs papers

Maths 50%

Reading 50%

Writing (Teacher Assessment): 50%

Y1 PP judged as meeting the Phonics Threshold (using 2018 Phonics Screener): 87.5% (100% expected to reach threshold by the end of November)

Rec PP (15 Children) reaching GLD: 33%

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

The impact of the additional phonics provision has paid strong dividends. Given low levels of speech and language in the Reception cohort and the impact on literacy skills this is vital to continue.

Outcomes at the end of Year 6 were very high. In Maths, they were higher for PP than for the cohort as a whole.

In most year groups, attainment in writing is lower than reading and maths, strategies for this year need to include vocabulary building, phonics/ spelling interventions/ developing love of reading/ 1-1 tutoring focusing on writing and comprehension of texts.

Speech and Language in Early Years remains a key priority to ensure a greater proportion of disadvantaged pupils reach a good level of development by the end of Reception.

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
Number Sense Maths	Number Sense Maths
Read Write Inc	Oxford Owl/ Read Write Inc

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

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.
- Ensuring the curriculum provides a wide range of cultural experiences to develop children's awareness and understanding leading to greater cultural capital.

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 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 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.