



MIDSOMER NORTON PRIMARY SCHOOL-Pupil premium strategy statement – Primary Schools

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 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	253 (35 nursery pupils included)
Proportion (%) of pupil premium eligible pupils	30.27
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date it was last reviewed	November 2025
Date on which it will next be reviewed	October 2026
Statement authorised by	Alun Randell/ Sarah Biss
Pupil premium lead	Sarah Biss
Governor / Trustee lead	Kath Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (5/26)	£109660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£109660

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.

Our intention is that all pupils irrespective of their background or challenges they face, make good progress, achieve highly and reach their full potential. Every child is recognised as an individual with their own personal strengths, challenges and life experiences. We will consider those pupils who may also have SEND, those who are known to social care (or previously known), young carers and those who face other barriers to their learning and/or wellbeing. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The Pupil Premium strategy intends to provide additional educational support, opportunities and experiences to remove barriers to success for our most vulnerable learners including those who are already high attainers. This will improve the progress, raise standards of achievement for these pupils and support their wellbeing.

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.

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.

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 Executive Headteacher, Head of School & SENDCO. Provision is informed by using pupil tracking data on attainment to monitor progress, 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 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.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps
2	Early identification of and assessing any SEND needs for individual pupils
3	Writing- for disadvantaged pupils and those working at greater depth- narrow vocabulary and limited cultural capital opportunities
4	Reading- low attainment in reading due to challenges with parental engagement, access to high quality reading books and opportunities to develop early reading skills (phonics)
5	Disadvantaged pupils tend to have greater difficulties with maths
6	Levels of confidence, resilience and aspiration.
7	Social, emotional and mental health needs as barriers to learning & attendance
8	Lack of access to fund trips, residential, high quality books, school uniform and IT beyond the classroom

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
Language & oracy	Language and oracy is comparable to non-disadvantaged
Phonics and reading	Phonics and reading outcomes are inline with or above national averages for all pupils
Writing	Writing outcomes are inline with or above national averages for all pupils
Maths	Maths outcomes are inline with or above national averages for all pupils

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 and to speak confidently about their learning including in front of an audience leading to greater self-esteem, personal development and consequently access to the wider curriculum.
Attendance	Attendance for disadvantaged pupils is above the national average
To provide pupils eligible for PP with a rich, varied curriculum including access to extracurricular activities trips and clubs	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.
Disadvantaged pupils with SEND	SEND needs are identified quickly and early and accurate referrals and targeted interventions/signposting to other services is achieved.

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: £ 47,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment for learning CPD- Teaching & Learning Policy Adaptive Teaching training	Feedback (+8) Mastery Learning (+5) Targeted Reading Comprehension (+6) Small Group Tuition (+4)	2,3,4,5
WELCOMM Speech And Language Training & CPD for staff Makaton Training	Oral Learning Intervention (+5)	1,2
Number Sense Maths and Numbers Sense Maths Times tables training and approach Boolean Hub Mastery Maths-NCTEM	Mastery Learning (+5)	5
Dyslexia Friendly Status Training	Mastery Learning (+5)	1,2,3,4

PINS	School took part in PINS programme for pupils with ND and training provided to staff	2,3,4,5

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

Budgeted cost: £ 42,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic interventions- RWI phonics, handwriting ,spelling & reading interventions Times Tables intervention - precision teaching Focused feedback through pupil conferencing One to one (one to two) interventions in Maths	Reading comprehension (+6) Collaborative learning (+5) Feedback (+8) Mastery learning (+5) Individualised instruction (+4) Teaching assistant interventions (+4) Phonics (+4) - Targeted, regular, daily support in short focused sessions from familiar adults who know the children well. Mastery learning (+5)	1, 2, 3, 5
Drawing & Scribble Club	Early Years Intervention (+5) Oral Learning Intervention (+5)	3, 4
External Professionals. Assessments, reports and guidance from OT, EP, SALT, Play Therapist, Early Years SENCO,	Oral Learning Intervention (+5) Behaviour interventions (+3) Early Years Intervention (+5)	1, 2, 3, 5
Targeted Speech and language sessions & assessments WELLCOM	Early Years Intervention (+5) Oral Learning Intervention (+5)	1, 2, 3,
Targeted social and emotional support Head Stand PE intervention (including enhanced for LAC and SGO children)	Behaviour interventions (+3) – Learning mentor Outdoor adventure Learning (+4)	4, 5, 6

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of IT learning resources- TTRS, Number Sense Doodle Maths, Number Sense tables, PEAT training-exciting sentences - writing	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	Support with of cost of living to help alleviate additional stress on families	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	Support with of cost of living to help alleviate additional stress on families Support with SEMH by providing a soft start to school	4
Forest School	Outdoor Adventure Learning (+4) -	5, 6
Extra Curricular Clubs	Physical Activity (+1)	4 5
Opportunities to take part in the Arts-performance and community events	Arts Participation (+3)	6,7, 8
Extra PE and swimming	Physical activity and support with SEMH	6,7

Total budgeted cost: £109660

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 2022 to 2023 academic year.

Attendance:		
	<i>Attendance - PP</i>	<i>Attendance - ALL</i>
<i>2025-2026 CURRENT</i>	<i>93.3</i>	<i>96.4</i>
<i>2024-2025</i>	<i>93.39</i>	<i>94.61</i>
<i>2023-2024</i>	<i>92.64</i>	<i>94.17</i>
<i>2022-2023</i>	<i>93.57</i>	<i>94.60</i>
<i>2021-2022</i>	<i>93.28</i>	<i>94.26</i>
<i>PP children attending breakfast club/ after school club are more settled and better able to self-regulate and engage in learning</i> Results 2025 <i>Y6 results July 2025 (9 children)</i> <i>Writing: 89% Reading: 89% Maths: 89% All subjects: 89%</i> <i>Y2 results July 2025 (7 children)</i> <i>Writing: 71% Reading: 71% Maths: 57% All subjects: 57%</i> <i>Y1 Phonics (12 children) 67% Yr 2 (7 pupils) 100%</i> <i>Reception Foundation Stage Profile (5 children)</i> <i>GLD: 60%</i>		

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
Boolean	NCTEM Hub
Number Sense PEAT Times Tables rock Stars Nelson Handwriting No Nonsense Spelling etc.	

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?	1 pupil- higher level of TA support, extra reading and daily interventions for phonics and x tables, dyslexia friendly strategies
What was the impact of that spending on service pupil premium eligible pupils?	pupil making progress- remains WT in all areas

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.