

Pupil premium strategy statement

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	2024- 2025	2025-26
School name	Somerlea Park Junior	Somerlea Park Juniors
Number of pupils in school	129	135
Proportion (%) of pupil premium eligible pupils	59%	68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27	2024-25 2025-26 2026-27
Date this statement was published	November 2024	December 2024
Date on which it will be reviewed	November 2025	November 2025
Statement authorised by	Daisy Rizo, Headteacher	Daisy Rizo, Headteacher
Pupil premium lead	Amy Shackleton	Amy Shackleton
Governor / Trustee lead	John Rutherford	Stewart Kirkup

Funding overview

Detail	Amount 2024-25	2025-26
Pupil premium funding allocation this academic year	£123,180	£125,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£123,180	£125,420

Part A: Pupil premium strategy plan

Statement of intent

At Somerlea Park Juniors School, our Pupil Premium strategy is centred on ensuring that all children, especially those from disadvantaged backgrounds, are happy, enjoy school, and thrive both academically and personally. Our approach is rooted in our school rules: Be Kind, Be Ready, and Work Hard, which underpin everything we do. We aim to provide a high standard of education that enables all children to reach their potential, addressing barriers linked to disadvantage while fostering a love of learning. Alongside academic achievement, we strive to build confident, well-rounded, resilient, and responsible citizens prepared for their future roles in society.

At the heart of our strategy is a commitment to high-quality teaching, as research by the Education Endowment Foundation (EEF) highlights this as having the greatest impact on disadvantaged pupils. We invest in ongoing staff training to ensure all children, regardless of background, benefit from evidence-based teaching practices. Interventions are carefully targeted to support those falling behind, with tailored small-group and one-to-one sessions. For pupils with additional challenges, including social, emotional, and behavioural needs, we provide non-academic support such as mental health services, attendance initiatives, and pastoral care.

Our strategy also seeks to enrich children's school experiences, offering a broad and balanced curriculum complemented by extracurricular opportunities. We subsidise trips, cultural experiences, and clubs to ensure all children have access to activities that inspire and develop their talents and interests. Effort and progress are consistently acknowledged and celebrated, helping to build self-esteem and motivation across the pupil body.

Collaboration with parents and carers is a fundamental aspect of our approach. We work closely with families to support children's learning and development, providing workshops, regular communication, and tailored assistance where needed. By strengthening these partnerships, we create a shared commitment to each child's success.

Finally, we ensure that the impact of our Pupil Premium funding is closely monitored. Progress is tracked regularly, and interventions are evaluated for effectiveness to ensure funding is used efficiently and transparently. Through this comprehensive, tiered approach, we aim to create a supportive and enriching environment where all children, regardless of their background, can succeed and thrive.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low self-esteem.</p> <p>Low self-esteem is a priority due to its impact on wellbeing, learning, and relationships. 53% of children who receive pupil premium funding were flagged for low self-esteem, with 36% receiving nurture interventions. This aligns with national data on rising mental health concerns, addressing barriers to learning and fostering confidence, resilience, and emotional well-being for all pupils.</p>
2	<p>Not on track for age related expectations.</p> <p>Ensuring all pupils reach their full potential is a priority, particularly for the 37% of children receiving pupil premium funding who are currently not on track to meet age-related expectations. Our strategy focuses on closing the gap between those with additional needs and their peers while ensuring all children make progress through targeted interventions and high-quality teaching.</p>
3	<p>Attendance</p> <p>Attendance is prioritised due to its strong link to academic success, social development, and wellbeing. Poor attendance widens attainment gaps, especially for disadvantaged pupils. By addressing barriers like family challenges or mental health issues, we ensure all children access the full curriculum, enriching experiences, and opportunities to achieve their potential.</p>
4	<p>Wellbeing and vulnerable families.</p> <p>Our assessments, including Barriers to Learning data, alongside observations and discussions with pupils and families, highlight significant social and emotional challenges for many pupils. These challenges often stem from parental mental health, high level of single parent families and financial difficulties, contributing to low self-esteem and reduced aspirations. Disadvantaged pupils are particularly impacted, which negatively affects their attainment.</p>
5	<p>Behavioral incidents.</p> <p>Improving behaviour is a key focus of our strategy to ensure all pupils, particularly those facing challenges, can fully engage with the curriculum. Data from our Barriers to Learning assessments and behavioural audits highlight the need to address behaviour issues, which can disrupt learning and hinder academic progress.</p>

6	<p>Curriculum engagement.</p> <p>We've prioritised curriculum engagement to ensure all pupils, especially disadvantaged ones, can access and benefit from their education. Engaged pupils are more likely to succeed academically and develop a love for learning. By prioritising curriculum engagement, we aim to create an environment where all pupils feel motivated, supported, and able to thrive, ultimately closing the attainment gap and promoting long-term success.</p>
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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
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Low self-esteem.</p>	<ul style="list-style-type: none"> ● School will continue to provide a nurturing environment where every child matters. ● Inclusion mentors continue to be available to support children through changes through 1:1 sessions, targeted support and daily check ins ● Inclusion mentor continue to be available to support families through changes through 1:1 sessions, targeted support and daily check ins ● Soft start for children who need it to support them feeling secure in the school day. ● Targeted nurture intervention for individuals working on building self-esteem. ● Observations of children demonstrating increased confidence, positive self-perception and resilience. ● Resilience building in pupils through inclusion mentor sessions, teacher input and narration of successes to instil pride. ● Pupil voice demonstrating increased self-esteem. ● Professional conversations- Teachers and staff report noticeable changes in pupils' attitudes towards learning and themselves. ● Children are able to persevere with tasks showing increased resilience. ● Reduction in behavioural incidents particularly triggered by self-esteem.

Improved oral language skills, reading, writing and maths attainment among disadvantaged pupils by the end of KS2.

Not on track for age related expectations.

- Children working below the expected standard for their age will be support in all lessons with high expectations.
- Assessments and observations indicate significantly improved oral language among disadvantaged pupils
- School works closely with a range of external agencies to identify and monitor children with additional educational needs
- Assessment data indicates a decrease in the gap between disadvantaged pupils and their peers.
- Children identified as SEND make accelerated progress and meet their provision map targets
- Lesson engagement to improve.
- Work scrutiny, conversations with staff and pupil voice show a greater understanding of curriculum content.
- Learning walks show children engaged in learning.
- All children report feeling calm, happy and settled at school
- Improved Reading Fluency: Increased reading levels, with more pupils achieving age-related expectations or higher by the end of KS2.
- Enhanced Writing Skills: Pupils show improvement in writing quality, with a higher percentage meeting or exceeding expected standards for grammar, spelling, and composition.
- Maths Mastery: More disadvantaged pupils meet age-related expectations in maths, demonstrating proficiency in problem-solving, reasoning, and fluency.
- Targeted Interventions: Disadvantaged pupils receiving targeted interventions show significant progress, as measured through individual learning plans and regular reviews.
- Pupil Confidence: Pupils exhibit increased confidence in their academic abilities, as evidenced through self-reports, classroom observations, and teacher feedback.

To achieve an overall school attendance rate in line with or higher than national average by the end of the academic year, with a specific focus on improving attendance among disadvantaged pupils.

- Daily monitoring of attendance.
- If children have 100% attendance each week entered into a prize draw as an incentive.
- Inclusion mentor continue to work with families to improve attendance.
- Family support worker continue to work with families to improve attendance.
- Children consistently arrive to school on time and children with persistent lates decreases.
- Increased Overall Attendance: Disadvantaged pupils' attendance rates rise, meeting or exceeding the school's target for overall attendance.

<p>Attendance</p>	<ul style="list-style-type: none"> • Reduced Persistent Absenteeism: The number of pupils with persistent absenteeism decreases significantly, with targeted support leading to improved attendance. • Engagement with Families: Increased communication with families, resulting in more proactive responses to attendance concerns and better understanding of the importance of regular attendance. • Positive Attendance Trends: A consistent improvement in attendance patterns, particularly among disadvantaged groups, with fewer pupils absent for extended periods. • Increased Engagement in School: Pupils who attend regularly demonstrate greater engagement in learning and extracurricular activities, contributing to better academic outcomes. • Impact of Support Programs: Pupils receiving targeted attendance support show significant improvement in attendance, with monitoring data showing a positive trend. • Reduced School Refusal: Fewer pupils exhibit school refusal behaviours, with intervention strategies leading to successful reintegration and consistent attendance.
<p>Children and families have the emotional wellbeing to be able to support children in being READY to learn.</p> <p>Wellbeing and venerable families. by</p>	<ul style="list-style-type: none"> • Family support worker continue to work with families to improve home life. • Sustained high levels of wellbeing demonstrated by: · qualitative data from student voice, student and parent surveys and teacher observations • Increase in participation in enrichment activities, particularly among disadvantaged pupils. • Improved Family Engagement. -Increase in the number of vulnerable families participating in school events, workshops, and support programs, with more families attending at least three events or sessions per academic year. • Enhanced Communication-Families feel more supported and informed about their child’s progress, with more regular and meaningful communication between school staff and parents or carers. • Access to Resources-More families access additional support services, such as mental health support, parenting programs, or practical help with finance and housing, when needed. • Positive Outcomes for Pupils- Pupils from vulnerable families demonstrate improved attendance, behaviour, and engagement in learning • Reduced Barriers to Learning-Families report feeling more equipped and empowered to support their children’s learning at home, with more consistent support strategies in place. • Improved Relationships with School- More positive feedback from families about their experiences with school, leading to stronger relationships and more constructive partnerships for supporting pupils’ learning and wellbeing.

	<ul style="list-style-type: none"> • Successful Transitions-Improved transitions for pupils from early years to primary, primary to secondary, and beyond, with vulnerable families receiving effective support to help their children adjust and succeed. • Targeted Interventions-Vulnerable families receive tailored support, including access to resources, counselling, parenting support, and referrals to external agencies as needed. • Regular Monitoring and Review-School staff regularly check in on vulnerable families, adapting support based on regular feedback and progress data. • Long-term Impact-Sustained improvements in academic progress, attendance, and pupil behaviour among pupils from vulnerable families.
<p>To reduce the number of behavioural incidents 20% by the end of the academic year, with a focus on supporting pupils who face behavioural challenges.</p> <p>Behavioral incidents.</p>	<ul style="list-style-type: none"> • Behaviour audit shows a decrease in behavioural incidents. • Observations and feedback from children, parents and teachers show that children are enjoying their education and curriculum learning and are excited to come to school. • Support from school inclusion mentor both 1:1 and in group sessions. • Book scrutiny and learning walks • Qualitative data from student voice, student and parent surveys and teacher observations • Improved Behavioural Tracking-Consistent use of behaviour monitoring tools, with regular reviews and analysis showing a downward trend in negative behaviours. • Positive Behaviour Reflections- Increased instances of positive behaviour, such as participation, cooperation, and self-regulation, as observed in classrooms and during school activities. • Impact of Interventions-Targeted interventions (e.g., mentoring, counselling, behaviour support plans) show measurable improvements in the behaviour of identified pupils. • Engagement with Families- Increased communication and collaboration with parents of pupils with behavioural challenges, resulting in shared strategies for supporting positive behaviour. • Staff Feedback- Teachers and staff report improved classroom environments with fewer disruptions, allowing for more effective learning. • Pupil Feedback- Pupils demonstrate greater confidence and engagement in learning, as evidenced through surveys and feedback on school culture. • Fewer Disruptions to Learning: A reduction in the number of class disruptions and incidents that impact the progress of other pupils, contributing to better overall academic engagement.
<p>To improve curriculum engagement so that all children are actively</p>	<ul style="list-style-type: none"> • Observations and feedback from children, parents and teachers show that children are enjoying their education and curriculum learning and are excited to come to school. • Book scrutiny and learning walks

<p>engaged in their learning and are excited about school.</p> <p>Curriculum engagement.</p>	<ul style="list-style-type: none"> • Photographs on Seesaw and Facebook • Qualitative data from student voice, student and parent surveys and teacher observations • Sustained attendance in school trips / hook for learning by the disadvantaged pupil • Increased Participation- A noticeable increase in pupil participation during lessons, including active involvement in class discussions, activities, and group work. • Improved Attendance- Higher attendance rates, particularly among disadvantaged pupils, as a result of increased engagement and motivation. • Enhanced Academic Performance-Evidence of improved academic outcomes, including higher levels of progress and achievement in assessments, particularly in core subjects. • Higher Engagement in Extracurricular Activities- An increase in pupil involvement in school clubs, events, and extracurricular activities, reflecting a deeper connection to school life. • Fewer Disruptions: A reduction in behavioural incidents, as pupils are more focused and engaged in their learning. • Teacher Feedback: Teachers report increased enthusiasm, curiosity, and effort from pupils in their classes. • Pupil Confidence: Pupils show greater confidence in their ability to succeed, demonstrated through self-reports and increased willingness to take on challenges in their learning.
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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: **£61,590**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker</p> <p>Fund a percentage of Family support workers salary to ensure families feel supported and attendance and attitude to school improve.</p>	<p>Improved attendance since appointment of Family support worker.</p> <p>Decrease in amount of 'Hard to Reach parents'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>TA support</p> <p>Fund a percentage of TA salary to ensure Teachings Assistants available in all years.</p>	<p>groups Direct.gov – effective use of pupil premium to fund existing and new staff used to reinforce instruction whilst promoting confidence and self-esteem in order for successful engagement with learning.</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Inclusion mentor</p> <p>Fund a percentage of Inclusion mentor salary to ensure an adult is available to support children emotionally and settle them into the school day. Inclusion mentor is also on hand to support when children on dysregulated and intervene before incidents escalate.</p>	<p>Decrease in amount of behavioural incidents</p> <p>Improvement in attendance due to soft starts and check ins.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing#:~:text=Evidence%20suggests%20that%20focusing%20on,mental%20health%20and%20wellbeing'%20now.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Attendance officer</p> <p>Offering families support through attendance monitoring.</p>	<p>in place https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&ut</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Barriers to Learning</p> <p>Identifying Barriers to Learning for PP children to identify the barriers which our children face on entering school. This gives us headline data (Challenges).</p>	<p>1x Barrier to Learning form for each child</p> <p>Barriers to Learning analysis by A Shackleton</p> <p>Lead a staff meeting on Barriers to Learning and provision</p> <p>Analysis feeds into School improvement plan, PP strategy.</p>	<p>1, 2, 3, 4, 5,6</p>

<p>Learning Provision Maps</p> <p>Identifying specific provision to meet the needs of our PP children.</p>	<p>Provision maps with PP highlighted</p> <p>Completed x3 per year (start of term)</p> <p>Evaluated x3 per year (end of term)</p>	<p>1, 2, 3, 4, 5,6</p>
<p>PP Provision tick list</p> <p>Teachers tick off any provision given to PP children (ranging from academic support to after school clubs).</p>	<p>Provision tick lists (1 per class)</p> <p>Shared, compiled, discussed and edited during 1x briefing per half term</p>	<p>1, 2, 3, 4, 5,6</p>
<p>PP Learning Walks</p> <p>PP Lead and Head to carry out learning walk x3 per year to assess effectiveness and quality assure provision in place.</p>	<p>Learning walk feedback form</p> <p>To cross-reference with Learning Provision Maps</p> <p>Provision to improve in the future</p>	<p>1, 2, 3, 4, 5,6</p>
<p>PP Pupil Voice</p> <p>PP lead to have pupil forum with selection of PP children to discuss results of pupil questionnaire</p>	<p>PP Pupil Voice form</p> <p>To feedforward and improve.</p> <p>School Council to implement changes</p>	<p>1, 2, 3, 4, 5,6</p>
<p>Quality assuring core subjects (Reading, writing and arithmetic)</p> <p>Teaching and Learning</p> <p>Book Scrutiny</p> <p>To ensure PP children are working in-line with non-disadvantaged.</p>	<p>Termly teaching and learning walks.</p> <p>Feedback to teachers to further improve practice.</p> <p>Internal book scrutiny to monitor and ensure consistency.</p> <p>Curriculum impact reviews feeding into staff CPD to ensure high quality teaching across school. (1 core subject per term in selected).</p>	<p>1, 2, 3, 4, 5,6</p>

<p>Staff CPD in using phonics</p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle scheme selected.</p> <p>Reading lead delivers weekly phonics CPD in briefing.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>https://www.littlewandlelettersandsounds.org.uk/</p>	<p>1, 2, 5, 6</p>
<p>Staff CPD in wider curriculum</p> <p>Curriculum impact reviews, learning walks, pupil voice, staff voice and work scrutiny's to ensure foundation subjects are taught to a high standard. 2 staff meetings per half term dedicated to staff CPD and improvement of the curriculum.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 5, 6</p>
<p>Staff CPD in improving behaviour management and high quality teaching</p> <p>How to guides Research school – Walk thrus.</p> <p>2 half termly staff meetings dedicated to the 'core 4'</p>	<p>https://walkthrus.co.uk/</p> <p>Core 4</p> <p>Say it again better</p> <p>Use of knowledge organisers</p> <p>Teaching and modelling</p> <p>Signal, pause and insist.</p>	<p>1, 2, 3, 5, 6</p>
<p>Pupil Progress Meetings</p> <p>To ensure the gap is narrowed between PP and non-disadvantaged children and so that targeted interventions can be in place to stop children falling behind.</p>	<p>Headline data</p> <p>Renaissance results</p> <p>Year 6 mock SATs results</p> <p>To target PP learners who are not making suitable progress.</p> <p>To discuss strategies to further support PP learners</p>	<p>1, 2, 3, 4, 5,6</p>

	Hello Data	
<p>Maths Hub</p> <p>Enhancement of our 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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1, 2, 3, 4, 5,6
<p>My Happy Minds</p> <p>Proactive strategy to support children with mental health. Discussion of why emotions happen. 5 units;</p> <ol style="list-style-type: none"> 1. Meet your brain 2. celebrate 3. appreciate 4. relate 5. engage 	<p>https://myhappymind.org/</p> <p>Supporting children with mental health EEF https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing</p>	1, 2, 3, 4, 5,6

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

Budgeted cost: **£30,795**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions for PP learners Identification of PP children who need greater support (not only SEN but children working towards GD). HLTAs to teach. Maths, reading and writing</p>	<p>Flight paths Headline data Renaissance STAR reading and Mathematics Year 6 mock SATs results To target PP learners who are not making suitable progress. To discuss strategies to further support PP learners</p>	<p>1,2, 3, 4, 5, 6</p>
<p>Phonics Additional phonics sessions (Book Club) targeted at disadvantaged pupils who require further phonics support. Delivered by teachers, TAs and HLTA.</p>	<p>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</p>	<p>1,2, 6</p>
<p>Reading Targeted Reading groups (Book Clubs) for disadvantaged pupils who require further support with reading. These reflect research that the lower ability groups are teacher led.</p>	<p>Pupils are grouped flexibly and learners attend the group suitable to their ability. Teachers focus on the skills needed for each particular group. Reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Headline data Renaissance STAR reading and Mathematics results Year 6 mock SATs results</p>	<p>1,2, 6</p>
<p>Reading plus Reading Plus is an online program that improves reading fluency, comprehension, and vocabulary</p>	<p>Daily reading register Improvement in renaissance scores.</p>	<p>1, 2, 6</p>

<p>through personalized, adaptive content. It supports independent reading by building stamina and confidence, with engaging texts tailored to pupils' levels. Teachers monitor progress via reports, enabling targeted support to close reading gaps and enhance learning outcomes. All year 6 pupils currently accessing.</p>		
<p>Priority readers The lowest 20% of readers (in our school this is generally PP). Daily reading 1:1 with an adult focusing on building fluency and aiding retrieval.</p>	<p>Reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Daily reading register Improvement in renaissance scores.</p>	1,2, 6
<p>Sensory room A specially designed space that provides a structured, calming, or stimulating environment for pupils. The aim of the room is to support emotional regulation, improve focus and attention, deescalate behaviour issues, enhance learning focus and develop positive relationships between pupils and school.</p>	<p>J. Anderson 2016 – The impact of sensory based movement on students in general education</p> <p>Supporting need in primary schools (EEF) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	
<p>Emotional literacy Developing emotional literacy at a young age lays the foundation for healthy mental health, positive relationships, and academic success. An emotional literacy group is a proactive and effective way for schools to address pupils' emotional needs, contributing to their overall development and wellbeing.</p>	<p>Supporting social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1, 3,4, 5

<p>Social situations A Social Situations Group in primary schools is a small, targeted intervention designed to help children develop social skills, understand social norms, and navigate interpersonal interactions more effectively. It provides a supportive environment where pupils can practice and reflect on social behaviours, improving their ability to engage positively with peers and adults.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 3,4, 5</p>
<p>Nurture A Nurture Group in primary schools is a targeted, small-group intervention designed to provide a safe and supportive environment for children who are struggling with social, emotional, or behavioural difficulties. These groups aim to improve pupils' confidence, emotional wellbeing, and readiness to learn by replicating aspects of a nurturing home environment within the school.</p>	<p>RBKC Professional Frameworks: Care, Advice and Guidance/LM practice/ Guide for New Learning Mentors and New Line Managers. https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p>	<p>1, 2, 3, 4, 5</p>
<p>Drop in A Nurture Group in primary schools is a targeted, small-group intervention designed to provide a safe and supportive environment for children who are struggling with social, emotional, or behavioural difficulties. These groups aim to improve pupils' confidence, emotional wellbeing, and readiness to learn by replicating aspects of a nurturing home environment within the school. Drop in is informal and works on a week to week basis. Children can attend to have some down from the classroom.</p>	<p>RBKC Professional Frameworks: Care, Advice and Guidance/LM practice/ Guide for New Learning Mentors and New Line Managers. https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p>	<p>1, 2, 3, 4, 5</p>

<p>Additional 1:1 support</p> <p>Where needed some children have school funded support 1:1. This may be to support them coming into school, behavior needs or academic needs.</p>	<p>Direct.gov – effective use of pupil premium to fund existing and new staff EEF – Supporting SEND in mainstream schools</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Target Football</p> <p>Focus of children at risk or permanent and those with low self esteem. Scheme ran by Ben Osborne from Elite football.</p>	<p>Supporting social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: **£30, 795**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social, emotional and self-regulation sessions</p> <p>Senior mental health lead</p> <p>Mental health first aid trained adults x1</p> <p>A dedicated TA for Nurture sessions for disadvantaged children to attend to help with self-regulation.</p> <p>Same TA to run sessions to support PP children with their Social and Emotional development.</p> <p>Activities: Nurture, Jigsaw, Friendship group, positive play, Forest School.</p>	<p>My happy minds.</p> <p>Learning Behaviour Assessment Grids completed before and after a group complete a sequence of sessions.</p> <p>Behaviour logs on CPOMS.</p> <p>Photographs on Facebook and Seesaw.</p> <p>Parent and Pupil Questionnaires.</p> <p>Attendance logs</p>	<p>1, 2, 3,4, 5, 6</p>
<p>Family Support Worker</p> <p>A dedicated person to liaise and build relationships with disadvantaged pupils and parents.</p>	<p>Behaviour logs on CPOMS.</p> <p>Safeguarding logs on CPOMS</p>	<p>1, 2, 3,4, 5, 6</p>

	<p>Parent and Pupil Questionnaires.</p> <p>Attendance logs</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
<p>Curriculum Engagement</p> <ul style="list-style-type: none"> - Parental involvement - Residential - School trips, Visitors, projects - Hooks for learning 	<p>Parent questionnaires</p> <p>Pupil voice</p> <p>Pupil questionnaires</p> <p>Internal book scrutiny to monitor and ensure consistency.</p> <p>Photographs on Facebook and Seesaw</p>	1,2,3,4,5
<p>Extracurricular activities</p> <p>Extracurricular activities boost personal growth, academic performance, and social skills. They foster confidence, teamwork, and resilience while promoting mental and physical well-being. Engaging in hobbies or clubs helps students explore interests, build friendships, and develop leadership skills, preparing them for future success in both education and their careers.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time#:~:text=In%20addition%20to%20providing%20academic,are%20solely%20academic%20in%20focus.</p>	1, 2, 3, 4, 5
<p>Providing appropriate clothes.</p> <p>Helping food school uniform and PE clothes were needed.</p>	<p>Evidence within school.</p>	1, 3, 4
<p>Subsiding residential</p> <p>Ensures equal access, fostering inclusivity regardless of financial background. It provides valuable experiences like teamwork, independence, and resilience, enhancing personal and social growth. Residentials also strengthen peer relationships, build confidence, and create lasting</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1, 2, 3, 4, 5, 6

memories, supporting their transition to secondary school and overall development.		
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Total budgeted cost: £123,180

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.

Challenge	Review Summer 2025	Review Summer 2026
<p>Low self-esteem.</p> <p>Low self-esteem is a priority due to its impact on wellbeing, learning, and relationships. 53% of children who receive pupil premium funding were flagged for low self-esteem, with 36% receiving nurture interventions. This aligns with national data on rising mental health concerns, addressing barriers to learning and fostering confidence, resilience, and emotional wellbeing for all pupils.</p>	<p>Wave 1:</p> <p>Children have access to a broad and balanced curriculum that supports building self confidence this is through staff CPD delivering Jigsaw sessions (PSHE), RE (connect lessons) and whole school assemblies focusing on student voice.</p> <p>In January 2025, School purchased the ‘My Happy Mind’ Scheme which is an NHS backed. My Happy Mind is a programme that helps children understand their feelings, build positive mental wellbeing, and learn strategies to manage emotions, relationships, and challenges. It supports pupils to develop confidence, resilience, kindness, and a positive mind-set, helping them feel happier and better able to learn and cope with everyday life. The below is the results from using the scheme. As part of the roll out, all staff completed a CPD session to ensure support is effective. Lessons are weekly on a Monday. Headlines include that before the scheme only 36% of children knew what contribute to their wellbeing where as 100% of children were able to understand their brain following the meet your brain module. With 86% of children using their happy breathing and having a conversation weekly about how to help their mental health. One teacher commented that ‘children are beginning to understand that strengths of being kind, caring and funny is something to be proud</p>	

	<p>of.' This has had a significant impact on children's wellbeing and teaching them strategies how to support their mental health.</p>	
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Feedback

"Children are more accepting of what they have rather than what they haven't got, and starting to show more gratitude towards others and themselves."

"Children are aware of how to show gratitude to people in their lives."

"We have lots of gratitude conversations now."

"Children understand the phrase Active Listening and we are practising these skills more."

Feedback

"The children love using their journals."

"We have found we are having lots of conversations about Team H-A-P and Happy Breathing."

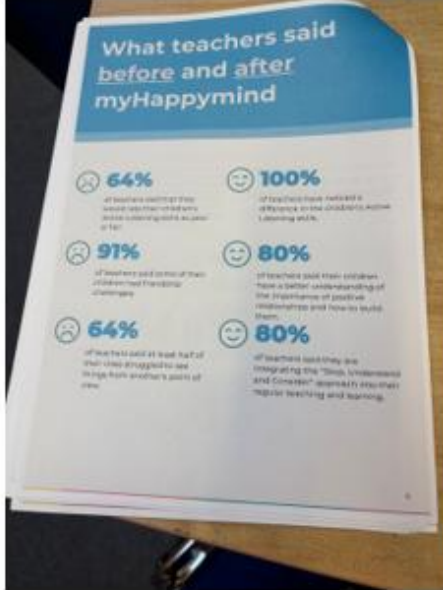
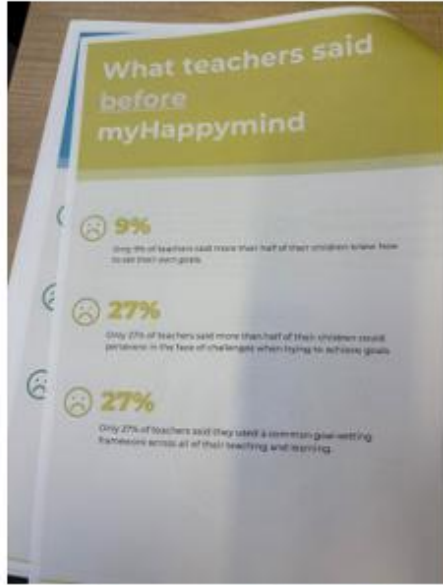
"The children are starting to understand why our brains cannot work to their best ability when Team H-A-P are not working together properly."

"We really enjoyed this unit and are using it in practice."

"Our class are beginning to understand that there are more strengths within us other than being quick and strong or being good at a certain subject. The children realise that the strength of being kind and caring or having a good sense of humour is something to be proud of."

"Children enjoyed sharing their experiences with their friends."

"Children enjoyed Strengths Spotting in each other."



Wave 2

Inclusion mentor support

Our inclusion mentor has had a positive impact on pupils' mental health by providing consistent, trusted support for children who may be experiencing emotional, social, or behavioural difficulties. By building strong relationships, the mentor helps pupils feel safe, listened to, and understood, which reduces anxiety and improves self-esteem. Through regular check-ins, targeted interventions, and close communication with staff and families, the inclusion mentor supports children in developing emotional regulation, resilience, and positive coping strategies. This early support helps pupils feel more confident in school, improves engagement with learning, and promotes a more inclusive and supportive school environment.

Our inclusion mentor has ran a soft start for children who are struggling to leave parents this includes breakfast, a game and a quiet chat. This has helped improve children's attendance in school and settle them into the school day. The inclusion mentor then supports children with check ins through out the day.

Our inclusion mentor also runs targeted nurture sessions focusing on a variety of targets including self-confidence, wellbeing and behaviour. At the beginning of sessions teachers fill in a sheet to rate children's skills in different areas in all. Children are gaining between 2 and 3 points in their confidence sessions.

Beginning of Term										End of Term										
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+2
Listen actively																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+2
Follow instructions																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+1
Engage with class activities																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+2
Work independently																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+2
Be organised and keep on task																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+2
Form and develop positive relationships with other children																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+1
Participate successfully as part of a group																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+2
Express ideas and opinions																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+1
Ask for help where necessary																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+2
Be positive about own achievements (confidence and self-esteem)																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+4
Demonstrate trust in adults by expressing their thoughts/feelings																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+3
Accept responsibility and act appropriately when problems arise (peers/playground/classroom)																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+2
With support, is able to manage negative emotions or develop coping strategies																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+2
Shows resilience when difficulties arise (home and in school)																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+2
Shows respect and concern for others (adults/peers)																				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	+2

Beginning of Term	End of Term
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Listen actively	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Follow instructions	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Engage with class activities	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Work independently	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Be organised and keep on task	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Form and develop positive relationships with other children	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Participate successfully as part of a group	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Express ideas and opinions	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Ask for help where necessary	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Be positive about own achievements (confidence and self-esteem)	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Demonstrate trust in adults by expressing their thoughts/feelings	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Accept responsibility and act appropriately when problems arise (peers/playground/classroom)	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
With support, is able to manage negative emotions or develop coping strategies	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Shows resilience when difficulties arise (home and in school)	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Shows respect and concern for others (adults/peers)	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

+2

+2

+1

+2

+1

+3

+2

Beginning of Term	End of Term
1 2 3 4 5 6 (7) 8 9 10	1 2 3 4 5 6 7 (8) 9 10
Listen actively	
1 2 3 4 5 (6) 7 8 9 10	1 2 3 4 5 6 7 (8) 9 10
Follow instructions	
1 2 3 4 5 6 7 (8) 9 10	1 2 3 4 5 6 7 (8) 9 10
Engage with class activities	
1 2 (3) 4 5 6 7 8 9 10	1 2 3 4 (5) 6 7 8 9 10
Work independently	
1 2 3 4 5 6 7 8 9 (10)	1 2 3 4 (5) 6 7 8 9 10
Be organised and keep on task	
1 2 (3) 4 5 6 7 8 9 10	1 2 3 4 (5) 6 7 8 9 10
Form and develop positive relationships with other children	
1 2 3 4 5 6 7 8 9 (10)	1 2 3 4 5 6 7 8 9 (10)
Participate successfully as part of a group	
1 2 3 4 5 6 7 (8) 9 10	1 2 3 4 5 6 7 (8) 9 10
Express ideas and opinions	
1 2 3 4 5 6 7 (8) 9 10	1 2 3 4 5 6 7 8 (9) 10
Ask for help where necessary	
1 2 3 4 5 6 7 (8) 9 10	1 2 3 4 5 6 7 8 9 (10)
Be positive about own achievements (confidence and self-esteem)	
1 2 3 (4) 5 6 7 8 9 10	1 2 3 4 5 (6) 7 8 9 10
Demonstrate trust in adults by expressing their thoughts/feelings	
1 2 3 4 5 6 7 (8) 9 10	1 2 3 4 5 6 7 8 (9) 10
Accept responsibility and act appropriately when problems arise (peers/playground/classroom)	
1 2 3 4 5 6 7 (8) 9 10	1 2 3 4 5 6 7 8 (9) 10
With support, is able to manage negative emotions or develop coping strategies	
1 2 3 4 5 6 7 (8) 9 10	1 2 3 4 5 6 7 8 (9) 10
Shows resilience when difficulties arise (home and in school)	
1 2 3 4 (5) 6 7 8 9 10	1 2 3 4 5 6 (7) 8 9 10
Shows respect and concern for others (adults/peers)	
1 2 3 4 5 6 7 (8) 9 10	1 2 3 4 5 6 7 8 9 (10)

Enter score according to child's behaviour (1=very weak, 10=excellently)

Beginning of Term	End of Term
1 (2) 3 4 5 6 7 8 9 10	1 2 3 4 5 (6) 7 8 9 10
Listen actively	
1 2 (3) 4 5 6 7 8 9 10	1 2 3 4 (5) 6 7 8 9 10
Follow instructions	
1 2 3 (4) 5 6 7 8 9 10	1 2 3 4 5 (6) 7 8 9 10
Engage with class activities	
1 (2) 3 4 5 6 7 8 9 10	1 2 3 4 (5) 6 7 8 9 10
Work independently	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 (5) 6 7 8 9 10
Be organised and keep on task	
1 (2) 3 4 5 6 7 8 9 10	1 2 3 (4) 5 6 7 8 9 10
Form and develop positive relationships with other children	
1 2 3 4 5 (6) 7 8 9 10	1 2 3 4 5 6 (7) 8 9 10
Participate successfully as part of a group	
1 2 (3) 4 5 6 7 8 9 10	1 2 3 4 5 (6) 7 8 9 10
Express ideas and opinions	
1 2 3 4 5 (6) 7 8 9 10	1 2 3 4 5 6 (7) 8 9 10
Ask for help where necessary	
1 2 3 4 5 6 7 (8) 9 10	1 2 3 4 5 6 7 8 (9) 10
Be positive about own achievements (confidence and self-esteem)	
(1) 2 3 4 5 6 7 8 9 10	1 2 (3) 4 5 6 7 8 9 10
Demonstrate trust in adults by expressing their thoughts/feelings	
1 2 3 4 (5) 6 7 8 9 10	1 2 3 4 5 6 7 (8) 9 10
Accept responsibility and act appropriately when problems arise (peers/playground/classroom)	
1 2 (3) 4 5 6 7 8 9 10	1 2 3 4 (5) 6 7 8 9 10
With support, is able to manage negative emotions or develop coping strategies	
1 2 3 4 (5) 6 7 8 9 10	1 2 3 4 5 (6) 7 8 9 10
Shows resilience when difficulties arise (home and in school)	
(1) (2) 3 4 5 6 7 8 9 10	1 2 3 (4) 5 6 7 8 9 10
Shows respect and concern for others (adults/peers)	
1 2 3 4 5 (6) 7 8 9 10	1 2 3 4 5 6 (7) 8 9 10

Wave 3

Family support worker works closely with families to support parent and child mental health. This includes doing home visits making referrals for support such as compass and Family support service and Early help assessments. In

	<p>some situations we have created food parcels to support families financially.</p> <p>Inclusion mentor running targeted 1:1 interventions supporting children managing emotions including anger management. The 1:1 nurture intervention has had a positive impact on the pupil's self-confidence and anger management. Through regular, consistent sessions with a trusted adult, the pupil has developed a stronger sense of emotional safety, allowing them to express feelings more openly and appropriately. Over time, the pupil has shown increased confidence in sharing ideas, asking for help, and engaging with peers and adults.</p> <p>In relation to anger management, the pupil has made clear progress in recognising emotional triggers and beginning to use taught strategies such as breathing techniques, time-out, and verbalising feelings before behaviour escalates. Incidents of emotional outbursts have reduced in frequency and intensity, and recovery time following moments of dysregulation has improved.</p> <p>The personalised nature of the intervention, alongside a predictable routine and positive reinforcement, has supported emotional regulation and self-reflection. While further support is still needed to embed strategies independently across all classroom contexts, the intervention has provided a strong foundation for improved emotional wellbeing, behaviour, and readiness to learn. This can be seen in reduction of behaviour incidents.</p>	
<p>Not on track for age related expectations.</p> <p>Ensuring all pupils reach their full potential is a priority, particularly for</p>	<p>In 2025, KS2 SATs outcomes at Somerlea Park Junior School indicate that attainment is broadly in line with national expectations. In reading, pupils achieved an average scaled score of 105, matching the local authority average, while mathematics outcomes were also in line with the national average. In writing, 57% of pupils met the expected standard, with 6% achieving</p>	

<p>the 37% of children receiving pupil premium funding who are currently not on track to meet age-related expectations. Our strategy focuses on closing the gap between those with additional needs and their peers while ensuring all children make progress through targeted interventions and high-quality teaching.</p>	<p>greater depth. Analysis shows little to no attainment gap between pupils eligible for Pupil Premium and their non-Pupil Premium peers; in some areas, Pupil Premium pupils outperformed non-Pupil Premium pupils, reflecting the positive impact of targeted support. Overall, 51% of pupils achieved the expected standard in reading, writing and maths combined. While some gaps remain, progress measures and cohort-level analysis demonstrate that Pupil Premium-funded strategies—particularly reading fluency development, small-group interventions, and enhanced pastoral support—have contributed to improved outcomes for identified pupils. These results will continue to be reviewed against national benchmarks and internal trends to ensure Pupil Premium spending remains sharply focused on reducing any remaining gaps and accelerating progress for the most vulnerable learners.</p>	
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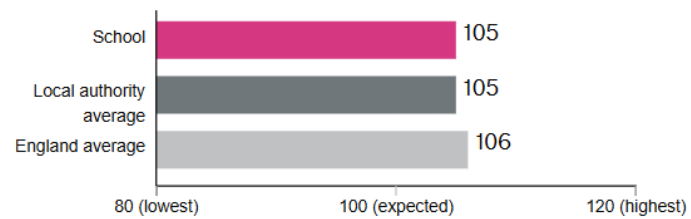
Pupils meeting expected standard in reading, writing and maths ?

[View as table](#)



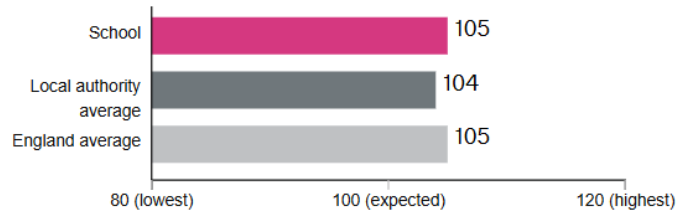
Average score in reading ?

[View as table](#)



Average score in maths ?

View as table



Attendance

Attendance is prioritised due to its strong link to academic success, social development, and wellbeing. Poor attendance widens attainment gaps, especially for disadvantaged pupils. By addressing barriers like family challenges or mental health issues, we ensure all children access the full curriculum, enriching experiences, and opportunities to achieve their potential.

As a whole school attendance children 93.7% which sits slightly below national average of 94%. Whereas Pupil premium attendance was slightly lower 91%. Our school Family support worker has supported families in improving attendance by completing home visits, assisting with school pick up and drop off, check in with parents, referring to outside agency, run courses for parents and laisse with other professionals. Which has a positive impact on individual children's attendance. For example, one child's attendance improved from 81.1% to 90.5%.

However, this year we have had 4 children on a part time table due to school based anxiety. Which has been agreed through consultation with Inclsuion Support Advisory Teacher, parents and the Local authority. When these children are excluded from the data whole school attendance sits at 95.2% with pupil premium attendance being 95% which is in line with national average.

Part time time tables have been effective as in the school Year 2025-2026 3 out of 4 of these children are now back in school full time.

Whole School Attendance — Academic Year 2024–2025

School: Somerlea Park Junior School

Date range: 04 Sep 2024 – 31 Aug 2025

Cohort: 2024–2025 (133 pupils)

Attendance summary

Present: 93.7%

Authorised absence: 4.6%

Unauthorised absence: 1.8%

Physical late rate: 1.1%

Top absence reasons (counts & %)

- Illness (I): 1,549 (45.43%)
- Unauthorised absence (O): 533 (15.63%)
- Pupil on part-time timetable (C2): 368 (10.79%)
- Late (L): 341 (10.00%)
- Late after register closed (U): 146 (4.28%)
- Medical/Dental (M): 145 (4.25%)
- Family holiday not agreed (G): 131 (3.84%)
- Absent with leave – exceptional (C): 118 (3.46%)
- Excluded w/ no alternative provision (E): 39 (1.14%)
- No reason (N): 38 (1.11%)

Pupil Premium Attendance — Academic Year 202

School: Somerlea Park Junior School

Date range: 04 Sep 2024 – 31 Aug 2025

Group: Pupil Premium Recipients (60 pupils)

Attendance summary

Present: 91.0%

Authorised absence: 6.2%

Unauthorised absence: 2.8%

Physical late rate: 1.8%

Top absence reasons (counts & %)

- Illness (I): 907 (40.13%)
- Unauthorised absence (O): 453 (20.04%)
- Pupil on part-time timetable (C2): 334 (14.78%)
- Late (L): 226 (10.00%)
- Late after register closed (U): 137 (6.06%)
- Medical/Dental (M): 95 (4.20%)
- Absent with leave – exceptional (C): 58 (2.57%)
- Family holiday not agreed (G): 27 (1.19%)
- No reason (N): 21 (0.93%)
- Interview (J1): 2 (0.09%)

Wellbeing and venerable families.

Our assessments, including Barriers to Learning data, alongside observations and

At the end of each academic year, teachers complete a barrier to learning form for each pupil premium child in their class. This is done in July as then the new teacher will have all the information needed in September. Pupil premium lead then quality assures these in September and chases up any new children that

<p>discussions with pupils and families, highlight significant social and emotional challenges for many pupils. These challenges often stem from parental mental health, high level of single parent families and financial difficulties, contributing to low self-esteem and reduced aspirations. Disadvantaged pupils are particularly impacted, which negatively affects their attainment.</p>	<p>have joined the school. This process is effective in identifying which areas children have the most barriers in and which children have significant barriers. This year are 2 main barriers identified was children's self-confidence and home life. This has allowed us to put things in place to support our children.</p> <p>Our family support worker and Inclusion mentor work closely with families to support both children and families. Our inclusion mentor runs soft starts to support children coming into school and feeling safe and settled in the school environment. The work of the Family Support Worker has had a significant positive impact on family wellbeing and pupils' engagement with school. Through targeted support, families have been assisted with access to food banks, financial guidance, and the provision of essential white goods, helping to reduce immediate pressures within the home. In addition, the delivery of parenting courses and social skills support has strengthened family relationships and improved routines, behaviour, and emotional regulation at home. As a result, pupils are better prepared for learning, with improved attendance, punctuality, and readiness to engage in the curriculum. This wraparound support has strengthened trust between families and the school, reduced barriers linked to disadvantage, and enabled pupils to feel safe, supported, and ready to learn, contributing directly to improved wellbeing and more positive outcomes in school.</p> <p>Our school survey results show that parents are pleased with the support offered by school.</p>	
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	My child enjoys school	My child feels safe at school	The school understands my child's needs and responds to them	Behaviour at school is of a good standard	The school deals with bullying effectively	My child experiences a wide variety of subjects at school	My child continually learns new things	My child feels motivated to work hard and achieve to the best of their abilities	I agree with the amount of homework that my child receives	My child has a range of extra-curricular opportunities available to them	My child is encouraged to lead a healthy lifestyle	My child is encouraged to help others	The school keeps me well informed about my child's learning
Strongly Agree	62%	57%	52%	38%	24%	57%	62%	62%	55%	43%	50%	64%	62%
Agree	38%	33%	40%	43%	40%	40%	33%	33%	36%	38%	33%	24%	33%
Don't Know	0%	5%	0%	12%	29%	0%	2%	2%	7%	14%	12%	12%	0%
Disagree	0%	5%	5%	5%	0%	2%	0%	0%	0%	2%	0%	0%	2%
Strongly Disagree	0%	0%	2%	2%	7%	0%	2%	2%	2%	2%	5%	0%	2%
Total SA/A/DK	100%	95%	93%	93%	93%	98%	98%	98%	98%	95%	95%	100%	95%

Behavioral incidents. Improving behaviour is a key focus of our strategy to ensure all pupils, particularly those facing challenges, can fully engage with the curriculum. Data from our Barriers to Learning assessments and behavioural audits highlight the need to address behaviour issues, which can disrupt learning and hinder academic progress.

On a whole behaviour at Somerlea Park Juniors School is good. In the children's survey 93% of children said children behave well in the classroom and 97% said children around school behaved well. 95% of children said they knew what to do if they had a problem and 91% said the teachers were fair when dealing with behavioural incidents.

	I am happy at my school	I feel safe when I'm at school	I like my teacher	I think my teachers are fair	I learn a lot in class	I know how to keep myself safe online	I know where to get help if I am stuck or have a problem	I take pride in my work and my school
All the Time	38%	61%	73%	50%	69%	74%	74%	63%
Most of the Time	47%	37%	23%	41%	25%	22%	21%	34%
Not Very Much	12%	2%	2%	7%	3%	3%	5%	0%
Never	3%	1%	2%	2%	3%	2%	0%	3%
Don't Know	0%	0%	0%	0%	0%	0%	0%	0%
Total SA/A/DK	85%	97%	97%	91%	94%	96%	95%	97%

Behaviour incidents have decreased from last academic year. With the majority of behavioural incidents recorded are low level behaviours such as shouting out or refusal.

Staff have had a variety of CPD to support a consistent approach across school and a school playbook has been introduced to ensure routines and policies are applied consistently across classes and staff.

Curriculum engagement.

We've prioritised curriculum engagement to ensure all pupils, especially disadvantaged ones, can access and benefit from their education. Engaged pupils are more likely to succeed academically and develop a love for learning. By prioritising curriculum engagement, we aim to create an environment where all pupils feel motivated, supported, and able to thrive, ultimately closing the attainment gap and promoting long-term success.

Wave 1

- National Poetry Day – Focus in lesson shared in assembly
- World Poetry Day- Focus in lesson shared in assembly
- Weekly writing award
- Writing week for whole school – 3 little pigs.
- Cross curriculum writing
- Hooks for writing e.g. circus for Year 4 Leon and the Place between.
- TT Rock star Day (Linked to maths and music 26th September)
- NSPCC Maths week November
- Poetry spine – Poet of the term
- DEAR Time- linked to reading spine
- Weekly Book club award
- World Poetry day – celebrated in assemblies and Book club.
- World Book Day – March
- Year 5 STEM day based on Space - October
- Year 4 Magna Trip June
- Year 3 Butterfly house June
- Victorian Dress up day – November Year 6
- Ancient Greek – dress up – March Year 3
- Roman – dress up day – Year 4
- Year 5 trip to Cadburys world linked to Mayans
- Remembrance day
- Art Gallery – celebration of Art February
- Computing club – Tuesday lunchtimes
- Safer internet day February
- My happy minds every Monday
- International day of democracy September
- Hello Yellow Day – (10th October)
- Anti Bullying week November
- Anxiety workshop for Year 6 compass.
- Children in Need (November)
- Aspirations Day January – dress up

- Childrens mental health week February
- World Sign Language week – March
- Comic Relief (March) every second year
- School council
- Church visit for harvest- parents invited
- Church visit for Christmas- parents invited
- Church visit at Easter.- parents invited
- Easter parents morning
- Tough runner July
- Tough Rower March
- Competitions with AVSSP – throughout year
- Ben Osborne- Targetted groups every Tuesday focusing on Attendance, Risk of exclusion and self-esteem.
- Sports relief – March (Evey second year)
- Gladiator Visit
- Sports Day June
- Gladitor Zak!
- Colour run – May
- Gardening Club
- Mothers day events – March
- Fathers day events –June

Wave 2:

- Nurture interventions to support skills to be able.
- Small-group reading fluency intervention – streamed book club with focus on decoding, fluency, and prosody through repeated reading, Enables pupils to access curriculum texts across subjects
- Targeted maths intervention groups- Focus on closing gaps in core number and reasoning skills and supports pupils to engage more confidently in daily maths lessons
- Learning behaviours and self-regulation groups - Explicit teaching of focus, resilience, and collaboration skills

	<p>Wave 3</p> <ul style="list-style-type: none"> • One-to-one academic tutoring -Short, focused sessions linked directly to classroom learning. Removes significant barriers to accessing the curriculum. • Individual reading support - Daily or near-daily 1:1 reading focused on fluency and comprehension. Targets pupils whose reading significantly limits curriculum engagement. • Pastoral mentoring and emotional support - Regular check-ins with a trusted adult, Addresses emotional, social, or attendance-related barriers to learning. • Personalised learning plans - Clear, achievable targets shared with pupils and families. Builds motivation, ownership, and sustained engagement. 	
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Externally provided programmes

Programme	Provider
White Rose Maths	
Doodle Maths / Grammar / English	
Times table Rockstars	
Jigsaw	
Little Wandl	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£312 Staff CPD to enhance curriculum.
What was the impact of that spending on service pupil premium eligible pupils?	Staff CPD enhances teaching quality, boosts student outcomes, and fosters innovation by equipping teachers with up-to-date strategies. It builds confidence, supports diverse learning needs, and promotes consistency across the school. Effective CPD ensures continuous improvement, leading to more engaging classrooms and better academic and personal development for students.

Further information (optional)

Uncosted additional support (from spreadsheet)

Additional activity

Sports events
Homework club
HLTA intervention work
HLTA intervention work handwriting
HLTA English
HLTA maths
Additional Parents' evenings
Teacher's targeted marking and conferencing
Targeted teache4 group work
Additional Writing group
Year 6 SATs intervention
Y3 group Mrs Buxton
Sandwell group gap group
End of topic celebration
Received attendance award
Basic English skills with TA

Lunch boxes

Water bottles

Planning, implementation, and evaluation