

## Pupil premium strategy statement: Summerhill Academy 2019-2020

<b>School name</b>	<b>A Primary Academy</b>
<b>Pupils in school</b>	304
<b>Number and proportion of disadvantaged pupils</b>	90 (30%)
<b>Pupil premium allocation this academic year</b>	£159,980
<b>Academic year or years covered by statement</b>	2019-22
<b>Publish date</b>	01 December 2019
<b>Review date</b>	01 November 2020
<b>Statement authorised by</b>	Rebecca Curtis
<b>Pupil premium lead</b>	Kirsty McLeod
<b>Governor lead</b>	Louise Davey

### Disadvantaged pupil progress scores for last academic year

<b>Measure</b>	<b>Score</b>
Reading	-5.6
Writing	-3.3
Maths	-4.9

### Disadvantaged pupil performance overview for last academic year

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	49% combined
Achieving high standard at KS2	5%

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills,</i>	
<b>A.</b>	Low self-esteem resulting in poor behaviour choices
<b>B.</b>	Poor oral language skills with limited understanding of a wide range of a vocabulary
<b>C.</b>	Not being a fluent reader, which can impact on the learning of our curriculum
<b>D.</b>	Low emotional resilience
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Attendance
<b>F.</b>	Lack of educational experiences
<b>G.</b>	Parents are less engaged in learning

<b>Teaching priorities for current academic year</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria for September 2020</i>
<b>A.</b>	Combined outcomes for PP are improved in every year group (Expected and greater depth)	<b>Baseline data September 2019</b> (KS2 national 65%) Expected - Y6 34% Y5 46% Y4 31% Y3 29% Greater depth – Y6 5% Y5 4% Y4 4% Y3 4%
<b>B.</b>	Writing outcomes for PP improve and the gap closed between PP and non-PP outcomes	<b>Writing baseline data September 2019 Gaps</b> Yr 3 45% Yr 4 41% Yr 5 29% Yr 6 30%
<b>C.</b>	Reading outcomes for PP improve and the gap closed between PP and non-PP outcomes	<b>Reading baseline data September 2019 Gaps</b> Yr 3 28% Yr 4 18% Yr 5 31% Yr 6 26%
<b>D.</b>	Maths outcomes for PP improve and the gap closed between PP and non-PP outcomes.	<b>Maths baseline data September 2019 Gaps</b> Yr 3 40% Yr 4 47% Yr 5 24% Yr 6 22%
<b>E.</b>	Children's emotional wellbeing will improve allowing them to access learning in the classroom. Measured through class and individual THRIVE assessments.	Class screenings scores improve and meet age related expectations. Individual children with SEMH difficulties have improved scores.
<b>F.</b>	Attendance is above national (95.8%) and persistence absence is reduced closer to national (8.7%)	PP attendance 92.59% PP persistent absence
<b>G.</b>	All children to attend a variety of trips across the school linked to their enquiry as a stimulus to engage and increase writing outcomes.	Pupil voice will demonstrate that children can link trips learning in class, to prior learning and across different curriculum areas.



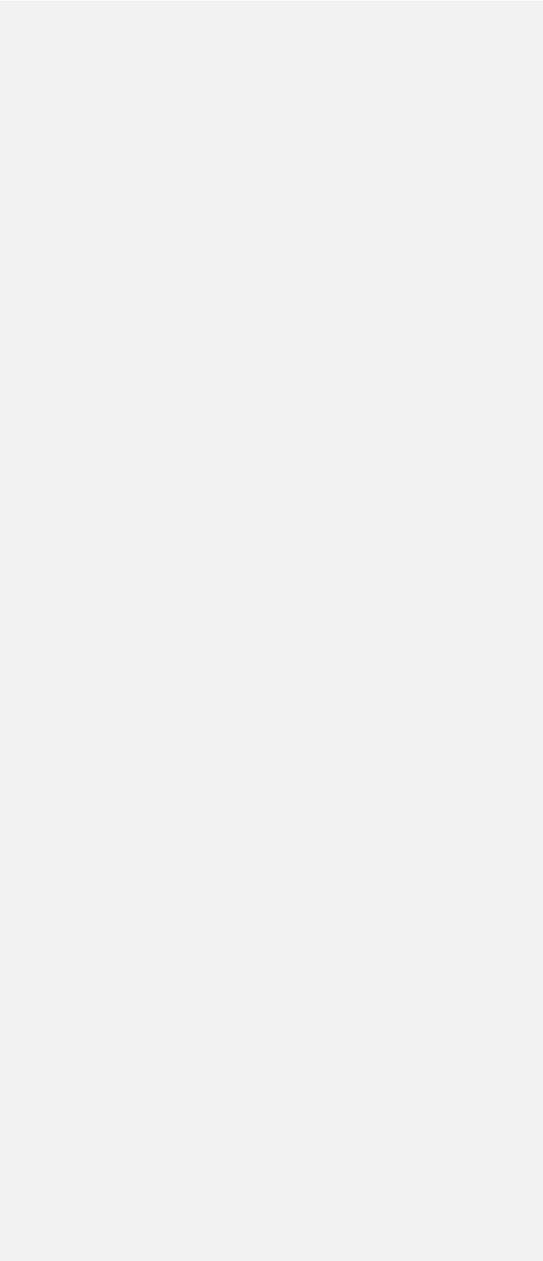
Planned expenditure					
Academic year	2019-20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support wider school strategies.					
Quality of teaching for all					
Desired outcome	Chosen action or approach / barriers this will address	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes (expected & greater depth) in reading, writing and maths in every year group.	<p>Targeted professional development from within the CLF.</p> <p>Maths – Finn Mc English – Rachael Symons Claire Risdale Helen Angell</p> <p>Reading identified in AIP.</p> <p>Interventions -- PiXL, Project X, Whole Class Reading</p>	<p>EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers</p> <p>34% of pupils achieving expected is below national in RWM (65%).</p> <p>The school has two new NQTs, one Teach First trainee and some staff have changed year group.</p>	<p>Timetable cover 10<sup>th</sup> day planning with SLT member</p>	SLT	Monitoring of teaching and learning, books scrutiny, planning and outcomes each term.
Improved oracy across the school	<p>Oracy targeted in the AIP</p> <p>Targeted small group intervention - SEND/PP</p>	<p>EEF Reading Interventions +6 months</p> <p>EEF Oral Language Interventions +5 months</p>	<p>Children will access curriculum.</p>	SLT	Termly Through DDI Teacher/Pupil voice

	<p>Whole class teaching focus on tier 1,2,3</p> 				
Thrive	1:1 small group whole class	Teacher assessments show that there are gaps in development. EEF – Social & emotional +5 EEF – metacognition & self-regulation +7	Timetables ARMS ARVS DDI Lesson observations	SLT	Termly Through DDI Teacher/Pupil voice
Attendance	Whole school attendance overview  Whole staff training Attendance team meet weekly  Review of systems and processes	Attendance tracker shows below national %	Attendance improves  Minutes of meeting Families engaging	RC & LD	Termly
Increased subject knowledge for staff across school including planning and accurate assessment.	SLT in PPA  DDI  CTM  	Outcomes for PP lower than national	Teaching is meeting the needs of all pupils.	SLT	Termly Through DDI Teacher/Pupil voice
<b>Total budgeted cost</b>					<b>£15,280</b>

Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are supported emotionally	<p>One to one or small group support.</p> <p>THRIVE practitioner</p> <p>On-going training for all staff to identify THRIVE strategies to target within their own class and/or year group.</p>	<p>EEF + 5 months (Social and emotional interventions) Impact in previous years has shown that children who were emotionally supported have made good progress.</p> <p>THRIVE approach Every child needs to feel valued, involved and appreciated. If</p>	Clear line management in inclusion team and target children monitored in core team meetings.	KM, RC, TR	Term 2, term 4 and term 6
Ensuring those working at an earlier stage receive intervention to close gap on their peers	Teaching assistants to support delivery of English and Maths in morning	EEF Teaching assistants +1	Effective line management, reviews of pupil progress	TR Teaching staff	Termly

<p>Children with SEMH difficulties have strategies to manage different feelings and unstructured times</p>	<p>Support for pupils with SEHM difficulties. One to one or small group support for all pupils on a pastoral support plan or identified mental health difficulties.</p> <p>Continuous provision for unstructured spaces by Lead learning mentor to support break &amp; lunchtimes</p> <p>Training and support for school meals supervision assistants. Games and activities will be planned and set up using Playpod resources. Zoned areas of the playgroup will support those with different needs.</p> <p>Pupil Welfare Firstaider</p>	<p>EEF + 5 months (Behaviour interventions)</p> <p>High % of pupils with SEMH difficulties.</p> <p>THRIVE assessments and teacher voice highlight pupils' difficulties with peer relationship, unstructured times, and conflict resolution.</p>	<p>Pastoral support plan monitoring. Pupil and teacher voice. Record of behaviour incidences</p>	<p>SLT</p>	<p>Termly</p>
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<b>Total budgeted cost</b>					<b>£97,200</b>



<b>Wider Strategies</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children with severe SEMH needs can succeed in mainstream school	Subscription to the Nest to cater for children at risk of PEX. Advice & training for staff	EEF +7 months metacognition and self-regulation	Referral to the Nest identifying needs  Thrive assessments  Fortnightly review  Transition plan	TR	Termly
Attendance for PP will be above national and the percentage of PP children identified as persistently absent will reduce	Family Support Worker £33,500 EWO £750  £34,250	EEF +5 months (Collaborate learning) EEF +3 months (Parental engagement)	Weekly monitoring of whole school attendance	LD , RC	
Children can access enrichment opportunities within school.	Subsidised or free trips including additional swimming, Y6 camp.  (All PP students prioritised for sports clubs – Sports premium)	EEF + 4 months (Outdoor adventurous learning)  Engagement in these opportunities or clubs by PP children is low so we want to ensure that cost does not stop them attending.  Enriching education has instinct benefits. All children including those from disadvantaged backgrounds deserve a well-rounded culturally rich education.	Clubs and enrichment activities are well run and have very good feedback from parents and children	RC	Term 2, term 4 and term 6

Commented [JH1]:

All parents can access community and celebration events throughout the school year	Targeted support for parents to engage and collaborate in learning so they can help their children at home	EEF +5 months (Collaborate learning) EEF +3 months (Parental engagement)  Low levels of parental engagement to events with a learning focus e.g. reading workshops	Register of attendance  Parent voice		Termly  Parent consultation evening comments
Ensure the most vulnerable have access to provision before school.	Bagel breakfast. Subsidised through magic breakfast.	EEF + 5 months (Extending school hours)  Deprivation indicator shows that families cannot access paid provision.	Consistent uptake	KM,RC,RS	Termly
Well-being of staff working with vulnerable learners	Supporting those working with vulnerable children to access advice, support and supervision	Children will benefit if those working with them have access to good quality advice and support through e.g. educational psychologist or behaviour experts. Additionally children will benefit if those working with challenging cases are supported to be well through access to high quality supervision.	Effective line management, reviews of advice given and secure action planning	RC TR	Termly
<b>Total budgeted cost</b>					<b>47,500</b>
<b>Overall budgeted cost</b>					<b>£159,980</b>

**Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
Greater proportion of children eligible for PP keeping up with their peers and demonstrating age related expectations.	The performance gap between the PP and NPP children is not closing consistently across year groups. Where the gap has closed, good practice has been shared. In 2019-29, there will be a more strategic focus on the impact of specific interventions on the PP children and changes made accordingly. PP children will continue to be a focus of year group Core Team Meetings and Pupil Progress meetings.
Greater proportion of children accessing SEMH support achieving at ARE	
Attendance of children eligible for PP is at least as good as the average for more advantaged peers.	PP 92.59% NPP 95.45% Whole school 94.4%  The attendance of PP children is not as good as the NPP children. This continues to be a main focus of our Family Support Worker and is part of our AIP.