

Pupil premium strategy statement

School overview

Detail	Data
School name	Summerhill Academy
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 (see document end) 2023/2024
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Chris Barratt Principal
Pupil premium lead	Kirsty McLeod Lead for pupils at risk of disadvantage
Governor / Trustee lead	Zuwena Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,041
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£96,041

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all members of the Summerhill Community are well supported in all aspects of their lives, to ensure an equitable opportunity for development and future achievement. We actively prioritise children at risk of disadvantage, giving them excellent, wide-ranging educational experiences, therefore maximising their chances of a successful, happy life.

Children and families are carefully identified for bespoke support to close gaps in areas such as academic knowledge and skills, cultural capital, life experiences, health and wellbeing. Children and families who are at risk of disadvantage are treated as individuals, not a homogenous group. Where possible, barriers are identified and appropriate resources are used to help to overcome those barriers.

Our Pupil Premium Spend Strategy demonstrates a commitment to a research-evidence informed approach to addressing disadvantage.

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. Academic and pastoral assessments are used by class teachers, learning support assistants and senior leaders to inform lesson planning, intervention strategies, strategic planning and professional development needs. A range of assessments are used to evaluate learning over time and are used to inform planning to meet specific needs effectively.

Data-led professional development secures a collective buy-in, ownership and commitment to addressing disadvantage across the school. Along with a collective understanding of disadvantage and its impact on learning, training and evidence-based discussion ensures that all staff have the highest expectations of all pupils. Listening to teacher voice about how disadvantage impacts on pupils' learning, prioritises school-wide expertise and responsibility for addressing disadvantage.

Pupils in receipt of Pupil Premium funding and those identified as at risk of being disadvantaged, are prioritised in year group Core Team Meetings, and where appropriate, short term action plans are put in place to meet specific needs, with a priority being to meet/exceed age related expectations and to maintain/exceed KS1 achievements. All children in receipt of Pupil Premium funding have individual targets for reading, writing and maths which are shared and discussed during CPDL, focussing on exceeding their end of year achievements based on their KS1 achievements. Pupil voice collected across the curriculum influences strategies used across the school, focussing on pupil need, not labels.

Pupils in receipt of Pupil Premium funding are prioritised for places in our after-school clubs and are actively targeted for extra-curricular provision.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils indicate underdeveloped oral language skills with a limited understanding of a wide range of vocabulary among disadvantaged pupils.
2	Internal assessments indicate that reading fluency among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Term 6 2021 Benchmarking attainment data shows that 45% of our disadvantaged pupils reached age related expectations.
3	Internal assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Internal assessments show that the combined attainment gap (reading, writing and maths) is increasing between those experiencing disadvantage and those not experiencing disadvantage.
4	Our attendance data over the last 3 years indicates that attendance of disadvantaged pupils has been between 3 - 7% lower than the average for non-disadvantaged pupils. Sept 2019-July 2020 PP 86.64% NPP 91.98% Whole academic year Sept 2020 – July 2021 PP 87.28% NPP 95.19% Whole academic year Sept 2021 – Dec 2021 PP 92.67% NPP 95.94%

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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>2. Improved reading attainment among disadvantaged pupils.</p>	<p>Whole school Benchmarking attainment levels will show more than 45% of disadvantaged pupils are achieving age related expectations.</p> <p>KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
<p>3. Combined attainment gap is reduced between disadvantaged and non-disadvantaged pupils in each year group.</p>	<p>KS2 outcomes in 2024/25 show that the combined attainment gap is below 10%</p>
<p>4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.91%. (2020-2021 Gap 7.91%) • the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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: £83,863

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted professional development from within the CLF.</p> <p>Maths Lead English Lead Raising Attainment Lead</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>2020/21 - % Pupil Premium pupils achieving RWM at expected is below national average</p>	1, 2, 3, 4
<p>Improved subject knowledge for staff across the school, including planning and accurate assessment.</p> <p>Primary Academy Collaboration (PAC) attendance and collaboration. Developmental Drop-In (DDI) cycle – SLT and middle leaders. Core Team Meetings (CTM) – supported by RA Lead, SLT and Curriculum Middle Leaders where appropriate.</p>	<p>Combined RWM outcomes for PP are lower than non-PP %</p> <p>Term 1 2021-22 Year 3 - 30.1% Year 4 - 24.4% Year 5 - 31.7% Year 6 - 56.4%</p>	1,2,3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities</p>	1, 3

<p>ideas, consolidate understanding and extend vocabulary.</p> <p>Summerhill 400 strategy implemented and embedded</p> <p>Voice 21 training</p>	<p>such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Embedding understanding and use of phonics effectively across the school.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>13% failed KS1 phonics screen in 2020.</p> <p>Sept 2021 Y3 - 39% of those accessing small group , teacher led RWI phonics intervention are PP. Y4 – 33% of those accessing teacher-led, small group RWI phonics intervention are PP.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 3</p>
<p>Number Sense subscription</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Teacher-led pre-teaching sessions.</p>	<p>Partial school closures have impacted disproportionately on PP pupil outcomes.</p> <p>EEF Extending School Hours +3 Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p>	<p>3, 4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	
<p>Small group, evidence led intervention.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Targeted support to specific needs has high impact.</p> <p>EEF Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3, 4

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

Budgeted cost: £41,282

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker</p> <p>Whole school attendance tracked. PP pupils attendance tracked, including lates. Persistent absence tracked.</p>	<p>EEF Parental Engagement +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
<p>Educational welfare consultant services.</p> <p>Educational Psychologist</p> <p>SALT</p>	<p>EEF Special Educational Needs in Mainstream Schools Guidance 2020</p> <p>Following expert-led advice will build a holistic and ongoing understanding of pupil needs, which will then ensure that all pupils have access to high quality teaching.</p>	2,3,4

Behaviour Support		
PiXL subscription. Data analysis – identifying gaps in knowledge and understanding. Intervention guidance	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2,3
RWI/Switch On interventions	Term 1 PP reading outcomes are below CLF average. 2020-21 Mock SATs PP reading outcomes are below non-PP outcomes. PP ARE 76% Gap 19% EEF Reading Comprehension Strategies +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3

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

Budgeted cost: £19,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to enrichment activities within school. PP children are prioritised for teacher-led clubs. Forest School Community Awards	Enriching education has distinct benefits and engender an increased sense of belonging. Children experiencing disadvantage need equitable access to excellent educational experiences. EEF Collaborative Learning +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	3,4

Subsidised school trips		
<p>Embed a Thrive approach to supporting social and emotional needs across the school.</p> <p>Increased sense of belonging. Belonging Survey & subsequent actions.</p> <p>School uniform provided where appropriate.</p>	<p>Teacher individual and whole class assessments show identify gaps in development.</p> <p>EEF Social & Emotional +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF meta cognition & self-regulation +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	3,4
<p>Subscription to Snowdon Village (NEST) to support children at risk of PEX.</p> <p>Advice and training for school based staff.</p>	<p>EEF +7 months.</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	3,4

Total budgeted cost: £144,465

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year, where the attainment gap between PP and non-PP pupils had begun to close in RWM. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

Both internal assessments of academic outcomes and observations of pupil SEMH needs suggest that periods of partial school closure due to Covid-19 have had a significantly negative impact on our disadvantaged children, beyond that of those children at a lower risk of disadvantage. This negative impact has disrupted achievement and progress in all our subject areas to varying degrees as identified children were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Although some of our disadvantaged children were still able to attend school on site, many were accessing learning remotely or through work packs provided by their class teacher. In order to begin to mitigate the predicted negative impact of partial school closure, our resolute intention was to maintain a high quality, broad and balanced curriculum, whilst ensuring that those children who required support received it, e.g. lap top loan, continued reading interventions online, welfare class and home visits, differentiated work packs, access to differentiated online learning.

At times when all pupils were expected to attend school (March 2021), absence among disadvantaged pupils was 13.5% lower than their peers and persistent absence 17.5% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

For a full evaluation, please refer to Pupil Premium Strategy Statement 2020 to 2021, which is available on our school website.

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
CLF Summer Of Fun 20 activity days during the summer holiday. Applied for, and awarded, HAF funding.	Bristol Sports Foundation
Summerhill Winter Of Fun 2 activity days during the winter holiday. Applied for, and awarded, HAF funding.	Bristol Sports Foundation

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Review 2021/22															
1. Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Ofsted Report May 2022 – Leaders have prioritised developing pupils’ oracy and vocabulary acquisition. This work is paying off. Teachers guide pupils to use sophisticated sentences. Pupils use these seamlessly in their conversations with adults and their peers. They speak with increasing confidence, including disadvantaged pupils and pupils who speak English as an additional language.</p> <p>2022-23 Clare Ridsdale – South Gloucs external writing moderation 'Children's vocabulary is a particular strength at all standards. Accelerated progress has been made across the year, resulting in a high percentage of pupils now working at the standard or above. Spelling is also strong.'</p> <p>2023-24 – Awarded Voice 21 Centre Of Excellence</p>															
2. Improved reading attainment among disadvantaged pupils.	<p>2020-21 R PP 76% 2021-22 R PP 53% 2022-23 R PP 100% 2023-24 R PP 88%</p>															
3. Combined attainment gap is reduced between disadvantaged and non-disadvantaged pupils in each year group.	<table> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>24%</td> <td></td> <td>37.3%</td> <td>29.6%</td> </tr> <tr> <td>Year 4</td> <td>30%</td> <td>24%</td> <td>14.9%</td> <td>17.8%</td> </tr> </tbody> </table>		2021	2022	2023	2024	Year 3	24%		37.3%	29.6%	Year 4	30%	24%	14.9%	17.8%
	2021	2022	2023	2024												
Year 3	24%		37.3%	29.6%												
Year 4	30%	24%	14.9%	17.8%												

	Year 5 56% 16% 21.6% 18.2% Year 6 20% 43% 1% 16%
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	2019-2020 PP 86.64% 2020-21 PP 87.28% NPP 95.19% 2021-22 PP 90.5% NPP 95% 2022-23 PP 89.7% NPP 94.6% 2023-24 PP 90.3% NPP 95.3%