

Pupil premium strategy statement: Summerhill Academy

School name	Summerhill Academy
Pupils in school	310
Number and proportion of disadvantaged pupils	95 (31%)
Pupil premium allocation this academic year	£134,500
Academic year or years covered by statement	2010-21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Rebecca Curtis
Pupil premium lead	Kirsty McLeod
Governor lead	Louise Davey

Disadvantaged pupil performance overview for last academic year*

Measure	Score
Meeting expected standard at KS2	Combined RWM 62%
Achieving high standard at KS2	Combined RWM 8%

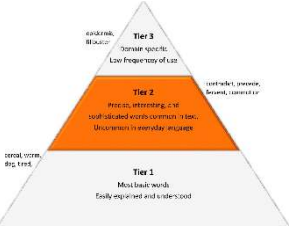
* National Curriculum Assessments did not take place in 2020 due to the pandemic. All assessment information referred to in this document is as a result of moderated teacher assessment.

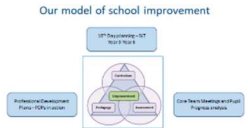
Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills,</i>	
A.	Low self-esteem resulting in poor behaviour choices
B.	Poor oral language skills with limited understanding of a wide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

Teaching priorities for current academic year		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria for September 2020</i>
A.	Combined outcomes for PP are improved in every year group (Expected and greater depth)	<u>Baseline data September 2020</u> (KS2 national 66%) Expected - Y6 58% Y5 44% Y4 36% Y3 29% Greater depth – Y6 8% Y5 7% Y4 4% Y3 0%
B.	Writing outcomes for PP improve and the gap closed between PP and non-PP outcomes	<u>Writing baseline data September 2020 Gaps</u> Yr 3 22% Yr 4 28% Yr 5 23% Yr 6 28%
C.	Reading outcomes for PP improve and the gap closed between PP and non-PP outcomes	<u>Reading baseline data September 2020 Gaps</u> Yr 3 17% Yr 4 21% Yr 5 5% Yr 6 23%
D.	Maths outcomes for PP improve and the gap closed between PP and non-PP outcomes.	<u>Maths baseline data September 2020 Gaps</u> Yr 3 22% Yr 4 25% Yr 5 19% Yr 6 23%
E.	Children’s emotional wellbeing will improve allowing them to access learning in the classroom. Measured through whole class and individual THRIVE assessments.	Class screenings scores improve and meet age related expectations. Individual children with SEMH difficulties have improved Thrive scores.
F.	Attendance is above national (94.4%) and persistence absence is reduced closer to national (16.1%)	PP attendance 94.4% PP persistent absence 16.1%

G.	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		2020-21			
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 lead English Reading/Writing lead</p> <p>Maths identified in AIP. KJC whole school development of the maths curriculum.</p> <p>KLC – Raising Attainment lead</p> <p>Extra TA support for Amber Class to meet targeted needs</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>2019-20 - 62% of pupil premium pupils achieving combined RWM at expected is below national in RWM (65%).</p> <p>The school has one NQT, two RQTs and some staff have changed year group.</p> <p>Mixed year group class (Amber 4/5) of LAP pupils</p>	<p>Timetable cover 10th day planning with SLT member</p> <p>Targeted SLT support KJC/KM/KLC /TR where appropriate in 10th day planning</p> <p>Targeted year group support from the Maths and English Hubs</p>	SLT	Monitoring of teaching and learning, books scrutiny, planning and outcomes each data drop (x3).

<p>Improved oracy across the school</p>	<p>Targeted small group intervention - SEND/PP Whole class teaching focus on tier 1,2,3</p>  <p>DDI focus on speaking in full sentences, with teacher modelling full sentences and sentence stems.</p>	<p>EEF Reading Interventions +6 months EEF Oral Language Interventions +5 months</p> <p>32% of Year 3 did not pass their Yr 1 phonics screening.</p> <p>27% of Year 3 Identified scoring 32-37 on their Yr 1 phonics screening</p> <p>Reading Speeds are not ARE across year groups. % to follow</p> <p>1 NQT, 2 RQT</p>	<p>Children will access curriculum. DDI</p>	<p>SLT</p>	<p>Termly Through DDI Teacher/Pupil voice Reading Speeds</p>
<p>Embed a Thrive approach to supporting meeting emotional need/dysregulation across the school?</p>	<p>Recovery Curriculum on the AIP</p> <p>For all children there is a need to connect afresh with others, using the Carpenters' five levers of relationships, community, curriculum clarity, metacognition and space within our own curriculum intent supporting children to deliver ever greater self-agency.</p> <p>1:1 small group whole class Thrive subs £1,246</p>	<p>Teacher assessments show that there are gaps in development.</p> <p>EEF – Social & emotional +5 EEF – metacognition & self-regulation +7</p>	<p>Timetables show it is being taught</p> <p>Academy Review Meetings Academy Review Visits</p> <p>DDI - focus on adults demonstrate that they are believers in human potential, clear learning intention based on identified need</p> <p>Monitoring of whole class thrive screen % increase</p>	<p>SLT</p>	<p>Termly Through DDI Teacher/Pupil voice</p>

<p>Pupil Premium attendance is at least in-line with non-PP children</p>	<p>Whole school attendance overview</p> <p>Whole staff training Attendance team meet weekly</p> <p>Review of systems and processes</p>	<p>Attendance tracker shows below national %</p>	<p>Attendance is in line with non-PP – 94.4% v 96.5%</p> <p>Family attendance meetings with family support worker, with support from EWO where appropriate</p>	<p>RC & LD</p>	<p>Termly</p>
<p>Increased subject knowledge for staff across school including planning and accurate assessment.</p>	<p>SLT in 10th Day Planning with year group teachers</p> <p>Primary Academy Collaboration (PAC) / Continuing Professional Development and Learning (CPDL) – staff meetings</p> <p>Developmental Drop Ins (DDI)</p> <p>Core Team Meetings (CTM)</p> <p>Phonics Training for all staff via English Hub</p> <p>Our model of school improvement</p> 	<p>Combined RWM outcomes for PP lower than non PP – 62% v 78%</p>	<p>Teaching is meeting the needs of all pupils.</p> <p>DDI</p>	<p>SLT</p>	<p>Termly Through DDI Teacher/Pupil voice</p>
<p>Total budgeted cost</p>					<p>£</p>

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 <u>group</u>.</p>	<p>EEF + 5 months (Social and emotional interventions)</p> <p>The period of pandemic has caused rupture for all; for some students it has been particularly damaging and they will require careful and considered intervention and support to make a successful transition into learning in school.</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	<p>Teaching assistants to support delivery of English and Maths in morning</p> <p>Targeted support in Amber class to meet the needs of LAP</p>	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 SEMH 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 SLT member to support break & lunchtimes</p> <p>Training and support for school meals supervision assistants.</p> <p>Play plans to be implemented where appropriate and reviewed fortnightly.</p> <p>Following Covid RA - Games and activities will be planned and set up using Playpod resources.</p> <p>Pupil Welfare First aider £15,071</p>	<p>EEF + 5 months (Behaviour interventions)</p> <p>High % of pupils with SEMH difficulties. 33% of children accessing Thrive in T1</p> <p>THRIVE assessments and teacher voice highlight pupils' difficulties with peer relationship, unstructured times, and conflict resolution.</p>	<p>Pastoral support plan monitoring.</p> <p>Pupil and teacher voice.</p>	<p>SLT</p>	<p>Termly</p>
---	--	--	--	------------	---------------

Total budgeted cost					£75,253

Wider Strategies					
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 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 Nest - £17,500 EP – 1,465	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 £35,237 EWO £1,545 £36,782	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) £2000	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 form disadvantaged backgrounds	Clubs and enrichment activities are well run and have very good feedback from parents and children	RC	Term 2, term 4 and term 6

		deserve a well-rounded culturally rich education.			
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 Reconnecting After Lockdown parent contribution for parent/carer meetings	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 engagement Parent voice		Termly Parent consultation evening comments
Ensure the most vulnerable have access to provision before school.	Bagel breakfast. Subsidised through magic breakfast. Term 1 only	EEF + 5 months (Extending school hours) Deprivation indicator shows that families cannot access paid provision.	Families receiving breakfast packs	KM	Termly
Well-being of staff working with vulnerable learners	Supporting those working with vulnerable children to access advice, support and supervision NJB – 1,500	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
				Total budgeted cost	£59,247
				Overall budgeted cost	£134,500

Wider Strategies Challenges	Mitigating Action
Maintaining systems through periods of family self-isolation.	SLT protected time for home visits. Regular reviews of system effectiveness. AQ from Executive Principal. Ensure access to blended learning.

Review: last year's aims and outcomes

Aim	Outcome
Combined outcomes for PP are improved in every year group	<p>Combined outcomes have stayed broadly the same in Years 3,4,5. There has been an improved outcomes in Year 6.</p> <p>Baseline data September 2019 (KS2 national 65%) Expected - Y6 34% Y5 46% Y4 31% Y3 29%</p> <p>Baseline data September 2020 (KS2 national 66%) Expected - Y6 58% Y5 44% Y4 36% Y3 29%</p>
Writing outcomes for PP improve and the gap closed between PP and non-PP outcomes	<p>The writing gap between PP and non-PP has closed in all year groups.</p> <p>Writing baseline data September 2019 Gaps Yr 3 45% Yr 4 41% Yr 5 29% Yr 6 30%</p> <p>Writing baseline data September 2020 Gaps Yr 3 22% Yr 4 28% Yr 5 23% Yr 6 28%</p>
Reading outcomes for PP improve and the gap closed between PP and non-PP outcomes	<p>The reading gap between PP and non-PP has closed in Years 3,5 and 6. It is broadly the same in Year 4.</p> <p>Reading baseline data September 2019 Gaps Yr 3 28% Yr 4 18% Yr 5 31% Yr 6 26%</p> <p>Reading baseline data September 2020 Gaps Yr 3 17% Yr 4 21% Yr 5 5% Yr 6 23%</p>

<p>Maths outcomes for PP improve and the gap closed between PP and non-PP outcomes</p>	<p>The maths gap between PP and non-PP has closed in Years 3,4 and 5. It is broadly the same in Year 6.</p> <p>Maths baseline data September 2019 Gaps Yr 3 40% Yr 4 47% Yr 5 24% Yr 6 22%</p> <p>Maths baseline data September 2020 Gaps Yr 3 22% Yr 4 25% Yr 5 19% Yr 6 23%</p>
<p>Children's emotional wellbeing will improve allowing them to access learning in the classroom. Measured through class and individual THRIVE assessments.</p>	<p>Whole class Thrive sessions were established following whole class Thrive screenings. During Lockdown, year groups ensured there was a Thrive activity each week related to ARE. End of year class screens showed that 10/12 class percentages increased in ARE.</p>
<p>Attendance is above national (95.8%) and persistence absence is reduced closer to national (8.7%)</p>	<p>PP 94.4% NPP 96.5% Whole school 95.4% PP persistent absence 16.1%</p> <p>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.</p>
<p>Greater proportion of children eligible for PP keeping up with their peers and demonstrating age related expectations.</p>	<p>The performance gap between the PP and NPP children is closing consistently across year groups. Where the gap has closed, good practice has been shared.</p> <p>In 2020-21, 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. PP children will have individual targets, with accelerated progress giving them ARE outcomes.</p>
<p>Greater proportion of children accessing SEMH support achieving at ARE</p>	<p>Whole Class Thrive sessions were implemented.</p> <p>Following CPDL, during lockdown, home learning continued to have a weekly Thrive focus.</p> <p>During lockdown, vulnerable pupils were identified and had SLT support through phone calls and home visits where necessary. Vulnerable pupils were invited back into school to continue school-based learning and access Thrive support.</p>