

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Summerhill Academy
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Chris Barratt Principal
Pupil premium lead	Kirsty McLeod Lead for pupils at risk of disadvantage
Governor / Trustee lead	Kerry Francis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,539.60
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£114,539.60

# 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 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. 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	<p>SEND/PP achievement in reading</p> <p>54% of pupils on the SEND register are also in receipt of Pupil Premium funding.</p> <p>67% of pupils with an EHCP are in receipt of Pupil Premium funding.</p> <p>Internal reading intervention (RWI) data indicates that 57% of pupils who access a reading intervention are 'dual disadvantage', in this case, on the SEND register and receiving Pupil Premium funding.</p>
2	<p>Writing outcomes</p> <p>Internal end of year assessments and end of Key Stage assessments indicate a persistent gap in 'on track' writing outcomes between pupils in receipt of Pupil Premium funding and their non-Pupil Premium peers.</p> <p>Year 3 – 38.9 % v 60.6% - 21.7%      Year 4 – 33.3% v 65.8% - 32.5%</p> <p>Year 5 – 58.8% v 80% - 21.2%      Year 6 – 58.8% v 84.2% - 25.4%</p>
3	<p>Combined gap</p> <p>Internal end of year assessments and end of Key Stage assessments indicate a persistent gap in combined attainment (reading, writing and maths) between pupils in receipt of Pupil Premium funding and their non-Pupil Premium peers.</p> <p>Year 3 - 23.5% v 32.5% - 9%      Year 4 – 31.6% v 57.6% - 26%</p> <p>Year 5 – 25% v 58.3% - 33.3%      Year 6 – 58.8% v 81.6% - 22.8%</p>
4	<p>Our attendance data over the last 3 years indicates that attendance of disadvantaged pupils has been between 4-5% lower than the average for non-disadvantaged pupils.</p> <p>2022/3 gap – 4.9%</p> <p>2023/4 gap – 5%</p> <p>2024/5 gap – 3.7%</p>

## 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. Pupils with dual disadvantage (SEND & PP) able to read age related texts.	Pupils accessing RWI will complete the intervention by the end of the academic year and be accessing age-related reading texts independently.
2. The writing attainment gap is reduced between pupils in receipt of Pupil Premium funding and those pupils who do not.	Writing outcomes gap reduced to 18% in each year group.
3. Combined attainment gap is reduced between disadvantaged and non-disadvantaged pupils in each year group.	KS2 outcomes in 2025/26 show that the combined attainment gap is below 18%
4. To achieve and sustain improved attendance for all pupils, particularly those experiencing disadvantage.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• 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 no more than 3%</li> <li>• 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.</li> </ul>

## 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: £59,539.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted professional development from within the CLF.</b></p> <p>Maths Lead English Lead Raising Attainment Lead</p>	<p>EEF Professional Development Guidance Report 2021 provides three core recommendations:</p> <ul style="list-style-type: none"> <li>• Focus on mechanisms (e.g., re-visiting prior learning, goal setting, feedback, action planning).</li> <li>• Ensure PD builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</li> <li>• Implement PD programmes with care, considering school context.</li> </ul>	<p>1, 2, 3, 4</p>
<p><b>Improved subject knowledge for staff across the school, including planning and accurate assessment.</b></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. SKTM – maths development CLF Network groups</p>	<p>The Independent Review of Teachers' Professional Development (2024) highlights that high-quality PD is one of the most effective levers for raising pupil achievement.</p>	<p>1,2,3,4</p>

<p>CLF Trust collaboration day - curriculum focus</p> <p>Access to external expert organisations – Bristol Beacon, Bristol Sport Foundation, Youth Sport Trust, Voice 21, PiXL, CLF Writing moderation</p>		
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Summerhill 400 strategy implemented and embedded</p> <p>Voice 21 training</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Embedding effective feedback – written and verbal.</p> <p>Leaf Trust progression documents</p>	<p>EEF Feedback +6 months</p>	<p>2,3,4</p>
<p>Embedding understanding and use of phonics effectively across the school.</p> <p>RWI subscription and training</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>1, 3, 4</p>
<p>Teacher-led pre-teaching sessions.</p>	<p>Partial school closures have impacted disproportionately on PP pupil outcomes.</p>	<p>3, 4</p>

	<p>EEF Extending School Hours +3</p> <p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	
<p><b>Small group, evidence led intervention.</b></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</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	3, 4

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Family Support Worker</b></p> <p><b>Whole school attendance tracked.</b></p> <p>PP pupils attendance tracked, including lates.</p> <p>Persistent absence tracked.</p>	<p>EEF Parental Engagement +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	4

<p><b>Educational welfare consultant services.</b></p> <p>Educational Psychologist</p> <p>SALT</p> <p>Behaviour Support</p>	<p>EEF Special Educational Needs in Mainstream Schools Guidance 2020</p> <p>Following expert-led advice will build a holistic and on-going understanding of pupil needs, which will then ensure that all pupils have access to high quality teaching.</p>	<p>1,2,3,4</p>
<p><b>PIXL subscription.</b></p> <p>Data analysis – identifying gaps in knowledge and understanding.</p> <p>Intervention guidance</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1,2,3</p>
<p><b>RWI/Switch On interventions</b></p>	<p>EEF Reading Comprehension Strategies +6 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2,3</p>

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

Budgeted cost: £18,000

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

<p>Sports activities</p> <p>Subsidised school trips</p>		
<p><b>Embed a Thrive approach to supporting social and emotional needs across the school.</b></p> <p>Increased sense of belonging. Belonging Survey &amp; 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 &amp; Emotional +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>EEF meta cognition &amp; self-regulation +7 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1,2,3,4</p>
<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1,2,3,4</p>

**Total budgeted cost: £114,539.60**

## 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





## 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 2021 to 2025 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> <p>2024-25 – ‘The visit was inspiring, seeing Teaching for Mastery and the development of oracy skills fully integrated to the benefit of your wonderful pupils. You are providing equity for and opening doors to success for all pupils.’ – Debbie Moragn, National Director, NCETM</p>																														
2. Improved reading attainment among disadvantaged pupils.	<p>2020-21 R PP 76%</p> <p>2021-22 R PP 53%</p> <p>2022-23 R PP 100%</p> <p>2023-24 R PP 88%</p> <p>2024-25 R PP 75%</p>																														
3. Combined attainment gap is reduced between disadvantaged and non-disadvantaged pupils in each year group.	<table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>24%</td> <td></td> <td>37.3%</td> <td>29.6%</td> <td>18.7%</td> </tr> <tr> <td>Year 4</td> <td>30%</td> <td>24%</td> <td>14.9%</td> <td>17.8%</td> <td>39.4%</td> </tr> <tr> <td>Year 5</td> <td>56%</td> <td>16%</td> <td>21.6%</td> <td>18.2%</td> <td>18.7%</td> </tr> <tr> <td>Year 6</td> <td>20%</td> <td>43%</td> <td>1%</td> <td>16%</td> <td>22%</td> </tr> </tbody> </table>		2021	2022	2023	2024	2025	Year 3	24%		37.3%	29.6%	18.7%	Year 4	30%	24%	14.9%	17.8%	39.4%	Year 5	56%	16%	21.6%	18.2%	18.7%	Year 6	20%	43%	1%	16%	22%
	2021	2022	2023	2024	2025																										
Year 3	24%		37.3%	29.6%	18.7%																										
Year 4	30%	24%	14.9%	17.8%	39.4%																										
Year 5	56%	16%	21.6%	18.2%	18.7%																										
Year 6	20%	43%	1%	16%	22%																										

<p>4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>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%  2024-25 PP 91.7% NPP 95.4%</p>