

Pupil premium strategy statement

To be confirmed by Governors 26th January 2022

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	Data
School name	Summerswood Primary School
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Kneller Headteacher
Pupil premium lead	Sarah Kneller Headteacher
Governor lead	James Conradi – Interim Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,875
Recovery premium funding allocation this academic year	£2,646
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£104,521

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a school wide analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each class - providing small group or 1:1 work focussed on overcoming gaps in learning
- Additional teaching and learning support and opportunities provided through Teaching and Learning advisors from HfL (English, Maths, EYFS) and external agencies (SpLD, Hive etc.)
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations (e.g. Reading Club)
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Thrive support (Social Emotional Mental Health and Wellbeing).

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading
2	Narrowing the attainment gap across Reading, Writing, Maths
3	Pupil Premium linked with additional needs e.g. EAL, SEMH, SEN
4	Attendance and Punctuality issues.
5	Unmet social emotional and mental health needs.
6	Lack of cultural capital.

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Progress across Early Years	Achieve at least average progress by the end of Reception.
Attendance	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Evidence of improvement on Thrive profiles for classes and individuals.

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

EEF link: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Budgeted cost: £ 21,397.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>UPS teacher used to support Y6 cohorts academic progress in small groups and 1:1 sessions.</i></p> <p><i>UPS3 +TLR – 1 day a week £11,390.35 Including on costs.</i></p>	<p>EEF(+4)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that having additional small group and 1:1 time would allow teachers to increase the amount of attention each child will receive.</p>	1,2,3,5
<p><i>Maths leader supported to complete National Professional Qualification of Middle Leadership to improve maths teaching and learning across the school.</i></p> <p><i>Supply/Teacher Time/Leadership Time = £5758.91</i></p>	<p>SLT supported the class teacher with her programme that included implementing Times Table Rock Stars for the whole school and ensuring the curriculum meets the needs of all children following the gaps in their knowledge due to school closures.</p>	2,3
<p><i>UPS teachers to access CPD to support Early Career Teachers (ECT) (Supply costs of release for staff member to be confirmed)</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of the team within the school and recognise that we need to support staff to be able to support less experienced members of the team so have identified where we can meet these needs.</p>	2, 3
<p><i>Implementing a new Phonics scheme called</i></p>	<p>EEF (+5)</p> <p>We looked at the school's teaching of phonics and needed a cohesive scheme to cover from Reception to</p>	1,2,3

<i>Essential Letters and Sounds</i> £1080	Year 2+. Time has been given to staff to learn how to use the new programme so it is implemented effectively.	
<i>Teaching and Learning Advisors for English supporting the improvement of guided reading comprehension</i> £1168 – English TLA	EEF (+6) We developed whole class guided reading in the last academic year for years 3 to 6 (2020/2021) and are now improving practice through learning walks and peer support.	1,2,3
<i>Headteacher, Early Years Leader and Teaching and Learning Advisor transformed the learning environment for Early Years Pupils.</i> £2000	The Early Years Reception Classrooms needed to be redeveloped to ensure the children had access to learning resources and high quality texts. New reading areas are being developed and children have access to a broad and balanced curriculum.	1,2,3

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

Budgeted cost: £ 58,909.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Across their time in school all children will be assessed using Nessy to identify any dyslexia or Specific Learning Difficulty.</i> <i>Nessy Costs: £540</i> <i>Staff Costs: £11,577.44</i>	When the school returned after lockdown, we complete reading assessments and noticed a large number of children who had not made consistent progress in reading. At this time we used some Covid 'catch-up' funding to assess all children in years 3 to 6 and then implemented strategies for whole classes and individuals. We will now assess all Y2 students in the summer term and any new students as needed.	1,2,3
<i>Whole School Thrive Behaviour support worker working with individuals and small groups.</i> <i>Thrive cost: £1382.40</i> <i>Staff costs: £33,266.96</i>	EEF (+4) Children across the school are supported to understand their emotions (see below) Children are targeted to their individual needs using the Thrive Approach and small group interventions support their understanding of their own emotions.	3,4,5
<i>SENCo spending identified time with Education & Health Care Plan (EHCP) Pupil Premium students.</i> <i>Staff costs: £12,142.87</i>	EEF (+5) Children with EHCPs needed One to one tuition giving the pupil intensive individual support.	2,3,5

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

Budgeted cost: £21,573.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole Class Thrive profiles implemented and used to plan nurture time. This also includes growing the school's understanding of Mental Health Needs.</i>	EEF (+4) Children in our school need additional support with their social emotional and mental health needs, particularly after covid. Use of whole class Thrive practice is embedded to support this.	5
<i>Ensure all children aim to be in school for 96% of the time. Staffing costs: £11,573.55</i>	Our Attendance Champion continues to have positive relationships with parents to ensure that all absences are monitored and support is in place for those who need it.	4
<i>To ensure all children have access to culturally significant trips, visitors and events. £10,000</i>	EEF (+3) It is important that all children feel valued and that we support them all in having access to events, trips and visitors.	5,6

Total budgeted cost: £101,880.48

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

1- To improve the quality of teaching and learning so that progress for vulnerable pupils is accelerated.

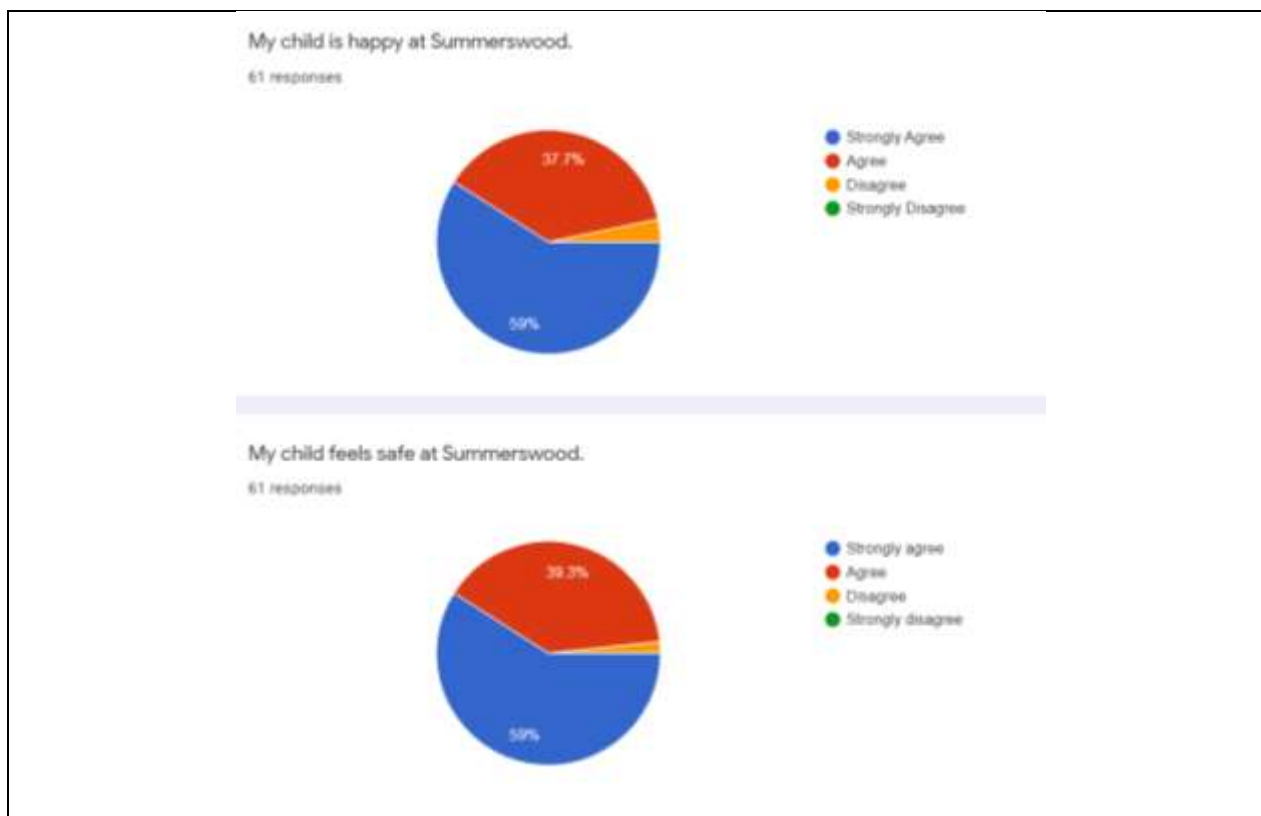
- The management of Covid-19 made supporting the quality of teaching a challenge during learning time due to 'bubbles'. During home-learning and school learning from January 2021 support was given to staff to ensure the learning available to children online was of a good standard. We ensured all children had access to learning throughout the school year including when they may have been at home self-isolating.
- Teachers and teaching assistants implemented additional interventions during home-learning (Phonics, reading and maths)
- Additional items were given to Pupil Premium/Vulnerable students as needed e.g. stationary, a place in school etc.
- SMART targets were implemented for all children with a Pupil Passport and monitored by the SENCo.
- Planned sequence of staff meetings and training sessions for teachers and teaching assistants to ensure teaching and interventions were of a good standard.

2- To ensure the planning monitoring and implementation of targeted support is robust to support accelerated progress.

- Individual children have personalised learning support in place including: Individual Thrive Action Plans, SENCo support, PAT training, Write away together. These were monitored and overseen using the class Provision Map. Children that needed additional support also had anxiety mapping and support through the Steps therapeutic approach to behaviour.

3- To increase levels of parental engagement.

- The school has developed its use of social media to increase parental engagement. Weekly assemblies are shared online so parents are clear about the expectations of 'Summerswood Superstars'. Parent Forum has continued online so parents can find out more about school life including: Computing, Curriculum, Behaviour. A group of parents have started a Parent Teacher Association building good relationships between parents and school staff.
- Questionnaires have been shared with parents about Home Learning, Safeguarding and Parent Voice. Please see response to two questions from the Parent Voice survey from July 2021.



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
Time Table Rock Stars	Maths Circle Limited
Nessy	Nessy Learning
Curriculum Maestro	Cornerstones Education
CPOMS	CPOMS systems

