

## Summerbank Primary Academy Pupil Premium Strategy (& Review) 2017 – 2018

1. Summary Information				
<b>School</b>	Summerbank Primary Academy			
<b>Academic Year</b>	2017-2018	PP Budget	£232,320	<b>Most recent update to this document</b>
		Early Years PP	£5664	
		<b>Total PP Budget</b>	<b>£237,984</b>	<b>Jan 2018</b>
<b>Total Number of Pupils</b>	460	<b>Total Number of Pupils eligible for PP</b>	176	<b>Date of next internal review of this strategy</b>
				<b>June 2018</b>
<b>Total Planned Expenditure: 238,287.10</b>				

2. Attainment 2017			
Summerbank figures for PP children		National figures for non-PP children	
<b>Foundation Stage</b>			
ELG+ Reading	33%	ELG+ Reading	63%
ELG+ Writing	33%	ELG+ Writing	59%
ELG+ Maths (Number)	62%	ELG+ Maths (Number)	67%
<b>Phonics</b>			
% Y1 pupils passing phonics check	61%	% Y1 pupils passing phonics check	84%
<b>Key Stage One</b>			
% expected standard Reading	54%	% expected standard Reading	79%
% expected standard Writing	46%	% expected standard Writing	72%
% expected standard Maths	67%	% expected standard Maths	79%
<b>Key Stage Two</b>			
% expected standard Reading	76%	% expected standard Reading	77%
% expected standard Writing	82%	% expected standard Writing	81%
% expected standard Maths	71%	% expected standard Maths	80%
Progress measure Reading	+5.08	Progress measure Reading	+0.33
Progress measure Writing	+4.90	Progress measure Writing	+0.18
Progress measure Maths	+1.29	Progress measure Maths	+0.28

<b>3. Disadvantaged pupil context</b>	
Total number of pupils eligible for PP	176
PP pupils with EAL	65
PP pupils with SEN	34

<b>4. Barriers to future attainment (for pupils eligible for PP)</b>	
i	Vast majority of children below age related expectation on entry to nursery / Reception
ii	A growing percentage of children new to English or with EAL. throughout all year groups
iii	Limited language / restricted vocabulary which impacts on learning
iv	Pupils being 'ready to learn' (being in a secure place mentally and emotionally)
v	A lack of regular routines including home reading, homework, spelling and having the correct equipment in school (e.g. PE kit)
vi	Consistent attendance and punctuality
vii	Mobility – many moves between schools
viii	High deprivation factor / poverty
ix	Low aspirations about what can be achieved and how to be successful and limited access to positive role models
x	Cultural differences and commitments
xi	Narrow range of opportunities outside school (life experiences, libraries, books)
xii	Parental engagement with school and perceptions of education

### 5. Desired Outcomes from start of 2017 and end of academic year 2018 evaluation

A	Desired outcome: At key National milestones the gap in achievement between disadvantaged pupils and all pupils nationally is diminishing.	Success Criteria: Pupils achieve (or exceed) expected levels in GLD, Reading, Writing, Mathematics, SPaG related to their individual start levels.																																	
<b>Evaluation of Impact Outcome A:</b>																																			
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<p><b>Lessons Learned</b>            Increased staff to pupil ratio has had a positive impact on progress made by disadvantaged pupils, particularly so in mathematics where this was used to support 'gap filling' and targeted teaching.</p>																																			
B	Desired outcome: Ongoing monitoring demonstrates that provision for disadvantaged pupils is leading to at least expected progress for pupils in all year groups.	Success Criteria: There is evidence of the gap between PP attainment and National All Pupil attainment diminishing at key national data points.																																	
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	KS2 Mathematics	84%	80%	+4ppts
	KS2 SPAG	74%	82%	-4ppts
	<p><b>Lessons Learned</b></p> <p>Increased staff to pupil ratio has had a positive impact on attainment in all nationally reporting year groups, particularly in Y6 where this was used to support small group withdrawal as this year group had very high levels of differentiation (linked to SEN needs). Although the gap to national remains in Phonics and KS1, it has diminished from the previous year (see 2017 data in section 2).</p> <p>Although Story time phonics was introduced during this year, children taking the Y1 phonics screen had already been exposed to the previous scheme and continued to use this, the expected impact of Storytime phonics will be in future years when they will have followed the consistent approach through their early schooling. The positive impact on phonics reflects the benefits of increased staffing in this Phase which supported closer targeting.</p>			
C	Desired outcome: Attendance and punctuality of disadvantaged pupils is improving towards national benchmark		Success Criteria: Disadvantaged pupils' attendance (currently 93.8% in academic year 2016/2017) to diminish the gap to national non-disadvantaged (currently 96.6%)	
	<p><b>Evaluation of Impact Outcome C:</b></p> <p>2017 - 2018 Disadvantaged Pupils attendance was 94.49% (the National Benchmark for 2017-2018 was 94.3%), therefore there is no longer a gap.</p> <p><b>Lessons Learned</b></p> <p>The close targeting of pupils at risk of PA and poor attendance through the Breakfast Study Support group has continued to impact. As a result a subsidised 'paid' Breakfast Club was introduced during the year to build on this. This club allows parents to opt in/out on a daily basis and ensures children who might be absent due to family commitments (doctor appts etc) are in school on these days.</p> <p>EWO support continues to be essential to track and target pupil attendance and provide timely interventions.</p>			
D	Desired outcome: Disadvantaged pupils can access learning effectively because their physiological, emotional, social and safety needs are being met.		Success Criteria: Pupils are ready to learn in class. The number of interventions at the point of learning are reduced	
	<p><b>Evaluation of Impact Outcome D:</b></p>			

	<p>During the academic year 2017-2018 the Academy supported 13 children through Early Help. 55 children received out of class nurture provision and 8 Safeguarding referrals were made. Where support was put in place, the vast majority of children were able to overcome their barriers to learning. 96 children are identified as vulnerable and are monitored to support their well-being.</p> <p>The Learning Behaviour Mentor supported a small number of individuals who demonstrated high risk behaviour and over time this was reduced allowing these children to better access their learning.</p> <p><b>Lessons Learned</b>  Year on year the number of pupils experiencing physiological, emotional, social and safety concerns is increasing (demonstrated by the number accessing these types of support in 2017-2018 being higher than in previous years). This is an essential part of school provision and will need to form part of next year's plan. Nurture has largely taken place through withdrawal during afternoon sessions, there is a growing need for morning nurture as a small number of children are struggling to settle on arrival into school.</p>	
E	<p>Desired outcome: Disadvantaged pupils experience a full, appropriate and enriched curriculum.</p>	<p>Success Criteria: The curriculum provides opportunities for pupils to broaden their horizons and knowledge and understanding of the world. Pupils attend events/visit places they would not usually be exposed to.</p>
	<p><b>Evaluation of Impact Outcome E:</b></p> <p>Pupils participated in a subsidised visit/in-school learning opportunity. All children had access to specialised teaching in smaller groups which supported communication and social skills alongside learning within the subject.</p> <p><b>Lessons Learned</b>  Pupil voice confirms that these experiences are highly valued by pupils contributing to overall thirst for learning and broadening experiences. This use of funding impacts strongly on social inequalities experienced by PP pupils.</p>	
F	<p>Desired outcome: Disadvantaged pupils demonstrate increased confidence, communication and language skills.</p>	<p>Success Criteria: Vocabulary scores in KS1 and KS2 assessments demonstrate improvement toward the national. Pupils are given the tools and opportunities to express themselves and perform.</p>
	<p><b>Evaluation of Impact Outcome F:</b></p>	

	<p><b>Foundation Stage – The Echars evaluation tool was used to audit provision in EYFS, following identification of areas for development and improvements were made to impact on the learning environment, judged good.</b></p> <p><b>EAL developments included an improved identification, tracking and planning tool which clearly identifies a progression in vocabulary learning.</b></p> <p><b>2018 Y6 SATs results for the ‘Give and explain the meaning of words in context’ aspect show that children are achieving in line with/above National (Summerbank 70% ;National 69%)</b></p> <p><b><u>Lessons Learned</u></b>  <b>Limited vocabulary is a key barrier to social mobility. Work undertaken this year has made a positive impact on developing vocabulary within aspects of the school curriculum, but this will need to remain a central focus for future years.</b></p>	
G	<p>Desired outcome: The engagement of parents/carers of disadvantaged pupils positively influences the outcomes for their children (social, emotional, academic)</p>	<p>Success Criteria: Parents opportunities in school to participate in: shared learning with their children; personal learning; engage with support agencies.</p>
	<p><b>Evaluation of Impact Outcome G:</b>  <b>Feedback from Family Learning Sessions indicates that these are highly valued and support parents and children in engaging in positive learning experiences. A number of Early Help families have engaged with these sessions.</b></p> <p><b>13 Pupil Premium children have benefitted from their family being part of an Early Help plan, where this first wave of support has been put in place it has prevented escalation of issues that would have led to more serious need.</b></p> <p><b><u>Lessons Learned</u></b>  <b>Increase the offer of Family Learning sessions to build on positive outcomes this year. Ensure reminder system is in place to reduce the number of ‘no shows’ to sessions. Consider planning further events led by the Early Help Champion linked to common issues faced by families.</b></p>	

<b>6. Planned Expenditure</b>					
<b>A - At key National milestones the gap in achievement between disadvantaged pupils and all pupils nationally is diminishing.</b>					
<b>B - Ongoing monitoring demonstrates that provision for disadvantaged pupils is leading to at least expected progress for pupils in all year groups</b>					
<b>Focus</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>
Disadvantaged pupils in FS, Y1 and Y2 have improved phonic outcomes	Storytime Phonics as prime approach throughout FS and KS1	Current provision is inconsistent between Key Stages – putting in place common approach will support better progress through transition.	Phonics Lead appointed to support implementation and monitoring.	R Thompson	July 2018
Improve outcomes for disadvantaged children with special educational needs	Inclusion Manager to manage our programme of interventions (proportion of salary linked to proportion of SEN PP children).  Interventions team supporting in class in the mornings then withdrawing pupils for specific 1:1 or small group interventions in the afternoons.	29 disadvantaged pupils identified as also having SEN  Additional classroom support in the mornings is essential to support literacy and mathematics, ensuring that children requiring intervention do not miss out on whole class learning.	Inclusion manager to track pupil progress of intervention groups.	K Shortt	Half-termly progress review of Intervention groups.
For pupils in FS1, FS2, Y6 make or exceed expected progress	Staff to pupil ratio increased to allow for additional	Smaller group sizes mean disadvantaged pupils can access more adult time	Phase Leaders to monitor impact of additional staffing.	Phase Leaders	Termly review of provision

	teaching groups and interventions.	with tightly focused direct teaching. Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.			
Storytime Phonics: £2470 Inclusion Manager (0.25): £11,719.75 Teaching Assistant Support: £36,177 Increased staff ratio support: £32,888 <b>Total Costing: £83,254.75</b>					
<b>C - Attendance and punctuality of disadvantaged pupils is improving towards national benchmark</b>					
<b>Focus</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>
Persistent Absence and those pupils at risk of PA show improved attendance	Provision of a free breakfast club for targeted pupils	Breakfast clubs improve attendance/punctuality.	Half-termly review of attendance/targeted pupils.	K Smith	Half-termly
Persistent Absence and those pupils at risk of PA show improved attendance	EWO Support purchased to improve attendance through tracking and targeting pupils as part of Early Intervention.	In previous years impact of EWO support has reduced PA. Attendance remains below National and is therefore an area for targeted improvement.	Working Group established to monitor impact of initiatives.	R Shenton	Termly
Breakfast Club: £7311 EWO/Admin Support: £5846 <b>Total Cost: £13,157</b>					
<b>D - Disadvantaged pupils can access learning effectively because their physiological, emotional, social and safety needs are being met.</b>					

Focus	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?
Vulnerable pupils are supported within classrooms to engage effectively with learning.	Early Help (Class based) support by specialist TA.	Social/Emotional needs act as a barrier to identified children and prevent them from engaging fully with learning and hindering progress.	Monitoring of lessons demonstrates active engagement of targeted pupils. Pupil discussions and feedback.	S Surtees	Monthly meeting with the Early Help Champion to ensure provision is in place and effectively targeted.
Nurture provision (outside of class) supports children in developing confidence, emotional resilience and social skills.	Access to small group based nurture provision for identified pupils.		Inclusion team to monitor effectiveness and to ensure that provision is fully responsive to pupil needs.	S Surtees H Potts	Monthly meeting with the Inclusion Team to ensure provision is in place and effectively targeted.
Support in place for pupils who lack behaviour for learning.	Learning and Behaviour Mentor targets identified pupils.		Monitor behaviour records.	H Potts	Monthly.
Safeguarding systems ensure physiological, emotional, social and safety needs are met and do not disadvantage learners.	Dedicated Safeguarding Officer in place.		Monthly Safeguarding update.	R Shenton	Monthly
				Early Help in class: £9972 Nurture provision: £5019 Learning/Behav Mentor: £ 4439 Safeguarding Lead: £4439 <b>Total Cost: 23,869</b>	
<b>E - Disadvantaged pupils experience a full, appropriate and enriched curriculum.</b>					

Focus	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?
For pupils to receive specialist teaching in small groups in key curriculum areas.	Specialist D&T/Computing Teacher and base in school with all children receiving this learning within a small group setting.	PP pupils have limited access to technology and construction equipment and learning with the home.	Ongoing programme of in school monitoring.	R Shenton	Monitoring of progress of pupils in D&T and Computing.
For pupils to access a range of social/cultural/sporting experiences, visits and activities	<p>Pupils will participate in subsidised cultural visits (e.g. New Vic Theatre, local museums, outdoor education centres)</p> <p>Participation in local cultural projects (Clay schools; New Vic Shakespeare project)</p>	<p>Pupils have limited life experience, horizons will be broadened and they will have a stronger cultural, historical and geographical understanding.</p> <p>Pupils benefit from experiences that they may not experience otherwise, broadening opportunities and increasing aspiration.</p>	Educational/cultural visits and projects are agreed at SLT level to ensure balance and equity.	R Shenton C Pearson	Ongoing
Pupils continue to receive enriched learning opportunities through the 6 week holiday.	Offer a summer programme of activities for targeted pupils.		Educational/cultural/sporting activities are agreed at SLT level to ensure balance and equity.	R Shenton C Pearson	Evaluate at end of the project and also impact on return to school in September.
				Specialist Teaching: £33438 Subsidised visits: £9024 Subsidised projects: £4000 Summer programme: £7000	

**Total Cost: £53,462**

**F - Disadvantaged pupils demonstrate increased confidence, communication and language skills.**

<b>Focus</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>
Target the development of pupils' communication and language skills in the early years.	Ensure a language rich curriculum and learning environment throughout Foundation Stage.	Children enter school with very low language and communication skills.	Education Director of the MAT to support, monitor and evaluate.	J Johnson	Ongoing
Identified gaps in learning for EAL PP addressed	<p>EAL Lead to manage our programme of interventions (proportion of role linked to proportion of EAL PP children).</p> <p>Bilingual team supporting in class/targeted group support (proportion of role linked to proportion of EAL PP children).</p>	<p>29 disadvantaged pupils identified as also having SEN</p> <p>Additional classroom support in the mornings is essential to support literacy and mathematics, ensuring that children requiring intervention do not miss out on whole class learning.</p>	EAL Lead to track pupil progress of EAL groups.	A Toft	Termly

EAL Lead: £4109.35  
 EAL Support: £23,029  
 Foundation Stage: £22,448  
**TOTAL COST: £49,586.35**

<b>G - The engagement of parents/carers of disadvantaged pupils positively influences the outcomes for their children (social, emotional, academic)</b>					
<b>Focus</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>
Support in place for parents of vulnerable pupils to enable them to offer a positive influence on pupil wellbeing and learning.	<p>Early Help level of support in place for families via Early Help Champion and engagement with other agencies.</p> <p>Parent workshops support parental engagement, confidence, relationships and skills.</p>	The school has a high proportion of families facing challenging circumstances and who have been shown to benefit from coordinated support.	<p>Inclusion Team to closely monitor progress of children in receipt of early Help.</p> <p>Inclusion Champion to meet weekly with children from families engaged with early help and ensure that the support in place is feeding through to benefit the child.</p>	S Surtees	Ongoing
				Early Help Champion: £14,958	<b>TOTAL COST: £14,958</b>