

## Summerbank Primary Academy Pupil Premium Strategy 2018 – 2019

1. Summary Information					
<b>School</b>	Summerbank Primary Academy				
<b>Academic Year</b>	2018-2019	PP Budget	£236,280	<b>Most recent update to this document</b>	Jan 2019
		Early Years PP	£5914.80		
		<b>Total PP Budget</b>	<b>£242,194.80</b>		
<b>Total Number of Pupils</b>	464	<b>Total Number of Pupils eligible for PP</b>	182	<b>Date of next internal review of this strategy</b>	July 2019
<b>Total Planned Expenditure: £240,430</b>					

2. Attainment 2018			
Summerbank figures for PP children		National figures for non-PP children	
<b>Foundation Stage</b>			
ELG+ Reading	78%	ELG+ Reading	79%
ELG+ Writing	78%	ELG+ Writing	76%
ELG+ Maths (Number)	83%	ELG+ Maths (Number)	82%
<b>Phonics</b>			
% Y1 pupils passing phonics check	75%	% Y1 pupils passing phonics check	85%
<b>Key Stage One</b>			
% expected standard Reading	58%	% expected standard Reading	79%
% expected standard Writing	42%	% expected standard Writing	74%
% expected standard Maths	58%	% expected standard Maths	80%
<b>Key Stage Two</b>			
% expected standard Reading	81%	% expected standard Reading	80%
% expected standard Writing	77%	% expected standard Writing	83%
% expected standard Maths	84%	% expected standard Maths	81%
Progress measure Reading	+1.96	Progress measure Reading	+0.31
Progress measure Writing	+0.79	Progress measure Writing	+0.24
Progress measure Maths	+3.51	Progress measure Maths	+0.31

<b>3. Disadvantaged pupil context (n.b. pupil numbers change on a weekly basis due to high mobility in the area)</b>	
Total number of pupils eligible for PP	182
PP pupils with EAL	70
PP pupils with SEN	45

<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		Success criteria
A	At key National milestones the gap in achievement between disadvantaged pupils and all pupils nationally is diminishing.	Pupils achieve (or exceed) expected levels in GLD, Reading, Writing, Mathematics, SPaG related to their individual start levels.
B	Ongoing monitoring demonstrates that provision for disadvantaged pupils is leading to at least expected progress for pupils in all year groups.	There is evidence of the gap between PP attainment and National All Pupil attainment diminishing at key national data points.
C	Attendance and punctuality of disadvantaged pupils is improving towards national benchmark	Disadvantaged pupils' attendance (currently 94.49% in academic year 2017/2018) to diminish the gap to national non-disadvantaged (currently 94.3%)
D	Disadvantaged pupils can access learning effectively because their physiological, emotional, social and safety needs are being met.	Pupils are ready to learn in class. The number of interventions at the point of learning are reduced
E	Disadvantaged pupils experience a full, appropriate and enriched curriculum.	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.
F	Disadvantaged pupils demonstrate increased confidence, communication and language skills.	Vocabulary scores in KS1 and KS2 assessments demonstrate improvement toward the national. Pupils are given the tools and opportunities to express themselves and perform.
G	The engagement of parents/carers of disadvantaged pupils positively influences the outcomes for their children (social, emotional, academic)	Parental uptake of opportunities in school to participate in: shared learning with their children; personal learning; and engage with support agencies increases.

6. Planned Expenditure					
A - At key National milestones the gap in achievement between disadvantaged pupils and all pupils nationally is diminishing.					
B - Ongoing monitoring demonstrates that provision for disadvantaged pupils is leading to at least expected progress for pupils in all year groups					
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?
Disadvantaged pupils in FS, Y1 and Y2 have improved phonic outcomes	Storytime Phonics as prime approach throughout FS and KS1 (implement in Reception in 2018/2019, roll	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.	J Johnson	July 2019

	through into Y1 in 2019/2020; Y2 2020/2021)				
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.	45 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 FS2, Y2, Y6 make or exceed expected progress	Staff to pupil ratio increased to allow for additional teaching groups and interventions.	Smaller group sizes mean disadvantaged pupils can access more adult time with tightly focused direct teaching. Additional adults mean pre-planned intervention work (reading) can take place.	Phase Leaders to monitor impact of additional staffing.	Phase Leaders	Termly review of provision
				Inclusion Manager (0.3): £12,152 Teaching Assistant Support: £25,470 Increased staff ratio support/reading intervention: £27,578 <b>Total Costing: £65,200</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
Intermittent absence/lates are minimised through before school provision.	Provision of a subsidised 'drop in' breakfast club	Breakfast clubs improve attendance/punctuality. Children who are frequently late/intermittently absent due to parents having several school drop offs/parental appointments preventing drop off	Attendance registers kept	G Petrozzi	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.	Regular meeting HT/EWO to monitor impact of initiatives.	R Shenton	Termly
				Funded Breakfast Club: £7587 Subsidised Breakfast Club: £2007 EWO/Admin Support: £5846 <b>Total Cost: £15,440</b>	

<b>D - Disadvantaged pupils can access learning effectively because their physiological, emotional, social and safety needs are being met.</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>
Vulnerable pupils are supported to engage effectively with learning.	Weekly Early Help support by specialist TA to ensure pupils have regular opportunity to share/address concerns that could impact on their learning.	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	Half termly 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/individual 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	Half termly meeting with the Inclusion Team to ensure provision is in place and effectively targeted.
Target the increasing number of children in FS2/KS1 who are failing to thrive in mainstream class.	Introduce morning nurture/learning class 'The Bridge' for pupils in FS2/KS1 who are not currently thriving in mainstream class provision.		SENCo to monitor and share outcomes through SLT.	K Shortt	December 2018
Support in place for pupils who lack behaviour for learning.	Learning and Behaviour Mentor targets identified pupils.		Monitor behaviour records.	H Potts	Weekly Inclusion Meeting

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	Weekly Inclusion Meeting
Personal hygiene and self-care is understood by vulnerable pupils.	Provision of personal hygiene products to children in upr KS2 who do not have access to these from home.		Early Help meetings	S Surtees	Ongoing
				Early Help 1:1 support : £2962 Withdrawal Nurture provision: £6910 'The Bridge' provision: £27,607 Learning/Behav Mentor: £ 5435 Safeguarding Lead: £5435 Personal Hygiene: £200 <b>Total Cost: 48,549</b>	
<b>E - Disadvantaged pupils experience a full, appropriate and enriched curriculum.</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>
For pupils to receive specialist teaching in in key curriculum areas.	Specialist D&T/Computing Teacher and base in school with all children receiving this learning as part of their entitlement.	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.

<p>For pupils to access a range of social/cultural/sporting experiences, visits and activities</p>	<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 'Cast of Thousands'; New Vic Shakespeare project, Young Voices)</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>	<p>Educational/cultural visits and projects are agreed at SLT level to ensure balance and equity.</p> <p>Leads identified for each cultural project</p>	<p>R Shenton C Pearson</p> <p>L Marsden (Clay Schools) G Weir (Young Voices) A Winfield/R Quinn (Shakespeare)</p>	<p>Ongoing</p>
<p>Increase motivation and engagement of vulnerable children and develop the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.</p>	<p>Introduce Forest School Curriculum for identified vulnerable/non thriving pupils. External provider to work with 'The Bridge' one half day per week.</p> <p>Train 2 members of staff to facilitate 'in-house' provision Summer 2019 onwards.</p>	<p>Education Endowment Fund studies of outdoor learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in this make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>SENCo to monitor as part of Bridge provision</p> <p>HT/DHT to monitor provision as part of T&amp;L. Forest School Leaders to provide case study of impact.</p>	<p>K Shortt</p> <p>R Shenton/C Pearson</p>	<p>Dec 2018</p> <p>July 2018</p>

Identified vulnerable pupils are targeted to develop life and communication skills and self confidence.	1 x per week identified group to go on a 'real life' visit (e.g. supermarket, fire station, bus station) via public transport linked to activity such as recipe following, safety etc. Group to change as needs arise.	A number of children lack the confidence and life skills necessary to thrive.	Lead to report through Inclusion meeting with DHT.	S Surtees	Ongoing
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Specialist Teaching: £34,951  
Subsidised visits: £9208  
Subsidised projects (Shakespeare; Clay Schools 'Cast of Thousands'; Young Voices): £4500  
Forest School: £800  
Real Life Visits: £3162  
**Total Cost: £52,621**

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

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?
Target the development of pupils' communication and language skills in the early years and KS1	Ensure a language rich curriculum and learning environment throughout Foundation Stage.	Children enter school with very low language and communication skills.	EYFS Lead to report through SLT	J Johnson	Ongoing

	<p>Use WellComm communication tool to identify gaps work to address these.</p> <p>Speech Bubbles language and drama project</p>		SENCo monitor and report to SLT	K Shortt	End of project
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>70 disadvantaged pupils identified as also having EAL</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
				<p>Speech Bubbles TA support £1278  EAL Lead (0.25 of .2 Salary): £2136  EAL Support: £31,507  <b>TOTAL COST: £34,921</b></p>	

<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 (2 per year group over the academic year). Parents also signposted to employment/training opportunities.</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
				<p>Early Help Champion: £23,699</p> <p><b>TOTAL COST: £23,699</b></p>	