

Summerbank Primary School Pupil Premium Strategy (& Review)

2016-2017

1. Summary Information

Summerbank Primary School is a larger than average primary school with 422 pupils on role located in Tunstall, Stoke-on-Trent, Tunstall is ranked 3rd in Stoke-on-Trent in terms of its average deprivation score with 100% of residents living in areas classified amongst the 20% most deprived in England, 43.2% of whom are living in areas classified amongst the 10% most deprived.

47% of our current intake are from disadvantaged backgrounds and in receipt of Pupil Premium funding. 68% of pupils are from minority ethnic groups, the majority of which are of Pakistani heritage. 56% have a first language, which is not English. There are twenty-five different first languages spoken in school. The school is increasingly receiving children from an Eastern European background who arrive in school with little or no English.

Our planned admission number increased from 45 to 60 in 2011/12 and a 3-classroom extension was completed during 2013. 2015/16 has been a year of significant challenge and change within school; these include changes in staffing, introduction of New Curriculum and related tracking and assessment and the move to convert to Academy status as a member of Societas Multi Academy Trust.

The wide range of ethnicity presents some barriers to learning for children for whose first language is not English.

School					
Academic Year	16/17	Total PP budget	£239,912 (7/12 of 16/17 and 5/12 of 17/18 allocation)	Date of most recent PP Review	05/06/17
Total number of pupils	422	Number of pupils eligible for PP	177	Date for next internal review of this strategy	21/07/2017

2. Barriers to future attainment (for pupils eligible for PP)

- A. A growing percentage of children new to English or with EAL. High number of differing first languages spoken as outlined in the school context above. Out of the pupil premium children currently on roll, 46% are from minority ethnic backgrounds and 39% have English as an additional language.
- B. Vast majority of children below age related expectation on entry to nursery / Reception
- C. Low attendance
- D. Cultural differences and commitments
- E. Low aspirations and expectations
- F. Narrow range of opportunities outside school
- G. Lack of positive role models

- H. Limited language / restricted vocabulary
- I. Mobility –many moves between schools (as of 4th November 2016 there were 26 new arrivals into school and 10 leavers)
- J. Poor social skills
- K. High percentage of vulnerable children – 110 children in school are on the Vulnerable Child Register, 59 of whom also receive pupil premium funding. 7 children in reception have also been identified as vulnerable and disadvantaged (using free school meals as the disadvantaged indicator)
- L. High deprivation factor / poverty as outlined in the school context above.

3. Desired Outcomes from start & evaluation at end of the academic year **Success Criteria**

A	<p>Improve achievement for disadvantaged pupils in KS1 from their different starting points</p>	<p>Disadvantaged pupils in KS1 make rapid progress in order to diminish the gap between disadvantaged and non-disadvantaged pupils nationally</p>																
	<p>Impact</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 20%;">Subject</th> <th style="width: 20%;">Disadvantaged Pupils 2016</th> <th style="width: 20%;">Disadvantaged Pupils 2017</th> <th style="width: 40%;">Impact</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>48%</td> <td>54%</td> <td>+6ppts</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>46%</td> <td>+5ppts</td> </tr> <tr> <td>Mathematics</td> <td>62%</td> <td>67%</td> <td>+5ppts</td> </tr> </tbody> </table> <p>Lessons Learned Positive impact made through bilingual/small group support. 1:1 reading with identified pupils impacted both on confidence and attainment. This type of intervention should be continued into next cohort.</p>		Subject	Disadvantaged Pupils 2016	Disadvantaged Pupils 2017	Impact	Reading	48%	54%	+6ppts	Writing	41%	46%	+5ppts	Mathematics	62%	67%	+5ppts
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B	<p>Improve outcomes in phonics for children in Y1 and Y2 Phonics</p>	<p>The gap between disadvantaged pupils and all pupils nationally continues in a diminishing trend</p>																
	<p>Impact By the end of Y2 the school is 2ppts above national, this is the 3rd year of a 3yr upward trend. There was a drop in attainment for pupils overall at Y1, meaning the gap to national has widened to 23% (although when comparing disadvantaged and non-disadvantaged pupils in the school cohort, there was no significant gap).</p> <p>Lessons Learned Changes had been implemented in 2016/17 with the intention of better meeting pupil needs via creating phonic ‘sets’ by ability, however this proved less successful than hoped and teaching has now reverted to the previous model which showed greater success. Internal monitoring shows that the use of different systems for teaching phonics in the EYFS and Years One and Two is hindering transition across the Key Stages. Addressing this inconsistency would be beneficial in impacting on attainment and progress.</p>																	
C	<p>Improve the communication and language skills of children in the FS</p>	<p>Improved communication and language skills impacts on learning in all areas</p>																

Impact

The proportion of pupils reaching the expected standard in Listening & Attention and Understanding was raised from 2016 to 2017 by 3.5 percentage points, although Speaking remained static. Children working on specific programmes with additional adult made gains linked to this but these did not always translate to broader assessment gains.

Lessons Learned

Although increases were gained within CLL, this has not yet had an impact on all areas. External advice indicates that a focus on securing all of the Prime Areas and developing a language rich curriculum and environment is more likely to lead to overall improvement as this will provide a firm foundation for learning.

D Improve outcomes for disadvantaged children in Foundation Stage by the end of Reception.

Improved attainment for disadvantaged children by the end of Reception.

Impact

Subject	ELG Disadvantaged Pupils 2016	ELG Disadvantaged Pupils 2017	Impact
Reading	33%	33%	-
Writing	33%	33%	-
Mathematics	48%	62%	+14ppts

Lessons Learned

Additional support to target small groups worked most effectively in mathematics, impact was limited in reading and writing. Support for reading and writing requires a more holistic approach (linked to EAL pupils and communication and language) embedding across the whole curriculum rather than 'catch-up'.

E Ensure disadvantaged pupils in Y6 make at least expected progress from their different starting points, specifically in reading and maths

Children make at least expected progress from their different starting points

Impact

Subject	Progress Measure School PP pupils	Progress Measure National ALL Pupils
Reading	+5.08	+0.33
Writing	+4.90	+0.18
Mathematics	+1.29	+0.28

Pupils in school made significantly more progress than all pupils nationally across all subject areas.

Lessons Learned

Smaller class sizes/deployment of additional teaching assistants was highly effective in meeting pupils' needs in Year Six leading to excellent progress for PP children.

F	Improve attendance, behaviour and engagement for disadvantaged pupils	Attendance for disadvantaged pupils in line with or moving towards national average.
		Alternative provision is effective in improving behaviour / engagement.
		Identified pupils unable to access the national curriculum are supported through nurture.
<p>Impact Attendance – In 2015/16 the overall school attendance for disadvantaged pupils was 94.3% compared to a National figure 94.8%; 2016/2017 figures are 95.1% (current national figures unavailable due to National data release timing).</p> <p>Alternative provision – Two PP pupils accessed alternative provision. As a result one pupil was permanently moved into specialist provision, whilst the other was able to reintegrate into school and complete SAT assessments gaining positive outcomes.</p> <p>Nurture – 17 PP pupils accessed nurture provision over the course of the academic year, this has had a positive impact on pupil learning back in class.</p> <p>Lessons Learned All of the above strategies have had a positive impact and should be incorporated in planning for the subsequent funding use.</p>		
G	Improve opportunities to access a broad and balanced curriculum tailored to the needs of our pupils.	Children have additional opportunities to learn from, including a wide range of specialist teachers, their knowledge and understanding and communication skills improve as a result of this.
		<p>Impact 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>Lessons Learned 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>
H	Improve outcomes for disadvantaged children on the SEN register K Shortt / interventions team.	Children are able to access appropriate intervention strategies to improve their academic achievement.

		than one to one or paired tuition.			
Total Budgeted Cost			£51,208		
ii. 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?
Improve the communication and language skills of children in the FS.	Specialist speech and language training for identified staff in foundation stage.	Poor communication skills impairs learning in all areas.	Assistant Head to monitor.	J Johnson	Termly
Total Budgeted Cost			£8,100		
Improve outcomes for disadvantaged children in foundation stage by the end of reception.	Additional Early Years Practitioner employed to work with small groups targeting Literacy and Maths	Analysis of data on entry to FS2 projects 22% GLD (with no additional input). Projected GLD with input from additional EYP targeting literacy and maths is 47%.	Assistant Head to direct sessions and monitor regularly.	J Johnson	Termly
Total Budgeted Cost			£13,966		
Improved outcomes in phonics for children in Y1 and 2	Daily phonics sessions for all children in Y1 and 2 (split into 8 groups)	Phonics is the foundation for reading and writing therefore a secure phonetical knowledge is essential particularly due to the high number of children with EAL. EEF shows that there can be a positive impact for very low cost based on extensive research.	Phase leader to monitor the impact on an ongoing basis.	G Weir	Termly
Total Budgeted Cost			£9,500		
Pupils in Y1 & 2 make at least expected progress from their different starting points.	Additional Bilingual Teaching Assistant deployed to work with children with English as an Additional	Data from the census shows that 56% of children have English as an Additional Language which represents a significant barrier to learning.	Phase leader will direct time of additional staff accordingly and report to SLT regularly.	G Weir	Termly

	Language in Phase 1 – 3. Additional Teacher Support Assistant (TSA) employed to support children from Eastern European heritage. Additional TSA employed to read with children on a 1:1 basis.	September baseline data shows that of the disadvantaged children in Y1, over half are more than one year behind in reading. In Year 2 approximately 1/3 of disadvantaged children are more than one year behind.			
Total Budgeted Cost			£17,171		
iii. Other approaches					
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?
Improve outcomes for disadvantaged children with special educational needs	Inclusion manager to manage our programme of interventions. Interventions team supporting in class in the mornings then withdrawing pupils for specific 1:1 or small group interventions in the afternoons.	26 disadvantaged pupils are also on the SEN register. 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 and SLT to monitor impact of interventions. Inclusion Manager and SLT to monitor the deployment and impact of interventions team.	K Shortt / R Shenton / C Pearson K Shortt / C Pearson	Termly changes in line with high rates of mobility.
Total Budgeted Cost			£71,223		
Improve opportunities to access a broad and	Specialised Teacher for	Additional opportunities to work with specialist teachers and professionals has a	Head Teacher to monitor	R Shenton	Termly

balanced curriculum tailored to the needs of our pupils:	Computing and Design & Technologies and specialist teacher for music outside of the classroom.	positive impact on academic achievement and increases motivation and raises aspiration.			
	Professionals visiting school.				
	Subsidised School Trips	The cost of trips for large families is unmanageable Many children have a narrow range of opportunities outside of school. Trips are used to enhance and support learning in school, bringing learning to life.	Head Teacher to monitor impact.	R Shenton.	Termly.
	Dedicated Librarian	Typically, many children enter school with low literacy and communication skills. Many of our children do not have the opportunity to visit the library. Our librarian provides sessions for all classes to promote a love of reading.	Head Teacher to monitor effectiveness.	R Shenton.	Termly.
Total Budgeted Cost				£50,171	
Improve attendance, behaviour and engagement for disadvantaged pupils.	Additional EWO Support to improve attendance	In the first half term 16/17, 9 disadvantaged children have met the trigger for EWO support. In addition to this the EWO works to improve attendance throughout the school.	Weekly EWO visits and reports to Head Teacher.	A French	Weekly
	Study Support Group for targeted children	In the first half term 14 disadvantaged children were identified as being eligible	EWO reports inform/identify	S Henderson	Half-termly

	<p>Nurture Support for identified children to support positive behaviour, attendance and emotional well-being.</p>	<p>for study support to improve attendance, school readiness and engagement.</p> <p>EEF evidences that on average SEL interventions (Social and Emotional Learning) have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). 15 disadvantaged children have been identified as requiring SEL interventions in the first term 2016/2017.</p>	<p>additional students alongside learning mentor input.</p> <p>Learning Mentor / Behaviour Support Manager to direct Nurture time and monitor impact.</p>	<p>/ H Potts / A French</p> <p>H Potts</p>	<p>Half-termly</p>
	<p>Lead Learning Mentor / Behaviour Manager for identified children to support positive behaviour, attendance and emotional well-being.</p>	<p>Evidence as above from EEF with regards to impact of SEL interventions. The learning mentor provides for the needs of learners who require help in overcoming barriers to learning in order to achieve their full potential (beyond that of the classroom).</p> <p>She works with a range of learners, giving priority to those who need the most help, especially those experiencing multiple disadvantages.</p> <p>The variety of issues include: punctuality, absence, challenging behaviour, safeguarding issues, able and gifted learners who may be experiencing difficulties.</p> <p>To address barriers outside the school, the learning mentor works closely with families and other agencies through Early Help support.</p>	<p>Lead Learning Mentor – feeding back to SLT.</p>	<p>H Potts</p>	<p>Termly</p>

	Inspire Provision to support positive behaviour, attendance and emotional well-being.	<p>There are currently 39 children on the Lead Learning Mentor's register. Support is either with the children or their families.</p> <p>Alternative provision to support children struggling to access the curriculum effectively. One child in the first half term has had a successful referral.</p>	Behaviour Manager to make referrals / SLT to authorise.	H Potts	Ongoing
Total Budgeted Cost					£42,089