

## Summerbank Primary Academy Pupil Premium Strategy 2020-2023

1. Funding Summary: Year 1 2020-2021					
Pupil numbers	456	Number of pupils eligible for PPG	172 (including EYPP pupils by term Aut 13; Spr 20; Sum 22)	Actual PP budget	£231,340 £5453.70 (EYPP)  £236793.70
				Total Planned Expenditure:	£234,505
Funding summary: Year 2 2021-2022					
Estimated pupil numbers			172 (including EYPP pupils by term Aut 13; Spr 20; Sum 22)		
Estimated number of pupils eligible for PPG			56		
Estimated funding			61		
Funding summary: Year 3 2022-2023					
Estimated pupil numbers					
Estimated number of pupils eligible for PPG					
Estimated funding					

### 2. Attainment 2020

Due to COVID-19 all National Primary Assessments were suspended for the academic year 2019-2020 therefore figures are not able to be provided for comparison.

### 3. Disadvantaged pupil context 2020-2021 (n.b. pupil numbers change on a weekly basis due to high mobility in the area)

Total number of pupils eligible for PP	172 (plus EYFS pupils)
PP pupils with EAL	56
PP pupils with SEN	61
PP pupils with both EAL & SEN (also included above)	15

### 4. Academy characteristics

Summerbank Primary Academy is a larger than average primary school with 456 pupils on roll 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.

There are currently 107 children listed on our SEND register. This is 24% of the children on roll. Of the children with SEND, 103 (96%) are at SEND support and 4 (4%) have Education Health and Care Plans (EHCP), a further 6 are currently under assessment for EHCPs. The national average for children with SEND is currently 12%.

63% of pupils are from minority ethnic groups, currently 59% of the academy have English as an Additional Language, numbers vary on a weekly basis. The predominant second language is Urdu/Punjabi but there are an increasing number of other languages in academy. We have an increasing number of children New to English coming mainly from Europe speaking Roma-Slovak, Czech, Polish, Spanish, Italian, Urdu, Portuguese, Hungarian, Romanian and Lithuanian. In total we have 28 different first languages in school.

Mobility is high across the academy, with a change of approximately 28% of the school population in the last academic year.

5. Intent for the use of Pupil Premium Funding		Intended Impact over time
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	To raise the attendance of disadvantaged pupils' attendance ( 93.1 % in academic year 2018/2019)
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 are able to access high quality home learning when unable to attend school.	Pupils learning is disrupted to a minimal level during times of forced closure or non-attendance due to isolating.
F	Disadvantaged pupils experience a full, appropriate and enriched curriculum to support the development of cultural capital	<i>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.*</i>
G	Disadvantaged pupils with EAL demonstrate increased confidence, communication and language skills.	Pupils progress through our school system of language acquisition levels at a good pace. Children demonstrate an increased willingness to engage in whole class learning.
H	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.

*\*Ability to meet this during 2020-2021 may be impacted upon by measures put in place in school/wider community to minimise COVID-19 risk*

## 6. Rationale for approach

To impact on the desired outcomes, the following strategies have been put in place with reference to the [EEF Guide to the Pupil Premium](#) which advocates planning spending under three tiers:

### **Tier One: Teaching**

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

### **Tier Two: Targeted Academic Support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. Wider strategies

### **Tier Three: Wider Strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



### Tier One: Teaching

Vocabulary & Comprehension Development (N-Y6): daily repeated story Nursery; Vocabulary focus cross-curricular/foundation subjects

Helicopter Stories - EYFS (Year One)

Philosophy 4 Children

Story Topic Approach

Storytime Phonics

Concrete/Pictorial/Abstract approach to Mathematics

Concept-led curriculum

High quality and interactive online learning including: Purple Mash, MyMaths, TEAMS

Specialist teaching of MfL, Computing

Cultural project based learning

Remote Teaching and Learning



### Tier Two: Targeted Academic Support

Teacher led Intervention: Wellcomm

Teaching Assistant led interventions: including 1:1 bespoke; in class small group support; Speech and Language; Dyslexia/Dyscalculia; EAL; recision teaching

Computing based intervention: including 'Immersive Reader'; Equipment subsidy/loan;

### Tier Three: Wider Strategies

Subsidised breakfast club

Attendance Working Group/Employment of EWO

Early Help Support from specialist TA

Nurture provision (Time to Talk; small group and 1:1)

Learning & Behaviour Mentor

Safeguarding Officer

Forest School

Parental Learning/Education

## 7. Planned Expenditure – Implementation of Intent

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?
<b>DEVELOPMENT</b>	<p><b>Teaching &amp; Targeted Academic Support</b></p> <p>Disadvantaged pupils who require phonics teaching have improved outcomes</p>	<p>YEAR ONE Phonics Lead coordinates consistent provision for all children working on phonics stages. Providing CPD and intervention.</p> <p>YEAR TWO Phonics Lead embeds approaches to provision adapting in light monitoring. Additional CPD in place to reflect improvements in outcomes.</p> <p>YEAR THREE Phonics provision is embedded, monitoring indicates all children receive appropriate entitlement</p>	<p><i>Phonics has been strongly impacted by school closure and requires significant targeting. EEF states 'great teaching is the most important lever schools have to improve outcomes of their pupils'</i></p>	<p>Phonics Lead to report to Governors at LGB meetings.</p> <p>Phonics lead to report to SLT.</p>	J Johnson	
<b>ENTITLEMENT</b>	<p><b>Targeted Academic Support</b></p> <p>Improve outcomes for disadvantaged children with high level ((School Stage 3&amp;4) special educational needs</p>	<p>Inclusion Manager to manage our programme of interventions (proportion of salary linked to proportion of SEN PP children).</p> <p>Focus provision on key strategies from EEF and ensure resources and staff CPD in place <i>Interventions support in place withdrawing pupils for specific 1:1; small group interventions.</i></p>	<p><i>Additional support is essential to support key skills (literacy and mathematics), particularly for children with high levels of SEN (Stage 3&amp;4)</i></p>	Inclusion manager to track pupil progress of identified pupils receiving additional support	K Shortt	Half-termly progress review of identified pupils
<b>ENT/ DEV</b>	<p><b>Targeted Academic Support</b></p> <p>Children in need of intervention are targeted for additional support</p>	<p>Support provided by class based Teaching Assistants to ensure continuity and through the day application.</p> <p>YEAR ONE – Teaching Assistants receive targeted training linked to supporting children with Stage 1 and Stage 2 Needs</p>	<p><i>Additional support in class ensures a higher adult/child ratio allowing more direct teaching Consistency is ensured by</i></p>	Phase Leaders to monitor impact of additional staffing.	Phase Leaders	Termly review of provision

	Improve outcomes for disadvantaged children with lower level ((School Stage 1&2) special educational needs	YEAR TWO – opportunities for peer observation/joint planning by Teaching Assistants  YEAR THREE – Teaching Assistants to become ‘Pupil Learning Champions’	<i>teaching assistants remaining with the same class through the day</i>			
<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>
<b>ENTITLEMENT</b>	<b>Wider Strategies</b> Intermittent absence/lates are minimised through before school provision.	Provision of a subsidised ‘drop in’ breakfast club Review and adapt offer linked to survey of parents/impact on punctuality & attendance <i>in Autumn will run as pre-booked to ensure sufficient COVID-19 measures will be followed</i>	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	J Wallace D Ball	Termly
<b>DEVELOPMENT</b>	<b>Wider Strategies</b> Overall attendance is improved across the school Attendance of the majority of children is between 96 and 100% Persistent Absence and those pupils at risk of PA show	Attendance Working group monitor, target and improve attendance EWO Support purchased to improve attendance through tracking and targeting pupils as part of Early Intervention.  YEAR ONE – establish attendance working group membership, remit and protocols and develop systems for monitoring and targeting attendance. Embed EWO role within approach.	Engagement of different partners across the school (SLT, Admin team, Business Manager, Safeguarding, Classroom staff) will support a multi-layered approach to improving attendance	Termly report to LGB	N Farooq	Termly

	improved attendance	YEAR TWO – extend attendance working group to involve Governor representation  YEAR THREE – School Council to take on responsibilities around improving attendance	In previous years impact of EWO support has reduced PA. Attendance remains below National and is therefore an area for targeted improvement.	Report to Attendance Working Group	C Pearson	Termly
<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>
<b>ENTITLEMENT</b>	<b>Wider Strategies</b> Vulnerable pupils are calm and their physiological needs are met before the start of the school day	Nurture Team to develop criteria for inviting pupils to breakfast club to be applied consistently. Nurture Team to oversee invites and monitoring <i>Provision of a free breakfast club for targeted pupils – to be put in place from Spring 1 (due to C-19 issues hampering running Autumn)</i>	Breakfast clubs ensure children enter school fed and have had time to settle in the school environment prior to the start of the learning day	Half-termly review of targeted pupils.	Safeguarding Team	Half-termly
<b>ENTITLEMENT</b>	<b>Wider Strategies</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.

ENTITLEMENT	<p><b>Wider Strategies</b> Nurture provision (outside of class) supports children in developing confidence, emotional resilience and social skills.</p>	<p>Access to small group/individual based nurture provision for identified pupils.</p>		<p>Inclusion team to monitor effectiveness and to ensure that provision is fully responsive to pupil needs.</p>	<p>S Surtees H Potts J Wallace</p>	<p>Half termly meeting with the Inclusion Team to ensure provision is in place and effectively targeted.</p>
ENTITLEMENT	<p><b>Wider Strategies</b> Target children who enter school in emotional or physical distress to ensure their wellbeing needs are met and they are ready to learn.</p>	<p>Introduce morning nurture for referrals by staff and self-referrals by children. <i>Interim during COVID-19 to be run within class bubbles</i></p>		<p>Inclusion team to monitor effectiveness and to ensure that provision is fully responsive to pupil needs.</p>	<p>J Wallace</p>	
ENTITLEMENT	<p><b>Wider Strategies</b> Support in place for pupils who lack behaviour for learning.</p>	<p>Learning and Behaviour Mentor targets identified pupils.</p>		<p>Monitor behaviour records.</p>	<p>H Potts</p>	<p>Weekly Inclusion Meeting</p>
ENTITLEMENT	<p><b>Wider Strategies</b> Safeguarding systems ensure physiological, emotional, social and safety needs are met and do not disadvantage learners.</p>	<p>Dedicated Safeguarding Officer in place.  Additional safeguarding hours put in place to mitigate anticipated increase in Safeguarding concerns/expectations during COVID-19</p>		<p>Weekly Safeguarding update</p>	<p>J Johnson</p>	<p>Weekly Inclusion Meeting</p>



<b>ENTITLEMENT</b>	<b>Wider Strategies</b> Personal hygiene and self-care is understood by vulnerable pupils.	Provision of personal hygiene products to children in upper KS2 who do not have access to these from home. Provision of private washing facilities.		Report to Weekly Inclusion Meeting	J Wallace S Surtees	Ongoing
<b>E - Disadvantaged pupils are able to access high quality home learning when unable to attend school.</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>
<b>DEVELOPMENT</b>	<b>Teaching</b> High quality and interactive online learning in place	Online Learning Platform  software to support children's home learning  YEAR ONE – purchase and develop teacher confidence in Purple Mash, MyMaths Move homework option onto online platform. Use computing lessons to support children in access  YEAR TWO – engage with other schools to look at good practice and consider options for development further. Review programme usage and impact and refine/extend list of programmes.  YEAR THREE –	Where children engage in learning that enables feedback from their teacher it has a stronger impact	Computing and mathematics lead and monitor impact	SLT	<b>Termly</b>
<b>DEVELOPMENT</b>	<b>Targeted Academic Support</b> Provide access to online learning for children who do not have suitable equipment at home	Loan system for laptops and internet access  YEAR ONE – Survey families to check provision, establish clear criteria for loan. Put in place systems to support effective use, safe loan and return  YEAR TWO – Repeat survey. Develop before/after school provision for ICT  YEAR THREE – Develop approach that supports parents in home purchase of equipment for school use.	Survey of family homes finds disproportionate number of PP children do not have access to appropriate learning technology.	Systems put in place for identifying need	SLT/Computing	Termly

F - Disadvantaged pupils experience a full, appropriate and enriched curriculum to support the development of cultural capital						
	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?
<b>DEVELOPMENT</b>	<b>Teaching</b> For pupils to receive specialist teaching in in key curriculum areas.	Development of high quality specialist teaching in school  YEAR ONE - Specialist Computing Teacher in place, Computer room developed to secure access to high quality, effective and appropriate resource	PP pupils have limited access to educational technology and learning within the home.	Ongoing programme of in school monitoring.	C Pearson C Clarke	Monitoring of progress of pupils in Computing.
		YEAR TWO – Specialist MfL Teacher in place, develop curriculum through use of the expertise of the specialist teaching creating further connections with story topic curriculum  YEAR THREE – add to specialist teaching vis engagement of ‘experts in the field’ to support wider curriculum	PP children have limited opportunities to engage with expert practitioners	Ongoing programme of in school monitoring.	S Belaradj	Monitoring of progress of pupils in MfL

<b>DEVELOPMENT</b>	<p><b>Teaching &amp; Wider Strategies</b> For pupils to access a range of social/cultural/sporting experiences, visits and activities</p>	<p><i>Pupils will participate in subsidised cultural visits (e.g. New Vic Theatre, local museums, outdoor education centres)</i></p> <p><i>Participation in local cultural projects (Clay schools 'Cast of Thousands'; New Vic Shakespeare project, Young Voices)</i></p> <p><i>This will be dependent on C-19, intention to run Spring onwards</i></p> <p>YEAR ONE – Key experiences identified and sequenced through the school to ensure provision is equitable and builds on prior experiences</p> <p>YEAR TWO – Ensure all phases (including foundation) have the opportunity to engage in collaborative projects</p> <p>YEAR THREE – Develop approach linked to 50 things to have experienced before leaving primary school</p>	<p><i>Pupils have limited life experience, horizons will be broadened and they will have a stronger cultural, historical and geographical understanding.</i></p> <p><i>Pupils benefit from experiences that they may not experience otherwise, broadening opportunities and increasing aspiration.</i></p>	<p><i>Educational/cultural visits and projects are agreed at SLT level to ensure balance and equity.</i></p> <p><i>Leads identified for each cultural project</i></p>	<p><i>C Pearson</i></p> <p><i>L Marsden (Clay Schools) G Weir (Young Voices) A Winfield/R Quinn (Shakespeare)</i></p>	<p><i>Ongoing</i></p>
<b>DEVELOPMENT</b>	<p><b>Teaching, Targeted Academic Support &amp; Wider Strategies</b></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>Develop Forest School Curriculum within mainstream provisions.</p> <p>YEAR ONE - Complete training of 2 members of staff (<i>completion planned June 2020, delayed by C-19</i>), begin to develop outdoor space</p> <p>YEAR TWO – Forest schools planned into the curriculum as entitlement linked to identified year groups</p> <p>YEAR THREE - Outdoor classroom developed and other staff members supported in using this approach</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</p>	<p>HT/DHT to monitor provision as part of T&amp;L. Forest School Leaders to provide case study of impact.</p>	<p>S Surtees S Liddle</p>	<p>Ongoing Training completion planned for Spring 2021</p>

			such as self-confidence.			
<b>G - Disadvantaged pupils with EAL demonstrate increased confidence, communication and language skills.</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>
<b>DEVELOPMENT/ETITLEMENT</b>	<b>Targeted Academic Support</b> Identified gaps in learning for EAL PP addressed	EAL Lead to manage our programme of interventions (proportion of role linked to proportion of EAL PP children).  Bilingual team supporting in class/targeted group support – <i>due to C-19 placed in bubbles for Autumn term</i> (proportion of role linked to proportion of EAL PP children).  YEAR ONE – EAL practitioners work on both withdrawal and model good practice in classrooms. Use peer support model and EAL Lead to develop own skills and approaches. Plan development of online resource.  YEAR TWO – EAL practitioners to link with identified TAs to develop in class provision. Develop and launch online resource on website.	49 disadvantaged pupils identified as also having EAL  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.	EAL Lead to track pupil progress of EAL groups.	A Toft	Termly

		YEAR THREE – In class provision is enhanced further through training to all class TAs. Expand provision offer to other schools				
<b>H - 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>
<b>DEVELOPMENT</b>	<b>Wider Strategies</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><i>Parent workshops support parental engagement, confidence, relationships and skills (2 per year group over the academic year). Parents also signposted to employment/training opportunities. May be impacted by C-19</i></p> <p>YEAR ONE – Focus on increased participation with school  YEAR TWO – Focus on supporting parents ability to engage with and enhance learning  YEAR THREE – Focus on the opportunities available from parents to ‘give back’ into the school.</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
	<b>Wider Strategies</b> Improving parent’s own English	<p>Engage parents in ESOL opportunity to enable them to better support their child’s learning</p> <p>YEAR ONE – Focus on increased participation with school  YEAR TWO – Focus on supporting parents ability to engage with and enhance learning  YEAR THREE – Focus on the opportunities available from parents to ‘give back’ into the school.</p>		EAL Lead to monitor	S Surtees	Termly

<b>Trust Context</b>	
<b>Our Trust curriculum aims are to.....</b>	<b>For our disadvantaged children, this means..</b>
Be purposeful, enjoyable and celebrated	Fair access to learning opportunities and celebrates pupils' strengths and successes.
Encourage curiosity and engagement	Promoting experiential learning opportunities.
Meet the diverse needs of our children and our communities	Through quality first teaching and high expectations, we promote a knowledge of society and the world around our children.
Promote Collaboration	Positive partnerships with parents, community, businesses and stakeholders.
Inspire collaborative, creative , critical and caring thinking	Enabling a holistic approach to development, ensuring pupils have a skills' set that provides life choices and life chances.
Instil knowledge, skills and understanding	Teachers promote opportunities for pupils to engage in assessment processes that capture their learning at the same time as harnessing their ability to self-manage and be resilient.
Generate confident communicators	Developing pupils' oracy and language skills, and promoting active pupil voice and reflection.
Have characteristics of effective learning	Teachers knowledge of pupils informs their practice and ensures a development of the learners' wider thinking and reasoning skills.
Be ambitious for all learners	All staff and governors have aspirations for our pupils that have no boundaries.