

Summerbank Primary Academy Pupil Premium Strategy & Review of Impact 2019 – 2020

*The delivery of the Strategy detailed below has been strongly impacted by school closure due to COVID-19.
As a result the Red/Amber/Green evaluation of impact has been suspended on this review.*

1. Summary Information					
School	Summerbank Primary Academy				
Academic Year	2019-20	PP Budget Early Years PP Total PP Budget	£225,720 £ 4874 (estimate)	Most recent update to this document	Oct 2019
Total Number of Pupils	459	Total Number of Pupils eligible for PP	188 (including 17 EYPP)	Date of next internal review of this strategy	July 2020
Total Planned Expenditure: £230,877					

2. Attainment 2019 DATA			
Summerbank figures for PP children		National figures for non-PP children	
Foundation Stage			
ELG+ Reading	56%	ELG+ Reading	
ELG+ Writing	56%	ELG+ Writing	
ELG+ Maths (Number)	72%	ELG+ Maths (Number)	
Phonics			
% Y1 pupils passing phonics check	76%	% Y1 pupils passing phonics check	
Key Stage One			
% expected standard Reading	70%	% expected standard Reading	
% expected standard Writing	63%	% expected standard Writing	
% expected standard Maths	67%	% expected standard Maths	
Key Stage Two			
% expected standard Reading	74%	% expected standard Reading	
% expected standard Writing	70%	% expected standard Writing	

% expected standard Maths	74%	% expected standard Maths	
Progress measure Reading	5.6	Progress measure Reading	0.32
Progress measure Writing	1.22	Progress measure Writing	0.27
Progress measure Maths	6.91	Progress measure Maths	0.37

3. Disadvantaged pupil context (n.b. pupil numbers change on a weekly basis due to high mobility in the area)	
Total number of pupils eligible for PP	
PP pupils with EAL	42
PP pupils with SEN	64

4. Academy characteristics
<p>Summerbank Primary Academy is a larger than average primary school with 462 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.</p> <p>47% of our current intake are from disadvantaged backgrounds and in receipt of Pupil Premium funding.</p> <p>There are currently 88 children listed on our SEND register. This is 19.3% of the children on roll. Of the children with SEND, 84 (95%) are at SEND support and 4 (5%) have Education Health and Care Plans (EHCP). The national average for children with SEND is currently 14%.</p> <p>73.6% of pupils are from minority ethnic groups, currently 58% 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.</p> <p>Mobility is high across the academy, with a change of approximately 28% of the school population in the last academic year.</p>

5. Intent for the use of Pupil Premium Funding		Intended Impact
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.
	<p>Evaluation of Impact Outcome A: Due to the closure of schools, national examinations did not take place. Learning continued during closure although was challenging due to lack of access to technology for a number of children in the home.</p> <p>Lessons Learned</p> <ul style="list-style-type: none"> • Due to the level of differentiation present in the school, additional adults to support children had a positive impact on meeting needs. • In the event of further lockdown, school needs to be in a better position to support home learning through technology. 	
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.
	See evaluation of Outcome A	
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)
	<p>Evaluation of Impact Outcome C: Attendance of PP children from Sept – Feb (March onwards excluded due to closure of schools) was 93.62% Attendance of subsidised Breakfast Club has increased through the year. Parents report that this provision is helpful in ensuring their child is in school on time. EWO Support led to increased accountability with regular meetings with parents at risk of prosecution – this was followed through when improvements were not made. Provision of 'high stakes' attendance award was launched in the Autumn Term, but was suspended for the remainder of the year due to COVID-19</p> <p>Lessons Learned</p> <ul style="list-style-type: none"> • Development of Attendance working group would be helpful in terms of engaging different roles through school in having an impact on attendance • EWO support should continue, particularly given the context of COVID-19 • Subsidised Breakfast Club will need to be adapted to have a smaller number of children due to the need to keep bubbles separate. 	
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

	<p>Evaluation of Impact Outcome D:</p> <ul style="list-style-type: none"> • Intervention for those entering school with worries that have the potential to impact on learning has been well received and well used by pupils. This 'Time to Talk' approach has also led to some safeguarding disclosures which might otherwise not be forthcoming. • Free Breakfast Club allowed the targeting of key families with high level needs. During COVID-19 this was suspended however a high level of provision was kept in place for Vulnerable Pupils through attending school in small groups and outreach work by the nurture/safeguarding team. • Nurture provision, including out of school visits demonstrated a positive impact on pupil confidence and an increased willingness to contribute in class • Children potentially disadvantaged/withdrawn due to poor hygiene are able to engage normally with school • Safeguarding Team engaged with up to 100 children during the year and particularly during lockdown to secure safety and support learning <p>Lessons Learned</p> <ul style="list-style-type: none"> • Time to Talk approach should be continued – however due to current COVID-19 restrictions will need to be undertaken within the class bubble. • Demand for Safeguarding has increased during lockdown. It is essential that this provision continues to support children and families (potential need to expand capacity dependent on demand on reopening). • Nurture/Mentoring has had a positive impact and will prove to be an important strategy on the resumption of school full opening. • Provision of free Breakfast Club will be challenging within the space used and the number of different families that might be in need given social distancing requirements, this will need careful consideration before resumption. 	
E	Disadvantaged pupils experience a full, appropriate and enriched curriculum to support the development of cultural capital	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>Evaluation of Impact Outcome E:</p> <p>Although children benefitted from specialist teaching during the first half of the year this was impacted upon during school closure. Music provision purchased was not sufficient to support all children in accessing this.</p> <p>Children benefitted from undertaking educational visits during the first half of the academic year and attending subsidised theatre visits. COVID-19 impacted strongly on this aspect. Targeted children developed increased confidence and life skills through their 'real life' nurture visits. C-19 impacted.</p> <p>After school sessions were oversubscribed and highly valued. However these were postponed part way through the year due to C-19.</p> <p>Early work this year indicates Forest School has the ability to strongly impact on children's breadth of knowledge and experience. This again was closed down mid-year due to C-19.</p> <p>Lessons Learned</p>	

	<p>Expertise of the Computing Specialist was used to support staff and children in engaging with online learning during closure. Following an analysis of music provision, this should be moved back 'in-house'. Staff will require support in teaching this aspect. Experience of partial opening during June/July indicates that it will be challenging enabling children to get the breadth of experiences that we highly value to expand their horizons and knowledge and understanding of the world. Careful consideration will be needed as to how we can continue to provide this. Similarly after school provision will need to be reworked in line with this. Forest Schools to continue to be a focus moving forward. 'Real Life' visits will prove challenging under C-19 circumstances, consider how alternatives could be provided.</p>	
F	<p>Disadvantaged pupils demonstrate increased confidence, communication and language skills.</p>	<p>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>Evaluation of Impact Outcome F: Although KS1 and KS2 assessments did not take place, external adviser visits (APR and Curriculum Deep dives) identified a real focus on vocabulary and that children used high quality language related to different subject disciplines. EAL Team focus has been around language acquisition linked to our in house 'Metals' targeted approach. During school closure the EAL Team were able to provide resources, learning and communication that directly benefitted EAL PP children.</p> <p>Lessons Learned EAL in class support will be impacted upon due to the need to create and maintain in school bubbles. Thought will need to be given as to how this can be overcome.</p>	
G	<p>The engagement of parents/carers of disadvantaged pupils positively influences the outcomes for their children (social, emotional, academic)</p>	<p>Parental uptake of opportunities in school to participate in: shared learning with their children; personal learning; and engage with support agencies increases.</p>
	<p>Evaluation of Impact Outcome G: Early Help Champion offered support to families through the year and particularly during lockdown. This ensured relationships were maintained. Increased offer of family learning was positively received and well attended pre-closure. Families expressed that this supported them in supporting their children. EAL families that attended targeted group sessions formed a stronger understanding of the school and its ethos. These links proved invaluable during school closure.</p> <p>Lessons Learned</p>	

Parental engagement makes a real impact on children’s experience of school. Operating in the same way during the reopening of school under COVID-19 restrictions will prove challenging. Alternative ways of engaging parents will need to be established.

6. 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?
Disadvantaged pupils in FS, Y1 and Y2 have improved phonic outcomes	Early Reading – ensure that reading books directly match the phonic phase children are accessing	Children’s phonic scores in 2018/19 dipped. Ensuring opportunities to apply skills in reading will support addressing this	Phonic Lead to monitor impact termly	J Johnson	February 2020
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; small group interventions in the afternoons; working alongside pupils in class.	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 identified pupils receiving additional support	K Shortt	Half-termly progress review of identified pupils

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
Total Cost: £78,036					
C - Attendance and punctuality of disadvantaged pupils is improving towards national benchmark					
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?
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	J Wallace D Ball	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.	C Pearson	Termly

Attendance of the majority of children is between 96 and 100%	Provide Termly and Annual attendance incentives to encourage families to support good attendance.	100% has been targeted in previous years, however many families were excluded from this early in the year and incentive was lost.	Parental/Child voice. Monitoring attendance figures.	C Pearson	Termly
Total £8,842					
D - Disadvantaged pupils can access learning effectively because their physiological, emotional, social and safety needs are being met.					
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 calm and their physiological needs are met before the start of the school day	Provision of a free breakfast club for targeted pupils	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.	K Smith L Meakin	Half-termly
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,	Access to small group/individual based nurture		Inclusion team to monitor effectiveness and to ensure	S Surtees H Potts J Wallace	Half termly meeting with the Inclusion Team to ensure

emotional resilience and social skills.	provision for identified pupils.		that provision is fully responsive to pupil needs.		provision is in place and effectively targeted.
Target children who enter school in emotional or physical distress to ensure their wellbeing needs are met and they are ready to learn.	Introduce morning nurture for referrals by staff and self-referrals by children.		Inclusion team to monitor effectiveness and to ensure that provision is fully responsive to pupil needs.	J Wallace	
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.		Weekly Safeguarding update	J Johnson	Weekly Inclusion Meeting
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
Total Cost: £72,316					
E - 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?

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.	C Pearson C Clarke	Monitoring of progress of pupils in D&T and Computing.
	Specialist language and music teaching	PP children have limited opportunities to engage with expert practitioners	Ongoing programme of in school monitoring.	S Belaradj A Hayes	Monitoring of progress of pupils in Music & MfL.
For pupils to access a range of social/cultural/sporting experiences, visits and activities	Pupils will participate in subsidised cultural visits (e.g. New Vic Theatre, local museums, outdoor education centres)	Pupils have limited life experience, horizons will be broadened and they will have a stronger cultural, historical and geographical understanding.	Educational/cultural visits and projects are agreed at SLT level to ensure balance and equity.	C Pearson	Ongoing
	Participation in local cultural projects (Clay schools 'Cast of Thousands'; New Vic Shakespeare project, Young Voices)	Pupils benefit from experiences that they may not experience otherwise, broadening opportunities and increasing aspiration.	Leads identified for each cultural project	L Marsden (Clay Schools) G Weir (Young Voices) A Winfield/R Quinn (Shakespeare)	

<p>Pupil Premium children have the opportunity to participate in a range of activities beyond the school day.</p>	<p>Participation in a range of subsidised after school clubs</p>	<p>Pupils benefit from experiences that they may not experience otherwise, broadening opportunities and increasing aspiration.</p>	<p>Pupil voice</p>	<p>J Wallace / S Surtees</p>	<p>Termly</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 for identified vulnerable/non thriving pupils. Train 2 members of staff to facilitate 'in-house' provision Spring 2020 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>HT/DHT to monitor provision as part of T&L. Forest School Leaders to provide case study of impact.</p>	<p>S Surtees S Liddle</p>	<p>July 2020</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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Total Cost: £43,907

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' speech and language, specifically those with speech and language delay.	'Sound Pots' initiative to target children in Nursery at risk of Speech & Language delay	Children enter school with very low language and communication skills. This initiative also targets parental engagement through participation in activities with their child.	EYFS Lead to report through SLT	J Johnson	Ongoing End of project
Identified gaps in learning for EAL PP addressed	EAL Lead to manage our programme of interventions (proportion of role	42 disadvantaged pupils identified as also having EAL	EAL Lead to track pupil progress of EAL groups.	A Toft	Termly

	linked to proportion of EAL PP children). Bilingual team supporting in class/targeted group support (proportion of role linked to proportion of EAL PP children).	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.			
TOTAL COST: £27,776					
G - The engagement of parents/carers of disadvantaged pupils positively influences the outcomes for their children (social, emotional, academic)					
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?
Support in place for parents of vulnerable pupils to enable them to offer a positive influence on pupil wellbeing and learning.	Early Help level of support in place for families via Early Help Champion and engagement with other agencies. Parent workshops support parental engagement, confidence, relationships and skills (2 per year group over the academic year). Parents also	The school has a high proportion of families facing challenging circumstances and who have been shown to benefit from coordinated support.	Inclusion Team to closely monitor progress of children in receipt of early Help. 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.	S Surtees	Ongoing

	signposted to employment/training opportunities.				
Engage parents with EAL to better support their child's learning.	Targeted group sessions for parents with a focus on developing English.		EAL Lead to monitor	M Ursache	Termly
				Total Cost £ Staffing costs included above	