



Summerbank Primary Pupil Premium Strategy Statement 2021 - 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Summerbank Primary Academy
Number of pupils in school	456 (30 th November 2021)
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	14 th December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Clare Pearson
Pupil premium lead	Clare Pearson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,515
Recovery premium funding allocation this academic year	£27,115
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£278,630

Part A: Pupil premium strategy plan

Statement of intent

At Summerbank Primary Academy we target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible and successful citizens of the future

Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

When making decisions about using Pupil Premium funding we consider the context of our school, the challenges faced and research conducted by the EEF.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

- Support pupils to access a wide range of opportunities to develop their knowledge and understanding of the world (cultural capital)
- Support families with a view to ensuring children’s needs at home are met

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Vast majority of children below age related expectation on entry to Nursery / Reception (exacerbated by C-19 restrictions and few children attending pre-school).
2	Children in all year groups’ have been impacted significantly by the disruption caused by C-19 leading to lower attainment across the school compared to previous cohorts.
3	Attendance and punctuality issues
4	Higher than average proportion of children new to English or with EAL. throughout all year groups (59% in school compared to 21% nationally)
5	Stability – many moves between schools (school stability 2020 73%; national 82%)
6	High deprivation factor / poverty (quintile 5 – most deprived)
7	Limited language and communication / restricted vocabulary for many children
8	Chaotic family lives for some including social service involvement
9	Some pupils are not always ‘ready to learn’ (being in a secure place mentally, physically and emotionally) on arrival to school.
10	Routines at home not consistent for all (home reading, homework, spelling and having the correct equipment in school e.g. PE kit)
11	Children come from a range of different cultures which can have different views/experiences around schooling. There are also a range of different commitments for families outside the school day
12	Some lack of parental engagement and low aspirations
13	Parents are willing but some do not always have the skills/time themselves to support their child in learning at home.
14	Opportunities outside school can be impacted by finances (life experiences, books)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
At key National milestones the gap in achievement between disadvantaged pupils and all pupils nationally is diminishing.	<ul style="list-style-type: none"> >The gap between PP attainment and National All Pupil attainment diminishing at key national data points. > Pupils achieve (or exceed) expected levels in GLD, Reading, Writing, Mathematics, SPaG related to their individual start levels.
Provision for disadvantaged pupils is leading to at least expected progress for pupils in all year groups.	<ul style="list-style-type: none"> >Ongoing monitoring of books/learning outcomes demonstrates that children are making at least expected progress > Pupils achieve (or exceed) expected levels in GLD, Reading, Writing, Mathematics, SPaG related to their individual start levels.
Attendance and punctuality of disadvantaged pupils is improving towards national benchmark	<ul style="list-style-type: none"> > there is an upward trend in attendance for of disadvantaged pupils
Disadvantaged pupils can access learning effectively because their physiological, emotional, social and safety needs are being met.	<ul style="list-style-type: none"> > pupils are ready to learn in class. > the number of interventions at the point of learning are reduced
Disadvantaged pupils experience a full, appropriate and enriched curriculum to support the development of cultural capital	<ul style="list-style-type: none"> > 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
Disadvantaged pupils with EAL demonstrate increased confidence, communication and language skills.	<ul style="list-style-type: none"> >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.
The engagement of parents/carers of disadvantaged pupils positively influences the outcomes for their children (social, emotional, academic)	<ul style="list-style-type: none"> > Increasing parental uptake of opportunities in school to participate in shared learning with their children > Increasing parental uptake of opportunities in personal learning > Parents are willing to engage with support agencies

Our Trust curriculum aims are to.....	For our disadvantaged children, this means..
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.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. We retain a small contingency to combat any in-year changes.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £49,727.55

Activity	Evidence that supports this approach	Challenge(s) Addressed
CPD linked to 'Responsive Teaching' strategies to support effective teaching and learning through all subjects	Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2,5,7
Target children's understanding and fluency of number through the 'Mastering Number' programme linked to the Maths Hub	Children in school struggle to develop a clear understanding of number. This has been further impacted by missed schooling during Covid/remote learning. Mastering Number is a programme offered in by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers – identified by EEF as one of the highest impactors on pupil attainment.	1,2
Enhanced Curriculum provision through specialist teaching – Computing, MfL	Disadvantaged pupils have less access to technology or to travelling widely. Specialist computing teaching with a reduced class size supports children in developing their computing skills. Use of a native Spanish speaker allows children to broaden understanding and cultural awareness.	2,6,14
Forest Schools provision in year 2 and Year 4	Evaluation by Social and economic research group (SERG) concludes Forest Schools make a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence	2,6,7,9,14

	<p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	
Quality online learning programmes in place for remote access (Purple mash; MyMaths)	Disadvantaged pupils do not always have support to practise their learning within the home. Children are able to access this learning independently and practise their skills.	2,13,14
Speech, language and communication needs are met for those children assessed as being delayed in these areas (Wellcomm).	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £121,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND Support		
SENCO to coordinate, support and	Over a quarter of the pupils currently in school are on the SEN register, this is double the National figure. Children entering Nursery and Reception have not	1,2,7

monitor provision and CPD for staff working with SEN pupils	had access to pre-school learning and baseline assessment identifies children as well below age-expectation.	
Improve outcomes for disadvantaged pupils with high level SEN (school Stages 3 & 4) through specialist TA support.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a strong positive benefit of between four and six additional months on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,7
Disadvantaged children in need of intervention are targeted for additional support (school Stages 1 & 2)	Support provided by class based teaching assistants to ensure continuity and through the day application. Additional support in class ensures 1:15 adult:child ratio	1,2,7
Nurture, Mental Health & Behaviour Support		
Learning Mentor to provide Nurture Support 0.5 day to support children in being emotionally ready to access learning (develop confidence; emotional resilience; social skills)	Many of our children are face significant challenges outside of school and are learning to manage their feelings in response to this. The opportunity to spend time with a focus on this supports their ability to function within school and beyond.	3,6,7,8,9
Behaviour Lead provides targeted support to children at risk of reduced academic	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	6,9,10

outcomes due to behaviour issues	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Training for staff member to offer ELSA support	Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships.	6,9,10
EAL Support		
Children entering the school with EAL are well supported within class and through targeted work (EAL Lead; Bilingual Teaching Assistants)	58% of children in the academy have EAL needs. Predominant language is Urdu/Punjabi but there are an increasing number of other languages. Learners are identified as 'EAL' until they reach full proficiency in English and are able to participate effectively and independently in the school curriculum. This can range from 5 -10 years.	2,4,7,12,13
Academic Support		
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,6,7,13

those with the potential to be higher attainers.		
Targeted Phonics Intervention for KS2 Pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2,7
Switch on Reading Intervention	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a strong positive benefit of between four and six additional months on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,6,10

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £89,012.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding Officer	In school we have approximately 25% of children we consider 'vulnerable'. More frequent referrals are made around disadvantaged pupils and this provision enables them to be addressed in a timely manner. Stoke-on-Trent children's services has been rated 'inadequate', therefore as a school we must go above and beyond to safeguard our children.	6,8,9,12
EWO and Attendance Working Group target overall attendance and reduce number of pupils who are persistently absent, embedding principles of good practice set out in the DfE's	In previous years, school data identifies that additional EWO time has reduced PA. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,6

Improving School Attendance advice.		
National Breakfast Scheme for KS2 Pupils & subsidised Breakfast Club	The Government state: 'We know that it is important for pupils to start the day with a nutritious breakfast. The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.' https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	3,6,8,9
Early Help Lead supports reducing barriers for disadvantaged pupils and has weekly sessions with targeted children to support engagement in learning.	Researchers from Cambridge University and the University of Kent, undertook a scoping review to explore the academic and grey literature to better understand the evidence base in relation to the delivery and effectiveness of early help, and to make some recommendations for the review. Such services are designed to provide support to children and families before problems escalate to the point where statutory services are required. This rapid review found a range of positive outcomes for children and families for a range of different interventions to support and strengthen families. Despite the difficulties evaluating early help, there is a growing case for funding and delivering these services.	3,6,8,9,12,13
Curriculum enhancement		
Pupils to access a range of social/cultural/sporting experiences, visits and activities including residentials	Pupils have limited life experience/ horizons will be broadened and they will develop cultural, historical and geographical understanding. Aspirations are raised. Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. These activities have important educational value in themselves, as well as impacting on core academic attainment in other areas of the curriculum particularly literacy and mathematics.	2,7,12,14
Music: Subsidised places for choir to attend Young Voices event Tuned Instrument tuition (Y3)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6,7,13,14

Provision of personal hygiene products to support self-care and health	Maslow's hierarchy of needs indicates the importance of physiological needs being met.	9,12
Parental Engagement & Support		
Offer alternatives for parental engagement and communication (including further development of Class Dojo)	Parent workshops pre-Covid had a positive impact on parents' ability to support children's learning at home. Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:	1,2,11,12,13,14
Family Learning opportunities provide support for parents of vulnerable/disadvantaged pupils to enable them to impact on wellbeing and learning.	<ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	
Early Help Lead works with families to reduce barriers and to initiate engagement with other agencies.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
EAL Parents are supported to develop their own English to better support their child and future life chances.		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Intent for the use of Pupil Premium Funding	Intended Impact
<p>A At key National milestones the gap in achievement between disadvantaged pupils and all pupils nationally is diminishing.</p>	<p>Pupils achieve (or exceed) expected levels in GLD, Reading, Writing, Mathematics, SPaG related to their individual start levels.</p>
<p>Evaluation of impact outcome A: Due to the closure of schools, National examinations did not take place. Learning continued during the course of the year however this was disrupted due to a further National lockdown. Remote learning was targeted to ensure continuity for pupils however many families found this challenging.</p> <p><u>Lessons Learned</u></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. • Phonics during school closure was a challenge for parents when supporting home learning. 	
<p>B Ongoing monitoring demonstrates that provision for disadvantaged pupils is leading to at least expected progress for pupils in all year groups.</p>	<p>There is evidence of the gap between PP attainment and National All Pupil attainment diminishing at key national data points.</p>
<p>Evaluation of impact outcome B: Detailed analysis of data indicates that in some year groups disadvantaged pupils are doing better than their non-disadvantaged peers. Significant progress has been made by some children, there is no common trend across the school. We are unable to compare against National data as examinations did not take place.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Consistent phonics tracking has ensured teaching can be matched closely to pupil need. • Upskilling parents in key areas of learning is important to ensure they are able to support their child at home. 	

C	Attendance and punctuality of disadvantaged pupils is improving towards national benchmark	To raise the attendance of disadvantaged pupils' attendance (currently 93.1 % in academic year 2018/2019)
<p>Evaluation of impact outcome C: Overall improvement seen in attendance data. Attendance of disadvantaged pupils in the main is higher than non-disadvantaged pupils. Some gaps are evident but not across all year groups. Persistent absence of a minority of individuals impacts on data. The LA suspended prosecution for a large period of the year due to the coronavirus pandemic.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Engagement of different partners across the school as part of the Attendance Working Group has allowed for attendance to be addressed in a range of ways. • During school closure where home visits to children not engaging in remote learning were conducted by members of our own school team this was more effective than EWO visits. • Alternative breakfast club strategies need to be explored impact more widely across the school. 		
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 of outcome D: Due to the changing National situation with covid 19 the approach to supporting disadvantaged children with social and emotional and safety needs was refined significantly during the academic year. As a result, tracking systems were developed and implemented to ensure the safeguarding and health and wellbeing of vulnerable children. The safeguarding team engaged with up to 170 children during school closure to secure safety and support learning. Whilst the school was fully open, nurture provision, although restricted by covid measures demonstrated a positive impact on pupil confidence and an increased willingness to contribute in class. Children potentially disadvantaged/withdrawn due to poor hygiene were able to engage normally with school.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Lack of access to local services to support children's mental health and wellbeing meant there were few sources of support beyond school. We should consider expanding the provision we have for this in the next academic year. • Nurture/mentoring has had a positive impact and will prove to be an important strategy as we continue to operate during the covid-19 pandemic. 		

	<ul style="list-style-type: none"> • Our most vulnerable children (who attended school during closure) were more successful in a smaller group setting with a higher proportion of adults. 	
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.
	<p>Evaluation of impact of outcome E: Where children had a home situation which was well-suited to home study (a space to learn, a device to learn with, an adult able to support) then these children were able to engage and continue to progress well. For many children there were significant barriers to undertake remote learning. Over time we were able to support families in overcoming these however this did impact on consistency of education. A significant amount of time for all staff (teachers, support assistants, safeguarding team, leadership) was spent securing engagement.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Online platforms provided good support to personalising learning e.g. MyMaths. • Larger families face significantly higher challenges in supporting children's learning. • Some subjects can be taught more successfully online than others. • The progress that is usually made by our pupils in school is very difficult to replicate on an online basis. 	
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>
	<p>Evaluation of impact of outcome F: Although children benefitted from specialist teaching whilst the school was open this was impacted upon during school closure. Educational visits were not undertaken during the academic year due to social distancing requirements. Early work this year indicates Forest School has the ability to strongly impact on children's breadth of knowledge and experience.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Children are disadvantaged by lack of opportunities to undertake visits/have visitors. This needs to be reintroduced should risk assessments allow. • Level of computer literacy (for both adults and children) had a proportional impact on abilities to engage during remote learning. 	
G	Disadvantaged pupils with EAL demonstrate increased confidence,	Pupils progress through our school system of language acquisition levels at a good pace. Children demonstrate an

	communication and language skills.	increased willingness to engage in whole class learning.
	<p>Evaluation of impact of outcome G: Some adaptation had to be made to our in-class EAL provision to ensure security of bubbles. However, the EAL team when placed in class or when withdrawing individuals/small groups were able to continue to impact on language acquisition. During school closure the EAL team were able to provide resources, learning and communication that directly benefitted EAL/PP children.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Bilingual support is a huge benefit to our families both in and out of school. • Where families English is limited and we do not have a matching bilingual support this remains a disadvantage. • Children will benefit from being able to be in mixed groups (not bubbles) as common languages can be grouped • Previous initiatives (not run this year) to engage EAL parents would prove beneficial once covid restrictions are reduced. 	
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.
	<p>Evaluation of impact of outcome H: Early help champion offered support to families through the year and particularly during lockdown/individual isolations. This ensured relationships were maintained and helped families to engage. ESOL offer was initiated in the early part of the academic year and parents were directed to registration. Covid 19 meant that the original offer of a course could not run however a number of parents empowered to access individual training.</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Supporting our parents to support their child's learning is a high priority. • Parents who are new to English themselves face a greater number of barriers when trying to support their children. • Parents look to the school for guidance and support and see us as a signpost to greater opportunities. 	

Externally provided programmes

Programme	Provider
Switch On Reading	Nottinghamshire County Council
Wellcomm	GL Assessment

ELSA	Summit Psychology Services
Mastering Number	NCETM

