

## Summerbank Primary Academy Pupil Premium Strategy 2020-2021 with Evaluation

1. Summary Information					
School	Summerbank Primary Academy				
Academic Year	2020-2021	PP Budget Early Years PP Total PP Budget	£231,340 £ to be added when figures confirmed	Most recent update to this document	Oct 2020
Total Number of Pupils	456	Total Number of Pupils eligible for PP	172 (including XX EYPP)	Date of next internal review of this strategy	Feb 2021
<b>Total Planned Expenditure: £234,505</b>					

### 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 (n.b. pupil numbers change on a weekly basis due to high mobility in the area)

Total number of pupils eligible for PP	172 (including X 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 X%.

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
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><b>Evaluation of impact outcome A:</b> 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><b>Lessons Learned</b></p> <ul style="list-style-type: none"> <li>• Due to the level of differentiation present in the school, additional adults to support children had a positive impact on meeting needs.</li> <li>• Phonics during school closure was a challenge for parents when supporting home learning.</li> </ul>	
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.
	<p><b>Evaluation of impact outcome B:</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><b>Lessons Learned</b></p> <ul style="list-style-type: none"> <li>• Consistent phonics tracking has ensured teaching can be matched closely to pupil need.</li> <li>• Upskilling parents in key areas of learning is important to ensure they are able to support their child at home.</li> </ul>	
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><b>Evaluation of impact outcome C:</b> 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><b>Lessons Learned</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	

	<ul style="list-style-type: none"> <li>Alternative breakfast club strategies need to be explored impact more widely across the school.</li> </ul>	
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><b>Evaluation of impact of outcome D:</b>  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><b>Lessons Learned</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Our most vulnerable children (who attended school during closure) were more successful in a smaller group setting with a higher proportion of adults.</li> </ul>	
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><b>Evaluation of impact of outcome E:</b>  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><b>Lessons Learned</b></p> <ul style="list-style-type: none"> <li>Online platforms provided good support to personalising learning e.g. MyMaths.</li> <li>Larger families face significantly higher challenges in supporting children’s learning.</li> <li>Some subjects can be taught more successfully online than others.</li> <li>The progress that is usually made by our pupils in school is very difficult to replicate on an online basis.</li> </ul>	
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><b>Evaluation of impact of outcome F:</b>  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><b>Lessons Learned</b></p>	

	<ul style="list-style-type: none"> <li>Children are disadvantaged by lack of opportunities to undertake visits/have visitors. This needs to be reintroduced should risk assessments allow.</li> <li>Level of computer literacy (for both adults and children) had a proportional impact on abilities to engage during remote learning.</li> </ul>	
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.
<p><b>Evaluation of impact of outcome G:</b> 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><b>Lessons Learned</b></p> <ul style="list-style-type: none"> <li>Bilingual support is a huge benefit to our families both in and out of school.</li> <li>Where families English is limited and we do not have a matching bilingual support this remains a disadvantage.</li> <li>Children will benefit from being able to be in mixed groups (not bubbles) as common languages can be grouped</li> <li>Previous initiatives (not run this year) to engage EAL parents would prove beneficial once covid restrictions are reduced.</li> </ul>		
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><b>Evaluation of impact of outcome H:</b> 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><b>Lessons Learned</b></p> <ul style="list-style-type: none"> <li>Supporting our parents to support their child's learning is a high priority.</li> <li>Parents who are new to English themselves face a greater number of barriers when trying to support their children.</li> <li>Parents look to the school for guidance and support and see us as a signpost to greater opportunities.</li> </ul>		

*\*Ability to meet this 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.

## 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>Teaching &amp; Targeted Academic Support</b> Disadvantaged pupils who require phonics teaching have improved outcomes	Phonics Lead coordinates consistent provision for all children working on phonics stages. Providing CPD and intervention.	<i>Phonics has been strongly impacted by school closure and requires significant targeting.</i> <i>EEF states 'great teaching is the most important lever schools have to improve outcomes of their pupils'</i>	Phonics Lead to report to Governors at LGB meetings.  Phonics lead to report to SLT.	J Johnson	
<b>Targeted Academic Support</b> Improve outcomes for disadvantaged children with high level ((School Stage 3&4) special educational needs	Inclusion Manager to manage our programme of interventions (proportion of salary linked to proportion of SEN PP children).  <i>Interventions support in place withdrawing pupils for specific 1:1; small group interventions.</i>	<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>	Inclusion manager to track pupil progress of identified pupils receiving additional support	K Shortt	Half-termly progress review of identified pupils
<b>Targeted Academic Support</b>	Support provided by class based Teaching Assistants		Phase Leaders to monitor impact of additional staffing.	Phase Leaders	Termly review of provision

Children in need of intervention are targeted for additional support Improve outcomes for disadvantaged children with lower level ((School Stage 1&2) special educational needs	to ensure continuity and through the day application.	<i>Additional support in class ensures a higher adult/child ratio allowing more direct teaching</i> <i>Consistency is ensured by teaching assistants remaining with the same class through the day</i>			
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**Total Cost: £117,470**

**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?
<b>Wider Strategies</b> Intermittent absence/lates are minimised through before school provision.	Provision of a subsidised 'drop in' breakfast club  <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>Wider Strategies</b> Overall attendance is improved across the school  Attendance of the majority of children is between 96 and 100%	Attendance Working group established to monitor, target and improve attendance	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
<b>Wider Strategies</b> 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.	Report to Attendance Working Group	C Pearson	Termly

**Total £10,289**

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?
<p><b>Wider Strategies</b> Vulnerable pupils are calm and their physiological needs are met before the start of the school day</p>	<p><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></p>	<p>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</p>	<p>Half-termly review of targeted pupils.</p>	<p>Safeguarding Team</p>	<p>Half-termly</p>
<p><b>Wider Strategies</b> Vulnerable pupils are supported to engage effectively with learning.</p>	<p>Weekly Early Help support by specialist TA to ensure pupils have regular opportunity to share/address concerns that could impact on their learning.</p>	<p>Social/Emotional needs act as a barrier to identified children and prevent them from engaging fully with learning and hindering progress.</p>	<p>Monitoring of lessons demonstrates active engagement of targeted pupils. Pupil discussions and feedback.</p>	<p>S Surtees</p>	<p>Half termly meeting with the Early Help Champion to ensure provision is in place and effectively targeted.</p>
<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>
<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>	
<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>
<p><b>Wider Strategies</b> Safeguarding systems ensure physiological, emotional, social and</p>	<p>Dedicated Safeguarding Officer in place.</p>		<p>Weekly Safeguarding update</p>	<p>J Johnson</p>	<p>Weekly Inclusion Meeting</p>

safety needs are met and do not disadvantage learners.	Additional safeguarding hours put in place to mitigate anticipated increase in Safeguarding concerns/expectations during COVID-19				
<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

**Total Cost: £63,416.67**

**E - Disadvantaged pupils are able to access high quality home learning when unable to attend school.**

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>Teaching</b> High quality and interactive online learning in place	Purple Mash, MyMaths software to support children's home learning Learning Platform developed	Where children engage in learning that enables feedback from their teacher it has a stronger impact	Computing and mathematics lead and monitor impact	SLT	Termly
<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	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

**Total Cost: £410.55**

**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>Teaching</b> For pupils to receive specialist teaching in in key curriculum areas.	Development of high quality computing provision in school - Specialist Computing Teacher and developed Computer room	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.



	Specialist MfL teaching.	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
<p><b>Teaching &amp; Wider Strategies</b></p> <p>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><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>	<i>Ongoing</i>
<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. Complete training of 2 members of staff <i>(completion planned June 2020, delayed by C-19)</i></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&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>

**Total Cost: £23147.73**

**G - Disadvantaged pupils with EAL 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?
<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).	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

**TOTAL COST: £19,771**

**H - 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?
<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.	Early Help level of support in place for families via Early Help Champion and engagement with other agencies.  <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>	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

<b>Wider Strategies</b> Improving parent's own English	Engage parents in ESOL opportunity to enable them to better support their child's learning		EAL Lead to monitor	S Surtees	Termly
				<b>Total Cost £ Staffing costs included above</b>	