

Pupil premium strategy statement

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	Summercourt Academy
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	5/12/22
Date on which it will be reviewed	5/12/23
Statement authorised by	Mrs K Middlemore
Pupil premium lead	Miss L Savage
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,780
Recovery premium funding allocation this academic year	£3190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£451
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,421

Part A: Pupil premium strategy plan

Statement of intent

Summercourt Academy is committed to providing high quality education for every individual pupil. We have high aspirations and expectations for all of our pupils and believe that no child should be left behind. We aim for all our pupils to have a passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Our Key principles:

- Enable pupils to look after their social and emotional wellbeing and to develop resilience and stamina for learning.
- Minimise challenges by addressing and supporting barriers to learning.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within our academy and nationally.
- Ensure ALL pupils have access to a broad and balanced curriculum.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- Provide support for disadvantaged families.

Challenges

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

Challenge number	Detail of challenge
1	Social Emotion Mental Health
2	Gaps in reading, writing, maths and phonics.
3	Access to wider opportunities - Curriculum Development
4	Parental engagement

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
Barriers to learning and SEMH needs are supported so that pupils feel well supported and can flourish.	Whole school TIS approach sustained to support children's emotional resilience. Wellbeing Teaching Assistant role established to effectively support learning in every classroom. (In class support from Wellbeing TA for all pupils with SEMH identified need).

	<p>Trauma Informed School sessions prioritised for PP pupils to enable them to cope with stress and adversity whilst managing their emotional reactions.</p> <p>Individualised planned interventions in place ensuring pupils can reach their full potential.</p> <p>Ensure that TA support is available and offered to PP pupils with SEMH or SEND needs in order to attend enrichment opportunities.</p> <p>Sustained PSHCE curriculum offer across the school.</p> <p>Pupils make accelerated progress above national expectation. Measured through EYFS, Phonics, Y2 and Y6 SATs and Y4 Multiplication check outcomes.</p>
<p>Early identification and support in place to enable PP pupils to achieve National progress score and EXS and GDS attainment, especially in writing.</p>	<p>Quality first teaching and specific interventions improve rates of progress across school curriculum, especially in maths, reading and writing.</p> <p>Embedded use of summative and formative assessment to identify gaps in learning.</p> <p>Assessments, alongside moderation used to track progress of children, with all staff being aware of data of PP children.</p> <p>Specific and targeted interventions embedded to support closing gaps in learning evident.</p> <p>Connections made between classroom learning and interventions. Use of comprehensive catch-up programme of interventions implemented support this. (Maths pick up/phonics flash time/Hold a Sentence – Teachers devise and resource weekly interventions to address gaps).</p> <p>Teacher-led booster sessions for additional revision support in place. (1:1/Small group programme of revision support devised through data, catch up and gap analysis).</p> <p>SENDCo ensures teachers are aware of individual learning needs of pupils and that clear communication is in place with parents, colleagues and specialist to establish pupil next steps.</p>

	<p><i>Teachers consider the repertoire of strategies to respond to the needs of all pupils.</i></p> <p><i>Teachers are aware of individual learning needs and have wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps.</i></p> <p>Teachers create a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching.</p> <p>Pupils eligible for PP make accelerated progress above national expectation. Measured through EYFS, Phonics, Y2 and Y6 SATs and Y4 Multiplication check outcomes.</p>
Pupils facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs to broaden understanding and knowledge of the wider world.	<p>An improved variety of cultural/residential experiences available to all pupils linked to new Curriculum. (Subject to COVID guidelines).</p> <p>PP prioritised to attend extra-curricular activities.</p> <p>Embedded systems used to track PP pupil engagement in wider opportunities.</p> <p>No financial barriers evident linked to PP attendance at extra-curricular opportunities and residential experiences.</p>
There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children.	<p>Clear plan in place for parental communication across the year.</p> <p>Practical strategies to support learning at home shared with parents.</p> <p>Tailored school communications in place to encourage positive dialogue about learning.</p> <p>Sustained and intensive support offered and in place where needed.</p> <p>Increase in parental attendance at key events across the academic year.</p> <p>Sustained and developed parental information opportunities.</p> <p>Personalised communication evident when appropriate.</p>

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
EEF – High Quality Teaching for All	Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. <i>Spending on developing high quality teaching may include investment in retention as well as ongoing CPD. 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 a top priority for pupil premium spending.</i>	1, 2, 3, 4

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

Budgeted cost: £16,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional pupil premium TA in Class 4 to support SEMH needs and academic attainment. (£8366)	EEF research linked to teaching assistants and targeted support. <i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. (EEF). 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</i>	1, 2

	<i>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. (EEF)</i>	
TAs and Teachers to lead high quality, structured and targeted interventions. (£1030 – MS release JK)	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. (EEF). Teacher-led support has a high impact on outcomes for pupils. Teachers know their pupils well, have identified misconceptions and next steps and have a secure understanding of the National Curriculum for the year group they are teaching.	1, 2
Teacher-led booster sessions. 1:1/Small group programme of revision support devised through data, catch up and gap analysis. (£4430) Resources (368)	Teacher-led support has a high impact on outcomes for pupils. Teachers know their pupils well, have identified misconceptions and next steps and have a secure understanding of the National Curriculum for the year group they are teaching.	2
Deploy SENDCo hours to meet school need and impact positively on pupil outcomes. SENDCo to support staff to: Create a positive and supportive environment for all pupils without exception. Build an ongoing, holistic understanding of pupils and their needs.	<i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. Teachers should consider the repertoire of strategies to use in</i>	1, 2, 4

<p>Understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review'.</p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions.</p> <p>(£2698)</p>	<p><i>response to the needs of all pupils but particularly those who have SEND.</i></p> <p><i>Teachers are aware of individual learning needs and have wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps. Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. (EEF)</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish the role of wellbeing TA within school to effectively support learning in every classroom.</p> <p>In class support from Wellbeing TA for all pupils with SEMH identified need.</p> <p>Trauma Informed School sessions prioritised for PP pupils to enable them to cope with stress and adversity whilst managing their emotional reactions.</p> <p>Teaching SEL skills explicitly.</p> <p>(£7986)</p>	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional, and behavioural needs. (EEF)</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning (SLE) can lead to learning gains of +4 months over the course of a year.</p>	1, 2
<p>Continue to develop and establish the Parent Support Advisor role with clearly</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	1, 2, 4

<p>identified areas of responsibility – widely understood across the school community.</p> <p>PSA to:</p> <p>Provide practical strategies to support learning at home.</p> <p>Tailor school communications to encourage positive dialogue about learning.</p> <p>Offer more sustained and intensive support where needed.</p> <p>(£3993)</p>	<p>Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. (EEF)</p> <p>Positive strategies suggested include supporting parents to; create a regular routine, encourage good homework habits, encourage children to set goals, plan and manage their time and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks. (EEF)</p>	
<p>PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures/beliefs to broaden understanding and knowledge of the wider world.</p> <p>(£3250)</p>	<p>Outsourcing specific services provides identified pupils with provision they need which is not able to take place on the school grounds.</p>	3

Total budgeted cost: £34,421

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 2021 to 2022 academic year.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
1. Barriers to learning and SEMH needs are identified so that pupils feel well supported and can flourish.	<ul style="list-style-type: none"> • Embed TIS approach. • Establish wellbeing TA role. • Timetabled TIS sessions. • Planned interventions. • Embed JIGSAW PSHCE approach. • Sustain positive behaviour and relationships policy. 	<ul style="list-style-type: none"> • Whole school TIS approach embedded to support children's emotional resilience. • Wellbeing Teaching Assistant role established to effectively support learning in every classroom. • Trauma Informed School sessions enabled pupils to cope with stress and adversity whilst managing their emotional reactions with an increased success. • Positive impact of individualised planned interventions. • TA supported pupils with SEMH or SEND needs in order for pupils to successfully attend enrichment opportunities. • Embedded PSHCE curriculum offer across the school. <p>Significant reduction in the percentage of SEMH my concern logs for KS2 due to the impact of the additional adult.</p>
2. Early identification and support in place to enable PP pupils to achieve National progress score and EXS	<ul style="list-style-type: none"> • Data handovers. • Effective pupil progress meetings. • Identification of learning gaps. • Timetabled interventions. • Implementation of catch up strategies and systems. 	<ul style="list-style-type: none"> • Interventions closed gaps in learning. • Embedded use of summative and formative assessment used to identify gaps in learning.

<p>and GDS attainment, especially in writing.</p>	<ul style="list-style-type: none"> • SENDCo monitor IEPs and interventions. Evaluate impact. 	<ul style="list-style-type: none"> • Assessments, alongside moderation used to track progress of children, with all staff being aware of data of PP children. • Connections made between classroom learning and interventions. Gaps closed - Use of comprehensive catch-up programme of interventions implemented support this. (Maths pick up/phonics flash time/Hold a Sentence – Teachers devise and resource weekly interventions to address gaps). • Additional revision support in place. (1:1/Small group programme of revision support devised through data, catch up and gap analysis). • Teachers aware of individual learning needs of pupils and that clear communication is in place with parents, colleagues and specialist to establish pupil next steps. • Teachers aware of individual learning needs and have wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps. • Teachers create a positive and supportive environment that promotes high standards and positive relationships can help
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		<p>ensure pupils can access the best possible teaching.</p> <p>Data outcomes are showing PP attainment is above national in PSC, KS1 and EXS in KS2:</p> <p>100% PP pass for year group PSC.</p> <p>100% GDs attainment for KS1</p> <p>TA KS2 attainment of PP out of PP.</p> <p>Reading 71% EXS 14% GDS</p> <p>Writing 57% EXS 0% GDS</p> <p>Maths 71% EXS 0% GDS</p>
3. Access to wider opportunities - Curriculum Development.	<ul style="list-style-type: none"> • Reintroduce sporting activity opportunities linked to Cluster and Trust groups. • Links made with H4C and RSC provision. • Termly educational visits. • Residential opportunities. 	<p>Our pupils have had the opportunity to attend 36 events covering a variety of different sports across all key stages.</p> <p>Residential took place for upper KS2 pupils. (100% attendance).</p> <p>96% of pupil premium pupils KS1 and KS2 attended an after school extra-curricular club in 2021/2022.</p> <p>100% of pupil premium attended a termly educational experience.</p> <p>75% of pp children attended a sporting event last year.</p>
4. Established links between the home learning environment at all ages and	<ul style="list-style-type: none"> • Increase in parental communication. • PSA available and teachers to support home learning. • Intensive support strategies to be available. 	<ul style="list-style-type: none"> • Parents have access to practical strategies to support learning at home.

children's performance at school. School and parents to have a shared priority to deliver the best outcomes for their children.	<ul style="list-style-type: none"> Planned termly communication in place. (Parent evenings/reports) 	<ul style="list-style-type: none"> Sustained and intensive support offered and in place where needed. Sustained and developed parental information opportunities. (Parents evening etc). Personalised communication evident.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
JIGSAW – PSHE Scheme	Jigsaw PSHE Ltd
Motional - Measuring and Improving Emotional Health and Well-being	Steps Along The Way Ltd
Renaissance Learning – Reading	Renaissance Learning, Inc
Number Sense Facts	Number Sense Learning Ltd
TT Rockstars	Maths Circle Ltd
Read Write Inc Online – Oxford Owl	Oxford University Press
White Rose Maths Premium	White Rose

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional SEMH TA support – Trauma Informed School Practitioner
What was the impact of that spending on service pupil premium eligible pupils?	<p>Reading and writing accelerated progress. Targeted WTS linked to prior attainment and achieved EXS.</p> <p>On track for maths attainment at EXS – limiting impact of prolonged school absence.</p>