

Summerville Primary School Pupil Premium Strategy Statement and Impact Statement 2019-21

What is the Pupil Premium Grant?

The Pupil Premium grant is additional funding. Given to schools each year, which is to be used to improve outcomes for disadvantaged children and 'close the gap' between disadvantaged pupils and their peers.

Who receives Pupil Premium grant?

- Children who have qualified for free school meals at any point in the past 6 years
- Children who are or who have been looked after by local authority care
- Children of armed force personnel

Summary information 2019-20			
School	Summerville Primary School		
Academic Year	2019-20	Total PP budget	£134,364
Total number of pupils	252	Number of pupils eligible for PP	99

Summary information 2020-21			
School	Summerville Primary School		
Academic Year	2020-21	Total PP budget	£119,790
Total number of pupils	248	Number of pupils eligible for PP	88

Barriers to future attainment	
Internal barriers (issues which require action by school: poor language skills, resources, inexperienced staff)	
A	Poor oral language skills in EYFS
B	Gaps in children's learning (English and Maths)
C	SEMH (social, emotional and mental Health needs)
External barriers (issues which require action outside school, such as low attendance rates, low parental engagement, poor home learning)	
D	Attendance & punctuality of targeted groups of pupils
E	Lack of resources to engage in home learning
F	Lack of life experiences

1. Outcomes		Success Criteria
A	Poor oral language skills	100% improvement as evidenced through post intervention assessments
B	Gaps in children's learning	100% of pupils making good progress (as defined by school) in all year groups in reading, writing and mathematics
C	SEMH	Emotional support for vulnerable children and their families to ensure they make good progress
D	Attendance & punctuality of targeted groups of pupils	Attendance increases, reduction in children who are persistently absent
E	Lack of resources to engage in home learning	Children are able to access learning from home
F	Lack of life experiences (including access to books at home)	A bespoke 'Summerville' curriculum in place which enhances children's knowledge and cultural capital. Children read 'widely and often' for pleasure

2. Plan including actions, expenditure and impact 2020-21

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Staff Lead	Cost	Impact
<p>A</p> <p>Implementation of speech & language programmes.</p> <p>Early identification of speech & language needs to ensure intervention can be put into place to address these at an early stage.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>Termly tracking and half termly pupil progress meetings.</p> <p>Wellcome assessment tool.</p> <p>Referrals to be made as soon as possible to speech & language.</p> <p>Regular link meetings with our school's speech & language therapist.</p>	<p>EYFS Lead/SENCo</p>	<p>£10, 000</p>	<p>Speech & language programmes were implanted however the impact of lockdown and of covid19 staff and pupil related absences prevented children making as much progress as target.</p>
<p>B.</p> <p>Staff to deliver a range of phonics, reading, writing and maths interventions.</p>	<p>'Some pupils may require additional support alongside high quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully' EEF toolkit guidance.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>Termly tracking and half termly pupil progress meetings.</p>	<p>Deputy Headteacher/S ENDCo</p>	<p>£20, 000</p>	<p>Progress impacted by lockdown, and covid related staff and pupil absences.</p>

<p>C. Place2Be Nurture TA</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>Termly tracking and half termly pupil progress meetings outcomes for children receiving one to one counselling</p> <p>Number of self referrals to Place2Talk</p> <p>Audit of behaviour logs</p> <p>Attendance data</p>	<p>Headteacher</p>	<p>£30, 000 £20, 000</p>	<p>A high number of PP children accessed Place2Be.</p> <p>This impacted positively on attendance and engagement with learning.</p> <p>Due to staff not working across 'bubbles' our nurture TA supported Y6. Majority of support targeted at transition.</p>
<p>D. Children & Families Officer EWO support school once a week</p>	<p>The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>Monitoring of attendance of groups Group data: disadvantaged V others in school</p>	<p>Headteacher</p>	<p>£15000 £4, 000</p>	<p>Although attendance was below the national average in Autumn 2020 this was impacted by</p>

					9 children who did not return to school (moved out of area but not placed in a new school)
E Purchase additional chrome books	Children were unable to access online home learning during the first lockdown due to lack of devices/internet connection at home. Some families only had 1 device for several children	Monitoring of online learning engagement	Computer lead	£5, 000	There was an increase in children participating in home learning.
F Deputy Headteacher to support subject leaders in developing our bespoke Summerville curriculum.	Dfe guidance 'Reading For Pleasure' highlights the link between reading for pleasure and academic achievement. Having knowledge and cultural capital widens children's opportunities and impacts positively across the curriculum.	Monitoring of children's learning Pupil voice Curriculum plans	Deputy Headteacher Reading leads	£16, 000	Curriculum in place for 2021-22 academic year. Children have a wider knowledge and cultural capital