

## 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	Summerville
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gail McNally (Chair of Governors)
Pupil premium lead	Joanne Jordan (Headteacher)
Governor / Trustee lead	Michelle Duval (Chair of GB Finance Committee)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113, 169
Recovery premium funding allocation this academic year	£12, 035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£125, 204

# Part A: Pupil premium strategy plan

## Statement of intent

Overcoming barriers to learning is at the heart of our Pupil Premium Strategy and we will identify the barrier to be addressed and allocate budget accordingly.

- Ensure all pupils receive Quality First Teaching
- Close the attainment gap between disadvantaged and their peers
- Provide targeted academic support and intervention in a timely manner for those children for those children not making expected progress
- Address non-academic barriers to attainment such as attendance
- Ensure the Pupils Premium Strategy reaches those that need it most

At Summerville Primary School we recognise that a number of pupils within the school population, some of who are eligible for pupil premium funding, may at some point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1 Oracy	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2 Phonics/ Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3 Maths	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4 Pastoral	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in core subjects.
5 Social & Emotional	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
6. Attendance	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including external consultants Talk Audit, pupil voice, engagement in lessons, book scrutiny and ongoing formative assessment including Wellcomm assessments in EYFS.
Improve outcomes in the Phonics Screen Check for disadvantaged pupils	KS1 PSC outcomes in 2024/5 show that more than 85% of disadvantaged pupils met the expected standard. <b>Overall target 2022 Y2 – 83%</b>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard. <b>Overall target 2022 Y6 disadvantaged – 64 %</b>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 67% of disadvantaged pupils met the expected standard. <b>Overall target 2022 Y6 disadvantaged – 71 %</b>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• good school attendance</li> <li>• children make good progress in their learning</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils including disadvantaged pupils being no more than 4%</li> </ul>

	<ul style="list-style-type: none"><li>• reduce proportion of pupils in receipt of the pupil premium classed as persistent absentees</li></ul>
--	---

## 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.

### *Green highlight activities completed – Autumn 2021*

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>Access to English Hub.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>
<p>Consistent approach to the teaching of English across school following the teaching sequence model.</p> <p>Purchase of resources and funding ongoing teacher training and release time</p> <p>X2 members of staff have Reading Lead roles (TLRs)</p> <p>Access to English hub</p> <p>Reading books – enhance our current collection of home readers linked to phonics</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported to deliver high-quality teaching is essential to achieving the best possible outcomes for all pupils, particularly the most disadvantaged among them</p> <p>See EEF Toolkit: High Quality Teaching  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>2, 4</p>

Enhance our current collection of Reading for Pleasure books		
Buy into the Salford Library Service SLA		

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

Budgeted cost: £ 40, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: <a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support through small group intervention or tutoring- ongoing	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: <a href="http://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Subscription to KS1 and KS2 PIXL programme.  Teaching assistants deliver a range of maths & English interventions (First Class @ Number, Fischer Family Trust Reading intervention,	Small group and 1:1 interventions provide some pupils with the opportunity to consolidate and secure their understanding by addressing their gaps in learning caused by absence or new arrival. School evidence demonstrates that pupils who partake in intervention programmes make rapid progress and attain age related expectations <a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:	2, 3, 4



bespoke interventions, precision teaching, pre teaching)	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and 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 those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4

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

Budgeted cost: £40, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthened pastoral support and safeguarding for disadvantaged children and their families</p> <p>Support for children and their families via Place2Be counselling.</p>	<p>Over 1 million children in the UK have a mental health problem.</p> <p>Nearly half of young people with mental health problems drop out of full time education by age 15 years.</p> <p>Over 90% of young offenders had a mental health problem in childhood.</p> <p>1 in 6 adults have a mental health problem.</p> <p>The World Health Organisation predicted that depression will be the 2<sup>nd</sup> largest killer of all parents by 2020.</p>	5

<p>Nurture base interventions to support social, emotional well being</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 relationship with peers.</p> <p>EEF guidance about wider strategies focusing on social and emotional learning, well-being and mental health.  <a href="https://www.eef.org.uk/eef-social-and-emotional-learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.eef.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/s upport officers to improve attendance.</p> <p>The purchase of an SLA with the Local Authority Education Welfare Service.</p>	<p>The DfE guidance <a href="#">Improving School Attendance</a> has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

<p>Development of cultural capital</p> <p>School to support families financially to allow their children to attend a range of trips, visits and special events.</p>	<p>Some children have low aspirations due to lack of experience and knowledge of the wider world.</p> <p>By removing the barrier of cost children will have an enriched curriculum which will widen their experiences and knowledge.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £125, 204 (includes £5,204 contingency)**

## 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.

<p><b>Barrier: Poor oral &amp; language skills</b></p> <p>Speech &amp; 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>Barrier: Gaps in Childrens' learning</b></p> <p>Progress impacted by lockdown, and covid related staff and pupil absence</p>
<p><b>Barrier: Social, Emotional and Mental Health Needs</b></p> <p>A high number of PP children accessed Place2Be. 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><b>Barrier: Attendance</b></p> <p>Although attendance was below the national average in Autumn 2020 this was impacted by 9 children who did not return to school (moved out of area but not placed in a new school)</p>
<p><b>Barrier: Lack of resources to engage in home learning</b></p> <p>There was an increase in children participating in home learning in January – March 2021 school closures compared to March – July 2020 school closures.</p>
<p><b>Barrier: Lack of life experiences (including access to books at home)</b></p> <p>Curriculum in place for 2021-22 academic year.</p> <p>Children have a wider knowledge and cultural capital</p>

## 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
Place2Be Counselling	Place2Be

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*