

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Summerfield
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ian Fraser
Pupil Premium lead	Ian Fraser
Governor / Trustee lead	Donna Bellhouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,290.00
Recovery premium funding allocation this academic year	£16,830.31
Pupil premium funding carried forward from previous years	£16,143.69
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	£127,120.31

Part A: Pupil premium strategy plan

Statement of intent

At Summerfield, our job is to give every child the life chances they deserve, no matter what their starting point, we make every second count.

All members of the school community are encouraged and supported to be “The best you can be, everyone, everyday.”

Our school values of resilience, respect and responsibility are linked with having a restorative approach. These underpin the way we all work and how we set paths to success. We have a school wide culture in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

The primary focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve the highest possible goals, including progress for those who are already high attainers.

Quality first 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.

The intention is that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to common challenges and individual needs. We place a strong emphasis on knowing and understanding every child’s needs and areas of support. This may be academically, socially, emotionally or a combination of all three. Well defined, diagnostic assessments are used to ensure that we are precise in each child’s starting points.

- To ensure disadvantaged pupils are challenged in the work that they’re set
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To ensure that our children have access to support for SEMH needs; this may include Art therapy, Play therapy, Ride-High, access to high quality pastoral support in school.
- To support parents with access to health care, help with housing, clothing, food and advice for any other areas of concern.

We aim to do this through.

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are robustly assessed and addressed
- When 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Investment in Sonar Curriculum and Sonar Tracker ensures that our school has a clearly sequenced and precise curriculum enabling all children to have access to the right teaching at the right time.
- High quality CPD ensures all teaching is good or better with teachers adapting learning to maximise progress for all pupils
- In school and out of school hours interventions are clearly defined with clear
- A HLTA is employed to release teachers to spend increased time with disadvantaged children who will benefit from small group teaching and feedback.
- Two LSAs are funded to train as HLTA's
- Dedicated funding to enable every child to access trips and visits –A poor financial picture at home is never a barrier for any child
- Heavily subsidised residential trips solely for disadvantaged and vulnerable pupils are planned into each academic year to ensure that they have access to small group enrichment off-site
- A Family Liaison /Pastoral Lead is always available to support children and families
- Our attendance lead works with families to ensure attendance of disadvantaged pupils is at least in line with the National Average.
- We maintain investment in support staff across all year groups to support Teaching and Learning

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged children do not achieve the same level of attainment and progress as non-disadvantaged children in Reading, Writing and Maths. Writing is the main area for development
	Children lack understanding due to language barriers – this may be due to EAL, lack of communication at home, specific SALT issues.
2	Our LAC children need continued emotional support – This includes Life Story Work, Bereavement Counselling, Work on Zones of Regulation and intense input into self esteem and self-worth.
3	Attendance and Punctuality of PP children needs to be higher at 96%+; it is currently 93.93%
4	The parents and carers of disadvantaged children need ongoing support with food, unsuitable housing, access to services and support with home learning.
5	32% PP children are on the SEND register
6	We have a highly mobile school population meaning that some children are only here for a short time.
7	Some disadvantaged children have very narrow opportunities at home for opportunities to take part in clubs, swimming lessons etc

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
Progress and attainment for disadvantaged children in Reading, Writing and Maths is similar across all groups of children.	Disadvantaged children (minus SEND) achieve and make progress in line with non-disadvantaged children.
Teachers spend time feeding back to children and uplevelling writing.	There is a rise in the attainment of disadvantaged children in Writing
A strong language development programme is in place	Children make accelerated progress with language development. Measurable against ELGs and NC outcomes.
Our MFL lead supports children and parents with EAL	Children and parents at an early stage of learning English are well supported enabling children to make progress.

All children have access to an enriched curriculum which includes trips, visits, resources and residential trips.	Every child has an enriched curriculum.
Support is given with clothing	All children have school uniform, shoes, coats and PE kit.
LAC children continue to have high quality emotional support	PEP meetings show that LAC children have settled into school socially and academically, those who have parental responsibility are supported and the Pastoral Care team meetings show progress in all areas of school life for LAC children. Art therapy, play therapy and Ride high are funded enabling children to access support for SEMH
Attendance and punctuality of PP children improves and is nearer the whole school target of 96 – 97%	Attendance reviews and reports to governors show PP attendance is in line with non-PP children. Directed support for PP families who have poor punctuality or show persistent absenteeism has created a significant improvement (in line with average punctuality).
The parents of disadvantaged children engage with school and know that they can access support with food, housing, clothing and homework.	The class teacher, pastoral team and SLT have regular contact with parents of disadvantaged children, so engagement is high and maintained.
Every PP on the SEND register continues to have a B Squared profile and this is specifically monitored during Pupil Progress meetings.	B Squared data shows that PP children on the SEND register are making good progress from their starting points.

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: £ 68,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Continued retention of two forms in EY and KS1</i> <i>Where numbers are lowest</i></p> <p><i>FT MPS2 + on costs (£34,352)</i></p>	<p>EEF (+2)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our KS1 cohort and have identified that 4 small classes under 20 children would allow teachers to increase the amount of attention each child will receive as opposed to three split classes.</p>	<p>1,2</p>
<p><i>Staff will be trained and upskilled on early reading, reading for pleasure and greater reading progress across the school</i></p> <p><i>RWInc resources (£2,000)</i></p> <p><i>Accelerated Reader (£4,000)</i></p> <p><i>Library Renovation £2,400</i></p>	<p>EEF (+6)</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.</p>	<p>1,4,5</p>
<p><i>Retain a HLTA to enable in house cover for sickness, feedback sessions and additional PPA where required. (£26,000)</i></p>	<p>EEF (+6)</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. HLTA cover allows teachers to action feedback appropriately whilst sustaining the quality of teaching for all children.</p>	<p>1,2,4,5</p>

Targeted academic support

Budgeted cost: £ £1050

Activity	Evidence that supports this approach	Challenge number(s) addressed
		1,4,5
A tracking and targeted intervention approach is continued to support diminishing the gaps for SEND and PP children across the curriculum and CPD administered B Squared (£1,050)	EEF (+4) LSA interventions and class teacher QFT shows specific progress in smaller steps for children across the curriculum is clear, understood, measurable and tracked. Half termly progress meetings lead and review this approach.	1,4,5

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

Budgeted cost: £ 54,607

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Co-ordinator appointed to work with vulnerable families and improve parental engagement</i> Salary + on costs (£32, 707)	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at students with particular social or emotional needs.	1,2,3,4,5

	Parental engagement strategies are typically more effective with parents of very young children.	
<p><i>Directed support for PP children to enhance their wellbeing, social standing and cultural capital</i></p> <p><i>PP Trips Kingswood Caldecotte (£2,500)</i> <i>Music Lessons / Other clubs subsidy (£2,500)</i> <i>Clothes/Uniform (£1,500)</i> <i>Trips and visits (£3,800)</i> <i>Care Club (£6,600)</i> <i>Ride- High Sessions £3,500</i> <i>Art Therapy £1,000</i> <i>Farm visits for LAC children and carers £2,000</i></p>	<p>EEF (+3)</p> <p>In order to support families, especially those affected by the drop in benefits, we have allocated money to provide wrap around care, subsidies for music lessons and trips, a specific PP trip for those with emotional and social needs and help with uniform and clothing costs. If a child feels safe, happy and emotional supported then they can learn and participate in all areas of school life more successful.</p> <p>Strong relationships with our Pastoral coordinator ensure that all parents feel supported and know where they can access support.</p>	1,2,3,4,5

Total budgeted cost: £124,409