

## 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	Summerfield
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
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
<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	£127,120.31

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ 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 support our children’s health and wellbeing to enable them to access learning at an appropriate level.

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 adequately 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:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To employ a HLTA to release teachers to spend increased time with vulnerable pupils.
- Additional teaching and learning opportunities provided through enrichment and extra-curricular opportunities.
- All our work through the pupil premium will be aimed at accelerating progress.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Above Age-Related Expectations or to develop emotionally or socially according to need.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Employ a Family/Pastoral Lead to maximise engagement, improve Attendance and develop resilience and social awareness.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children do not achieve the same level of attainment and progress as non-disadvantaged in Reading, Writing and Maths.
2	Seven newly joined LAC children need support to settle into school and carers need support with school routines and expectations.
3	Attendance and Punctuality of PP children needs to be higher at 96%+; it is currently 93.93%
4	We need to increase parental engagement with a core group of parents of disadvantaged children
5	30% PP children are on the SEND register
6	Due to the pandemic, there has been an increase of children arriving with no English at all and no experience of a preschool setting.

## 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	Disadvantaged children (minus SEND) achieve and make progress in line with non-disadvantaged children
LAC children settle into school and carers are supported	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.
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 impacted a significant improvement (in line with average punctuality).
The parents of disadvantaged children engage with school and 'check in' regularly to share achievements and concerns.	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 has a B Squared profile and 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: £ 69,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of two forms in each year group, including in KS1 where the numbers are lowest</i>  <i>FT MPS2 + on costs (£34,352)</i>	EEF (+2) 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	1,2

	20 children would allow teachers to increase the amount of attention each child will receive as opposed to three split classes.	
<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 training (£3,500) and resources (£2,000)</i></p> <p><i>Accelerated Reader (£4,000)</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. Staff</p>	1,4,5
<p><i>Recruit 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>	1,2,4,5

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

Budgeted cost: £ 6,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring (first £2,657.81 funded)	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the	1,4,5

<p>8 children to receive 1:1 catch up provision</p> <p>30 hours @ £684 per child x 8 =£5,472 (£2,814.19 after subsidy)</p>	<p>teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that the Year 2 cohort need support to address gaps in Reading, Writing and Maths</p>	
<p>A tracking and targeted intervention approach is bought to support diminishing the gaps for SEND and PP children across the curriculum and CPD administered</p> <p>B Squared (£1,050)</p>	<p>EEF (+4)</p> <p>LSA interventions and class teacher skills to show 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.</p>	<p>1,4,5</p>

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

Budgeted cost: £ 66,900

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Pastoral Co-ordinator and Pastoral LSA appointed to work with vulnerable families and improve parental engagement</i></p> <p>Salary + on costs (£30,500 and £20,000)</p>	<p>EEF (+4)</p> <p>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.</p>	<p>1,2,3,4,5</p>

	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>Building Positive Relationships staff training (£2,000)</i></p> <p><i>Wye Valley PP Trip (£1,500)</i></p> <p><i>Music Lessons / Other clubs subsidy (£1,500)</i></p> <p><i>Clothes/Uniform (£1,000)</i></p> <p><i>Trips and visits (£3,800)</i></p> <p><i>Care Club (£6,600)</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>	1,2,3,4,5

**Total budgeted cost: £143,264**