

Pupil premium strategy statement 2018 - 2019

Name of academy: Summercourt



| 1. Summary information | | | | | |
|------------------------|---------------------|----------------------------------|--------|--|-------------------|
| School | Summercourt Academy | | | | |
| Academic Year | 2018/19 | Total PP budget | £19800 | Date of most recent PP Review | Oct 2018 |
| Total number of pupils | 119 | Number of pupils eligible for PP | 18 | Date for next internal review of this strategy | Ongoing/July 2019 |

| 2. Current attainment | | |
|---|-------------------------------|---------------------------------|
| 2018 SATs | Y6 pupils eligible for PP (4) | Pupils not eligible for PP (10) |
| % meeting standard or above in reading, writing and maths | 2 pupils 50% | 7 pupils 70% |
| % meeting standard or above in reading | 4 pupils 100% | 8 pupils 80% |
| % meeting standard or above in writing | 3 pupils 75% | 7 pupils 70% |
| % meeting standard or above in maths | 2 pupils 50% | 8 pupils 80% |
| % attaining greater depth in reading, writing and maths | 0 pupils 0 % | 2 pupils 20% |
| % attaining greater depth in reading | 2 pupils 50% | 3 pupils 30% |
| % attaining greater depth in writing | 1 pupils 25% | 4 pupils 40% |
| % attaining greater depth in maths | 0 pupils 0% | 3 pupils 30% |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Emotional and behavioural issues for some PP children in Year 2 has the potential to impact detrimentally on rates of learning and progress in Year 2. |
| B. | High ability pupils need to maintain good progress – in particular children in KS2 reaching GDS. |

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| C. | Ensure all PP children who have other identified possible barriers to learning (EAL, SEN, EBD), also have in addition to planned interventions, individualised non-academic styled support to ensure they reach their full potential. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Low literacy and maths levels of some families may inhibit them supporting the more able PP children effectively in challenging homework activities. |
| E. | Some low-income families find it hard to find extra enrichment activities. |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | |
| A. | To support those pupils with social and emotional difficulties further so that it does not impact on their progress. Use the TIS approach to improve children's emotional resilience. PP pupils will be assessed and intervention and classroom activities will be delivered to address their ability to adapt to stressful and emotional situations. Support from Wellbeing support TA for all pupils in need. |
| B. | High ability pupils to maintain enthusiasm for learning which should ensure good progress. PP pupils to be explicitly planned for in all lessons to ensure that they maintain enthusiasm for learning. Booster sessions put in place for these pupils to ensure accelerated progress. |
| C. | Parents are able to seek and utilise support where necessary. |
| D. | School provides enrichment opportunities for all children through a variety of extra-curricular clubs and activities both on site (with teachers) and off-site (with teachers). Encourage parents to take part in these activities where possible and occasionally provide extra opportunities for their children through children being inspired by school. |
| Success criteria | PP pupils with social and emotional issues to better understand their own needs and how to self-regulate their behaviour in order to make the same progress as non-pp pupils. Pupils eligible for PP are able to properly adapt to stress and adversity, managing their emotional reactions. |
| | High ability PP children make the same progress as high ability non PP children. A higher % of PP children achieve the expected standard and GDS in reading, writing and maths by the end of KS2. |
| | Workshops and groups set up for parents to learn the skills needed to support with homework activities which leads to the children able to work on more challenging homework tasks. |
| | Equality of access for all children (when comparing PP to non PP children). |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2018/19 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Teachers have clear data and responsibility for tracking and improving the progress of PP children. (Continued from last year) | Use both summative and formative assessments, alongside focussed moderation to track progress of children, with all teachers being aware of data of PP children. | End of year data gave us past information on progress but new curriculum and assessment procedures meant that our in year tracking of PP children's progress compared to cohort figure overviews as opposed to now using PP and non-PP, within the same cohort and national figures. | Half termly pupil progress meetings. Termly monitoring days. Hub Council reporting. | CW and all teachers | Half termly |
| Improved progress for high attaining pupils. And those achieving at greater depth at the end of KS2. | -Clear and focused planning for all PP children. -Staff training on effective ways to challenge higher attaining children -Effective use of formative and summative assessments to track PP children in KS2. -Intervention and booster sessions through additional TA support. | Some improvements in data of PP compared to non-PP pupils but low numbers make this hard to assess. Low numbers of PP children are achieving expected results in R,W and M combined and few reach GDS by the end of KS2. | Observations and tracking of progress. Half termly pupil progress meetings. Termly monitoring days. | All class teachers | Half Termly |

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| Pupils eligible for PP are able to properly adapt to stress and adversity, managing their emotional reactions. | Use of trained wellbeing TA (AL) to support children and staff through training, observations and 1:1 work. TIS approach used by all staff. | For several PP children across the school are concerns for behavioural and safeguarding reasons, often due to issues at home. Staff require support in dealing with these pupils and the pupils will benefit from some targeted one to one support outside of the classroom to address their needs. | Wellbeing TA to work specifically with children and staff. Observations and tracking of progress. | AL | Half termly |
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Total budgeted cost £8000

ii. Targeted support

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| Improved behaviour of PP children in Year 2 and those with social and emotional needs. | Social skills intervention and general behaviour support. TIS assessments. Wellbeing TA. TIS practitioner training. Boxhall profile training and assessments. | This should ensure that the children are more settled around the school and more able to deal with their emotions within the classroom and playground. Thus enabling a more focussed approach to their schoolwork. | TIS assessments Monitoring of behaviour | CW, teachers, TIS lead, Wellbeing TA (AL) and TAs | Half-termly |
| PP children to have additional targeted small group support leading to an improved focus on the progress of PP children. | Classes have additional targeted support in small groups by teaching assistants to ensure immediate and effective catch up. | Data demonstrates that some PP children are not making as much progress as non PP. | Observations and tracking of progress and intervention groups. | CW, All teachers | Half-termly |
| PP children to have wider contextual experiences. | Extra Curricular Activities and Visits planned through school but away from the classroom setting. | This should ensure that PP children have a wider array of practical life experiences which should support them with their life skills, social skills and thus learning in the classroom. | Dates set in diary for Extra-Curricular Activities and Visits, such as weekly sports events, and termly class visits to other outdoor opportunities. | CW, All teachers | Ongoing |

Total budgeted cost £9000

iii. Other approaches

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| Strategies to support PP children are shared and developed on a Trust Level. | PP Champion is appointed (CW -Head of School, SA -HLTA) who will meet and work with other Aspire PP Champions to develop best practice. This role will also work with the sports lead to increase participation. | Monitoring visits to other academies has highlighted a variety of approaches and examples of best practice. This is a way to share that practice and improve the academies own interventions. Also, links with other Aspire Hub Academies will be important. | Monitoring of academy systems and data tracking. Aspire wide tracking of impact. | CW/SA | Ongoing |
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| Total budgeted cost | | | | | £2800 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2017/18 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Teachers have clear data and responsibility for tracking and improving the progress of PP children. | Use Classroom Monitor to track progress of children, with all teachers being aware of data of PP children and their provision. | Classroom Monitor did not prove to be as effective at tracking and monitoring the progress of PP pupils as first thought. | Teachers will now use written group assessment sheets in order to show daily/weekly assessments of PP children which will link and direct the planning. | |

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| To ensure teachers are clear on the starting points of PP children and are tracking them carefully from these points. (particularly higher attaining pupils). | Introduce an additional tracking system to include benchmarks of achievement including GLD / Phonics screening data / KS 1 / 2 data. | The tracking system was very useful for all teachers to ensure they knew the starting points of the PP children and half termly assessments entered on this has resulted in focused Pupil Progress meetings. | This tracking system will continue to be used. | |
| Improved progress for high attaining pupils. And those achieving at greater depth at the end of KS2. | Clearer emphasis through monitoring of higher attaining pupils and their progress. Staff training on effective ways to challenge higher attaining children (Mastery in Maths, course feedback in English). Greater tracking of HA children. | This is an ongoing target. Shelley Beckerleg is supporting the school with the mastery journey and all teachers have the opportunity to attend courses run by Aspire to cover these areas. | Ongoing | |

ii. Targeted support

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|--|---|---|--|-------------|
| PP children to have additional targeted small group support. | Classes have additional targeted support in small groups by teaching assistants to ensure immediate and effective catch up. | The children have benefitted from having additional targeted support in small groups. | This approach will continue to be used but more planning around the 'immediate catch-up' will be needed to ensure consistency. | |

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| A clearer focus on the progress of PP children particularly those who are higher attainers. | Pupil Progress Meetings with a more focussed approach to PP children. Monitoring of books / lessons / pupil discussions | During monitoring visits and pupil progress meetings, there has been a more focused approach when discussing the PP children. The dots on the books mean they are easily recognised. Some PP children are now always selected for pupil conferencing. | This approach will continue to be used. | |
| Improved behaviour of PP children in reception and those LAC with social and emotional needs. | Social skills intervention and general behaviour support. Thrive assessments Pastoral support worker Thrive practitioner Boxhall profile training and assessments | All of these approaches have had a positive impact on those children who need social and emotional support. | The staff will now all be trained in using the Trauma Informed Approach. | |
| PP children to have wider contextual experiences. | Extra Curricular Activities and Visits planned through school but away from the classroom setting. | Support was given to PP children to ensure they had the opportunity to attend holiday groups if they wanted to. | This approach will continue to be used. | |
| PP children to accelerate their progress in reading and spelling. | Target daily readers Reading / spelling programme Nessy Accelerated Reader 1:1 SALT programmes RWI 1:1 programme Memory interventions. | Assessing the impact of these interventions and rates of progress. They will continue to be used. | SENCo is currently seeking out other intervention programmes. | |

iii. Other approaches

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|--|---|--|--|-------------|
| Strategies to support PP children are shared and developed on a Trust Level. | Appoint a PP champion to lead and work with other Aspire champions and develop best practice. | Visits to other academies highlighted the approaches of best practice. Sharing this practice and linking with other schools has improve Summercourt's own interventions. | The PP Champion will continue to work alongside other PP Champions across the trust. | |

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Mid-year review of impact of PP funding:

