

1. Summary Information (Based on January 2020 CENSUS)					
School	Summercourt Academy				
Academic Year	2020/21	Total PP budget	£28,865	Date of most recent PP Review	Sept 2020
Total number of pupils	114	Number of pupils eligible for PP	20 Pupils 14 FSM, 3 LA, 2 E6 & 1 Service	Date for next internal review of this strategy	Ongoing/July 2021

1. Current attainment		
2019 SATs (Most recent data)	Y6 pupils eligible for PP (2)	Pupils not eligible for PP (15)
% meeting standard or above in reading, writing and maths	0 pupils 0%	12 pupils 80%
% meeting standard or above in reading	0 pupils 0%	13 pupils 87%
% meeting standard or above in writing	0 pupils 0%	14 pupils 93%
% meeting standard or above in maths	0 pupils 0%	12 pupils 80%
% attaining greater depth in reading, writing and maths	0 pupils 0%	0 pupils 0%
% attaining greater depth in reading	0 pupils 0%	7 pupils 47%
% attaining greater depth in writing	0 pupils 0%	4 pupils 27%
% attaining greater depth in maths	0 pupils 0%	7 pupils 47%
2. Barriers to future attainment (for pupils eligible for PP)		
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 and KS2 has the potential to impact detrimentally on rates of learning and progress across phases.	
B.	High ability PP pupils need to be identified early and supported to achieve GDS.	
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.	Some pupils may benefit from support in completing homework and additional revision support.	
E.	Some low-income families find it hard to find extra enrichment activities.	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>i. Quality of teacher input, organisation and delivery ensures work matched to pupil needs and high engagement and enthusiasm for learning is evident. PP pupils to be explicitly planned for in all lessons.</p> <p>ii. Establish 1:1 Booster sessions, utilising teachers (EEF Research) to ensure greatest impact – incremental learning and accelerate progress.</p>	PP children make the same progress as non - PP children. A higher % of PP children achieve the expected standard and GDS in RWM by the end of KS2.
B.	<p>i. To effectively support pupils with social and emotional difficulties further so that it does not impact on their progress. Use whole school TIS approach to improve children's emotional resilience.</p> <p>ii. PP pupils will be emotionally assessed and intervention and classroom activities will be delivered to address their ability to adapt to stressful and emotional situations.</p> <p>iii. Support provided from Wellbeing TA for all pupils with SEMH identified need.</p>	PP pupils with SEMH needs will demonstrate an increasing ability to self-regulate and increase their in-class learning time in order to improve progress rates. PP are able to properly adapt to stress and adversity, managing their emotional reactions.
C.	<p>i. Increased parental involvement and improved communication – development of a Parent Support Worker role and introduction of regular drop-ins and phone calls.</p> <p>ii. Establish Parent Learning Opportunities within school.</p>	<p>PSW established member of the PP Team and parents' involvement in school increased.</p> <p>Workshops and groups set up for parents to learn the skills needed to support with homework activities.</p>
D.	School provides and funds enrichment opportunities for all children through a variety of extra-curricular clubs and activities both on site (with teachers) and off-site (with teachers).	<p>Equality of access for all children (when comparing PP to non PP children).</p> <p>Development of cultural capital and access to a rich, vibrant curriculum.</p>

4. Planned expenditure	
Academic year	2020/21
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 and costs	When will you review implementation?
<p>(A) i. All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and are based around pupils' interests. Progress rates for PP children are improved. (Continued from last year)</p>	<ul style="list-style-type: none"> ➤ Ensure all teachers have shared and understood the 2020 data analysis (Staff Meeting with HOS/SP). ➤ Use assessments, alongside moderation to track progress of children, with all teachers being aware of data of PP children. ➤ Establish regular, consistent monitoring of lesson planning, delivery and outcome. ➤ HOS/SLT to implement Incremental Coaching (IC) across additional phases. ➤ HOS to establish and model effective pupil progress meetings. ➤ 1:1 programme of revision support devised through data and gap analysis. ➤ Catch up intervention identified (teacher assessment) post COVID 19. 	<p>Close analysis of PP progress compared to non-PP progress. Attainment for disadvantaged pupils' evidences that not all PP pupils in Y6 met the expected standard in any subject linked to TA.</p>	<p>Pupil progress data. Monitoring Activities. Termly Hub Council Monitoring.</p>	<p>LS/LMc & all teachers</p> <p>15 hours each week x 40 = £6000</p>	<p>Termly</p>
<p>i. Improved progress for high attaining pupils. Increase GD attainment at greater depth across RWM. (2019 = 0%)</p>	<ul style="list-style-type: none"> ➤ Clear, early identification of pupils with potential to achieve GD. ➤ Targeted and focused planning for all PP children. ➤ Teacher-led booster sessions for additional revision support. 	<p>2019 KS2 SAT Outcomes; 0% achieve GD in RWM</p> <p>2020 TA outcomes 0% achieve GD in RWM</p>	<p>As above</p>	<p>LS/LMc & teachers</p>	<p>Half-termly pupil progress meetings</p>
<p>(B) i. Establish effective, consistent support systems for those pupils with social and emotional difficulties.</p>	<ul style="list-style-type: none"> ➤ Whole school TIS approach adopted to improve children's emotional resilience. ➤ Support from Wellbeing TA for all pupils with SEMH identified need. ➤ Rotas and support timetables established for identified pupils. 	<p>Trauma Informed Schools evidence based research and CPD.</p> <p>Increased numbers of pupils with identified SEMH needs and staff without CPD/understanding to</p>	<p>My concern – decrease in number of reported concerns or pupil dysregulations. Progress of pupils.</p>	<p>LS/SENDCo/ SEMH TA/PSHE Lead and all teachers</p>	<p>Ongoing</p>

<p>i. All pupils will access a comprehensive PSHE (incorporating Spiritual, Moral, Social and Cultural) curriculum that is developmentally appropriate for all year groups. Increased in-lesson learning opportunities and fewer dysregulated incidents.</p>	<ul style="list-style-type: none"> ➤ Stabilise SENDCo provision and embed systems, record-keeping and parental communication. Additional 0.5 FTE for transition year. ➤ Purchase of Jigsaw resources and training. (Cost spread across 2 academic years) 	<p>effectively respond and/or support. Pupils will receive a developmentally appropriate PSHE programme that provides coverage and learning opportunities as mapped in accordance with current Ofsted SMSC guidelines.</p> <p>Pupils will receive subject specific teaching including topics of cyber and homophobic bullying, internet safety, body image, self-esteem, financial capability, health education, and relationships and sex education.</p> <p>Assessment resources will be used to identify pupils who require additional support in any of the above topics.</p>	<p>Increased in-class learning time. HOS feedback from teachers/TAs</p> <p>PSHE / SMSC co-ordinator will ensure that Jigsaw resources are being used to support pupils' development in this area. A whole school approach using Jigsaw will be embedded with celebrations and achievements also represented as a whole school.</p>	<p>JIGSAW resource = £1000</p> <p>SENCO 0.5 FTS x 40 = £3992</p>	
<p>(C)</p>	<ul style="list-style-type: none"> ➤ Explore role of parent support worker. ➤ Utilise school Facebook page to establish virtual drop in opportunities for parents. ➤ Establish online parent learning opportunities. 			<p>PSA 7 hours x 40 = £2800</p>	

<p>(D) PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs to broaden understanding and knowledge of the wider world.</p> <p>To ensure that we provide opportunities that would not have been experienced otherwise.</p>	<ul style="list-style-type: none"> ➤ HOS to review and improve the variety of cultural/residential experiences available to all pupils – linked to new Curriculum. (Subject to COVID guidelines) ➤ Embed systems to track PP pupil engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost. ➤ Ensure that TA support is available and offered to PP pupils with SEMH or SEND needs in order to attend enrichment opportunities. ➤ Produce a booklet of support available to be circulated to PP families raising awareness of support available. 	<p>Research evidences that PP pupils cultural capital is limited. This approach will ensure that all PP pupils have equality of access to a variety of extracurricular opportunities. This will diminish the difference and provide opportunities to excel in and experience social situations / clubs that they would not normally attend.</p>	<p>A wider range of residential trips offered to more pupils (including visiting cities, places of worship for different faiths and experiencing different performing arts) at a reduced cost.</p> <p>PP pupils will access all school trips (subsidised).</p> <p>(All COVID restriction dependent).</p>	<p>HOS and teachers = £6500</p>	<p>Termly</p>
Total budgeted cost					£21292
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?

<p>(B) iii. Pupils eligible for PP are able to properly adapt to stress and adversity, managing their emotional reactions. Increased in-lesson learning opportunities and fewer dysregulated incidents.</p>	<ul style="list-style-type: none"> ➤ PP Pupils with SEMH needs targeted to receive TIS assessment and intervention. ➤ Use of trained wellbeing TA (AL 28 hours) to support children and staff through training, observations and 1:1 work. ➤ TIS approach used by all staff. Social skills intervention and general behaviour support. ➤ TIS assessments. TIS practitioner training. Motional profile training and assessments. 	<p>For an increasing number of disadvantaged pupils across phases there are concerns around behaviour and safeguarding reasons. Staff require support in dealing with these pupils consistently. One to one support outside of the classroom is required to de-escalate and meet their needs.</p>	<p>TIS assessments will evidence. My Concern logs with regard to behaviour will lessen.</p>	<p>LS, SEMH TA and teachers Teaching equivalent time = £4000</p>	<p>Half-termly</p>
<p>(A) ii. Targeted 1:1 Booster sessions, for Y6 revision will be offered to all PP pupils at risk of not achieving EXP or GDS based on prior attainment.</p>	<ul style="list-style-type: none"> ➤ Y6 teacher and HOS will assess and identify pupils to receive support. ➤ 1:1 programme of revision support devised through data and gap analysis. ➤ Schedule devised and resources to address gaps sought and made available for teachers to deliver. 	<p>Based on the incremental coaching model of improving performance through small step improvement. Referencing EEF research which identified 1:1 coaching with a qualified teacher as making significant impact.</p>	<p>HOS monitoring. Y6 on-going assessments.</p>	<p>LS/Y6 teacher Revision resources (GCP) = £2000 1:1 Booster for targeted pupils 3 hours x 40 = £1200.</p>	<p>Half-termly</p>
Total budgeted cost					<p>£7200</p>
iii. Other approaches					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>(C)i. Increased parental involvement and improved communication</p> <p>ii. Establish Parent Learning Opportunities within school.</p>	<ul style="list-style-type: none"> ➤ Continue with transition 'Meet the Teacher' PowerPoint presentations. ➤ Increase Class Assembly opportunities. ➤ Re-establish a Friends of Summercourt organisation – led by HOS. ➤ Create the role of Parent Support Worker – schedule drop-in sessions and provided dedicated time. (7 hours) ➤ Organise PSW CPD. ➤ Introduce family learning opportunities. 	<p>Parental feedback 2019. Continued due to lockdown 2020. No 'open door' approaches in place – sense of separation.</p>	<p>HOS to monitor. Parent questionnaires to be distributed. Review meetings for the most vulnerable.</p>	<p>HOS/SEMH & PSW Lead</p> <p>PSA – CPD £1000</p>	<p>Termly</p>
Total budgeted cost					£1000
Overall Pupil Premium Planned Spend					£28492

5. Review of expenditure				
Previous Academic Year		2019/20		
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
<p>(A) i. All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and are based around pupils' interests. Progress rates for PP children are improved. (Continued from last year)</p>	<ul style="list-style-type: none"> ➤ Ensure all teachers have shared and understood the 2019 data analysis (Staff Meeting with HOS/SP). ➤ Use assessments, alongside moderation to track progress of children, with all teachers being aware of data of PP children. ➤ Establish regular, consistent monitoring of lesson planning, delivery and outcome. ➤ HOS to initiate Incremental Coaching (IC) across all phases. ➤ HOS to establish and model effective pupil progress meetings. 	<p>Our Year 6 PP TA attainment for EXS+ and GDS demonstrates and supports an improvement in PP attainment.</p> <p>PP in year 1 outperformed Non-PP in reading and maths in Spring 2020.</p> <p>PP in year 4 outperformed Non-PP in maths in Spring 2020.</p>	<p>We will continue with this approach.</p> <p>Next steps: Targeted and focused planning for all PP children.</p>	

	<ul style="list-style-type: none"> ➤ 1:1 programme of revision support devised through data and gap analysis. <p>children.</p> <ul style="list-style-type: none"> - Teacher-led booster sessions for additional revision support. 			
<p>i. Improved progress for high attaining pupils. Increase GD attainment at greater depth across RWM. (2019 = 0%)</p>	<ul style="list-style-type: none"> ➤ Clear, early identification of pupils with potential to achieve GD. ➤ targeted and focused planning for all PP children. ➤ Teacher-led booster sessions for additional revision support. 	<p>We have a 25% of our year 6 PP pupils at GDS for teacher assessment.</p>	<p>We will continue with this approach with more focus on GDS combined achievements and aim to impact non-PP GDS also.</p>	

<p>(B) i. Establish effective, consistent support systems for those pupils with social and emotional difficulties.</p> <p>i. All pupils will access a comprehensive PSHE (incorporating Spiritual, Moral, Social and Cultural) curriculum that is developmentally appropriate for all year groups.</p> <p>Increased in-lesson learning opportunities and fewer dysregulated incidents.</p>	<ul style="list-style-type: none"> ➤ HOS to attend 10 day TIS CPD and disseminate to whole school. ➤ Revisit, rewrite and ensure adherence to the Behaviour and Positive Relationships Policy. ➤ Whole school TIS approach adopted to improve children's emotional resilience. ➤ Support from Wellbeing TA for all pupils with SEMH identified need. ➤ Rotas and support timetables established for identified pupils. ➤ Stabilise SENDCo provision and embed systems, record-keeping and parental communication. ➤ Purchase of Jigsaw resources and training. (Cost spread across 2 academic years) 	<p>Achieved our first PP Charter Mark – February 2020 (Bronze)</p> <p>First workshop based on SEMH support. (1 PP parent attended all sessions)</p> <p>We had 11 PP pupils accessing motional support through TIS sessions in September 2019. 10 out of the 11 (91%) PP pupils have made progress on their motional screening outcomes when we reviewed this in February.</p> <p>The motional screening scores of 6 out of our 11 initial PP pupils accessing TIS session have now come off the TIS programme due to the positive impact their TIS sessions have had on their motional screening results.</p>	<p>We will continue with this approach.</p> <p>Next steps:</p> <ul style="list-style-type: none"> ➤ Stabilise SENDCo provision and embed systems, record-keeping and parental communication. (New SENCO appointment 2020/2021) ➤ Continue to embed JIGSAW. 	
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<p>(D) PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs to broaden understanding and knowledge of the wider world.</p> <p>To ensure that we provide opportunities that would not have been experienced otherwise.</p>	<ul style="list-style-type: none"> ➤ HOS to review and improve the variety of cultural/residential experiences available to all pupils – linked to new Curriculum. ➤ Establish systems to track PP pupil engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost. ➤ Ensure that TA support is available and offered to PP pupils with SEMH or SEND needs in order to attend enrichment opportunities. ➤ Produce a booklet of support available to be circulated to PP families raising awareness of support available. 	<p>No residentials in place during 2019 2020 due to COVID 19. All cancelled.</p> <p>Summercourt part funded PP pupils to enable them to attend educational visits and residentials at a reduced cost to the parent. This was advertised and embedded last year.</p> <p>PP pupils prioritised when allocating class TA support to individuals or groups.</p> <p>90% of our PP pupils accessed an after school club.</p> <p>38% of PP pupils attended sporting events to represent the school.</p>	<p>We will continue with this approach.</p> <p>Next steps:</p> <ul style="list-style-type: none"> ➤ HOS to review and improve the variety of cultural/residential experiences available to all pupils – linked to new Curriculum. ➤ Establish systems to track PP pupil engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost. ➤ Produce a booklet of support available to be circulated to PP families raising awareness of support available. ➤ Increase percentage of PP pupils attending sporting events. 	<p>£10,000</p> <p>Actual: £10780.20</p>
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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
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<p>(B) iii. Pupils eligible for PP are able to properly adapt to stress and adversity, managing their emotional reactions. Increased in-lesson learning opportunities and fewer dysregulated incidents.</p>	<ul style="list-style-type: none"> ➤ PP Pupils with SEMH needs targeted to receive TIS assessment and intervention. ➤ Use of trained wellbeing TA (AL) to support children and staff through training, observations and 1:1 work. ➤ TIS approach used by all staff. Social skills intervention and general behaviour support. ➤ TIS assessments. TIS practitioner training. Boxhall profile training and assessments. 	<p>We had 11 PP pupils accessing motional support through TIS sessions in September 2019. 10 out of the 11 (91%) PP pupils have made progress on their motional screening outcomes when we reviewed this in February. The motional screening scores of 6 out of our 11 initial PP pupils accessing TIS session have now come off the TIS programme due to the positive impact their TIS sessions have had on their motional screening results.</p>	<p>We will continue with this approach.</p> <p>Next steps:</p> <ul style="list-style-type: none"> ➤ TIS approach used by all staff. Social skills intervention and general behaviour support. ➤ TIS assessments. ➤ TIS practitioner training. Motional profile training and assessments. 	
<p>(A) ii. Targeted 1:1 Booster sessions, for Y6 revision will be offered to all PP pupils at risk of not achieving EXP or GDS based on prior attainment.</p>	<ul style="list-style-type: none"> ➤ Y6 teacher and HOS will assess and identify pupils to receive support. ➤ 1:1 programme of revision support devised through data and gap analysis. ➤ Schedule devised and resources to address gaps sought and made available for teachers to deliver. 	<p>Targeted 1:1 booster in place for EXP and GDS. Due to COVID 19 we are unable to assess the impact of these sessions as a quantity value. All pupils were on track to reach their target following our mock SATs in March. Intervention booster groups also implemented during Spring term.</p>	<p>We will continue with this approach.</p> <p>Next steps:</p> <ul style="list-style-type: none"> ➤ Schedule devised and resources to address gaps sought and made available for teachers to deliver. 	<p>£5000</p> <p>Actual: £11,362.59</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>➤ Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>(C)i. Increased parental involvement and improved communication ii. Establish Parent Learning Opportunities within school.</p>	<ul style="list-style-type: none"> ➤ Introduce transition 'Meet the Teacher' evenings. ➤ Increase Class Assembly opportunities. ➤ Re-establish a Friends of Summercourt organisation – led by HOS. ➤ Create the role of Parent Support Worker – schedule drop-in sessions and provided dedicated time. ➤ Organise PSW CPD. ➤ Introduce family learning opportunities. 	<p>Parental communication and involvement have increased greatly compared to the previous academic year. Termly class assemblies were embedded, parent drop in sessions, weekly newsletters, increased communication via social media as well as the annual meet the teacher sessions.</p> <p>Wellbeing family learning sessions offered and attended by 4 families once weekly.</p>	<p>We will continue with this approach.</p> <p>Next steps:</p> <ul style="list-style-type: none"> ➤ Re-establish a Friends of Summercourt organisation – led by HOS. ➤ Organise PSW CPD. ➤ Create the role of Parent Support Worker – schedule drop-in sessions and provided dedicated time. 	<p>£4,800</p> <p>Actual:</p> <p>£5909.77</p>
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6. Additional detail

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

It is appropriate to note that COVID19 has had an impact on our ability to reliable evaluate the impact of our pupil premium strategy for the previous year.

Mid-year review of impact of PP funding: