

1. Summary Information (Based on January 2019 CENSUS)					
School	Summercourt Academy				
Academic Year	2019/20	Total PP budget	£25040	Date of most recent PP Review	Oct 2019
Total number of pupils	119 (July 19)	Number of pupils eligible for PP	19 Pupils 17 FSM, 1 LA & 1Service (16%)	Date for next internal review of this strategy	Ongoing/July 2020

1. Current attainment		
2019 SATs	Y6 pupils eligible for PP (2)	Pupils not eligible for PP (15)
71% meeting standard or above in reading, writing and maths	0 pupils 0%	12 pupils 80%
76% meeting standard or above in reading	0 pupils 0%	13 pupils 87%
82% meeting standard or above in writing	0 pupils 0%	14 pupils 93%
71% meeting standard or above in maths	0 pupils 0%	12 pupils 80%
0% attaining greater depth in reading, writing and maths	0 pupils 0%	0 pupils 0%
41% attaining greater depth in reading	0 pupils 0%	7 pupils 47%
24% attaining greater depth in writing	0 pupils 0%	4 pupils 27%
41% 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.	

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Some pupils may benefit from support in completing homework and additional revision support.	
<b>E.</b>	Some low-income families find it hard to find extra enrichment activities.	
<b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<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 targeted intervention sessions for KS2, 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>B.</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 and additional support in Class 3 (due to identified PP &amp; SEND).</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.
<b>C.</b>	<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>
<b>D.</b>	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>

<b>4. Planned expenditure</b>	
<b>Academic year</b>	<b>2019/20</b>

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?
<p><b>(A) i.</b> 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"> <li>➤ Ensure all teachers have shared and understood the 2019 data analysis (Staff Meeting with HOS/SP).</li> <li>➤ Use assessments, alongside moderation to track progress of children, with all teachers being aware of data of PP children.</li> <li>➤ Establish regular, consistent monitoring of lesson planning, delivery and outcome.</li> <li>➤ HOS to initiate Incremental Coaching (IC) across all phases.</li> <li>➤ HOS to establish and model effective pupil progress meetings.</li> <li>➤ 1:1 programme of revision support devised through data and gap analysis.</li> </ul>	<p>Close analysis of PP progress compared to non-PP progress. Attainment for disadvantaged pupils' evidences that PP pupils in Y6 did not meet expected standard in any subject.</p>	<p>Pupil progress data. Monitoring Activities. Termly Hub Council Monitoring.</p>	<p>LS/LMc &amp; all teachers</p>	<p>Termly</p>
<p><b>i.</b> Improved progress for high attaining pupils. Increase GD attainment at greater depth across RWM. (2019 = 0%)</p>	<ul style="list-style-type: none"> <li>➤ Clear, early identification of pupils with potential to achieve GD.</li> <li>➤ targeted and focused planning for all PP children.</li> <li>➤ Teacher-led booster sessions for additional revision support.</li> </ul>	<p>2019 KS2 SAT Outcomes; 0% achieve GD in RWM</p>	<p>As above</p>	<p>LS/LMc &amp; teachers</p>	<p>Half-termly pupil progress meetings.</p>

<p><b>(B) i.</b> 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"> <li>➤ HOS to attend 10-day TIS CPD and disseminate to whole school.</li> <li>➤ Revisit, rewrite and ensure adherence to the Behaviour and Positive Relationships Policy.</li> <li>➤ Whole school TIS approach adopted to improve children’s emotional resilience.</li> <li>➤ Support from Wellbeing TA for all pupils with SEMH identified need.</li> <li>➤ Rotas and support timetables established for identified pupils.</li> <li>➤ Stabilise SENDCo provision and embed systems, record-keeping and parental communication.</li> <li>➤ Purchase of Jigsaw resources and training. (Cost spread across 2 academic years)</li> </ul>	<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 effectively respond and/or support.</p> <p>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>My concern – decrease in number of reported concerns or pupil dysregulations.</p> <p>Progress of pupils.</p> <p>Increased in-class learning time.</p> <p>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 adopted with celebrations and achievements also represented as a whole school.</p>	<p>LS/SENDCo/ SEMH TA/PSHE Lead and all teachers</p>	<p>Ongoing</p>
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<p><b>(D)</b> 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"> <li>➤ HOS to review and improve the variety of cultural/residential experiences available to all pupils – linked to new Curriculum.</li> <li>➤ Establish systems to track PP pupil engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost.</li> <li>➤ Ensure that TA support is available and offered to PP pupils with SEMH or SEND needs in order to attend enrichment opportunities.</li> <li>➤ Produce a booklet of support available to be circulated to PP families raising awareness of support available.</li> </ul>	<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>HOS and teachers</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<p>£10,000</p>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>(B) iii.</b> 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"> <li>➤ PP Pupils with SEMH needs targeted to receive TIS assessment and intervention.</li> <li>➤ Use of trained wellbeing TA (AL) to support children and staff through training, observations and 1:1 work.</li> <li>➤ Additional support in Class 3 (highest complement of PP &amp; SEND needs in school) to ensure quality first teaching and emotionally available adult presence.</li> <li>➤ TIS approach used by all staff. Social skills intervention and general behaviour.</li> <li>➤ TIS assessments. TIS practitioner training. Boxhall profile training and assessments.</li> </ul>	<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</p>	<p>Half-termly</p>

<p><b>(A) ii.</b> 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"> <li>➤ Y6 teacher and HOS will assess and identify pupils to receive support.</li> <li>➤ 1:1 programme of revision support devised through data and gap analysis.</li> <li>➤ Schedule devised and resources to address gaps sought and made available for teachers to deliver.</li> </ul>	<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</p>	<p>Half-termly</p>
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**Total budgeted cost**    £10, 240

**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?
<p><b>(C)i.</b> Increased parental involvement and improved communication <b>ii.</b> Establish Parent Learning Opportunities within school.</p>	<ul style="list-style-type: none"> <li>➤ Introduce transition ‘Meet the Teacher’ evenings.</li> <li>➤ Increase Class Assembly opportunities.</li> <li>➤ Re-establish a Friends of Summercourt organisation – led by HOS.</li> <li>➤ Create the role of Parent Support Worker – schedule drop-in sessions and provided dedicated time.</li> <li>➤ Organise PSW CPD.</li> <li>➤ Introduce family learning opportunities.</li> </ul>	<p>Parental feedback. 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 &amp; PSW Lead</p>	<p>Termly</p>

**Total budgeted cost**    £4,800

**5. Review of expenditure**

**Previous Academic Year**

**2018/19**

**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>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.</p> <p>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.</p> <ul style="list-style-type: none"> <li>➤ Improved behaviour of PP children in Year 2 and those with social and emotional needs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use both summative and formative assessments, alongside focussed moderation to track progress of children, with all teachers being aware of data of PP children.</li> <li>➤ Clear and focused planning for all PP children.</li> <li>➤ Staff training on effective ways to challenge higher attaining children</li> <li>➤ Intervention and booster sessions through additional</li> <li>➤ TA TIS support.</li> <li>➤ TIS approach used by all staff.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All staff aware of PP pupils and tracking completed regularly. Limited opportunities taken to moderate.</li> <li>➤ Not consistently evident on plans.</li> <li>➤ Limited CPD with regard to challenge for most able with the exception of Mathematics.</li> <li>➤ Ongoing and impactful.</li> <li>➤ Widespread TIS approach.</li> <li>➤ Ongoing with identified pupils.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Moderate more frequently to identify stalled progress and trigger support.</li> <li>➤ More specific tracking by teachers established.</li> <li>➤ Review and develop and whole school planning expectation with regard to PP identification.</li> <li>➤ CPD and professional development programme to strategically planned and matched to identified areas of focus by new HOS.</li> <li>➤ Continue to embed and extend provision.</li> </ul>	
<p>PP children to have wider contextual experiences.</p>	<ul style="list-style-type: none"> <li>➤ Social skills intervention and general behaviour support. TIS assessments.</li> <li>➤ Wellbeing TA. TIS practitioner training. Boxhall profile training and assessments.</li> <li>➤ Classes have additional targeted support in small groups by teaching assistants to ensure immediate and effective catch up.</li> <li>➤ Extra-curricular activities and visits planned through school but away from the classroom setting.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Social skills utilised widely.</li> <li>➤ Well-being practitioner identified</li> <li>➤ Lots of extracurricular activities; booster, funky fingers and a range of sport clubs. Wide range of enrichment visits organised.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Further CPD in sensory awareness and social skill development importance.</li> <li>➤ Further developed role across phases and to include parents.</li> <li>➤ Ongoing extra-curricular opportunities and increased number and range of visits and experiences.</li> </ul>	

## 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 the present Head of School has completed this review retrospectively in collaboration the UPS teacher.

### Mid-year review of impact of PP funding:

NA

