

Summerside Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Summerside Primary Academy
Number of pupils in school	428 including nursery (October 2022 census)
Proportion (%) of pupil premium eligible pupils	35% (budget setting)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Charlotte Trew (Headteacher)
Pupil premium lead	Charlotte Trew
Governor / Trustee lead	Stuart Lester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,061 for 2023-24 academic year
Recovery premium funding allocation this academic year	£21,916 for 2023-24 academic year
Total budget for this academic year	£217,977

Part A: Pupil premium strategy plan

Statement of intent

Summerside: Creating excellence – inspiring success for all

All our staff work hard to ensure that all children enjoy coming to Summerside to learn, and are excited about learning new things and making progress. We work hard to ensure that our learners have the skills that they need to succeed in life and that children's barriers are overcome so they can benefit from our rich curriculum and leave ready for the next stage in their education. We provide excellent pastoral support for children, including kind adults who will listen, pastoral support for children experiencing difficulties and teaching of mindfulness so that children can regulate their emotions. Our children care for each other and play safely together because we model kind behaviour to others. We know that some children have to be taught how to be together harmoniously and we use our curriculum and restorative approaches to do this. We are proud that children at Summerside are extremely polite and well behaved.

Summerside is a vibrant, inclusive and culturally diverse school. We celebrate children's different cultural backgrounds. Adults and children make new children welcome. We are skilled in providing for children who are new to learning English and have special needs. We have specialist provision in our school for Deaf children, where children are fully integrated into mainstream classes with specialist support provided by Teachers of the Deaf and Communicators.

We have carefully considered the needs and barriers to learning for our Pupil Premium children and used our Pupil Premium Funds to provide additional targeted support for learning,

Challenges

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

Challenge number	Detail of challenge
1	Our Pupil Premium group has a disproportionately high number of children who are on the SEN register compared with the rest of the school 8% of our Pupil Premium children have an EHCP and 32% are on the SEN register compared to the rest of the school. 3.7% of our non-Pupil Premium children have an EHCP and 28% are SEN Support.
2	EEF research found that Quality of Teaching has a larger impact on DA children than on the school population as a whole. Ensuring our DA children receive high quality first teaching has a huge positive impact on

	their learning. We have a highly skilled SLT who support quality first teaching.
3	<p>We see a disproportionately high level of frequent social and emotional issues or risk of harm at home leading to mental health and behaviour issues.</p> <p>Out of 4 children on roll who have a behaviour plan, 1 child is entitled to Pupil Premium. Out of the 12 children on roll who are Looked After Children, have an SGO, have a Child Protection Plan, Child in Need Plan or Early Help, 6 are Pupil Premium children (50%).</p>
4	<p>High proportion of DA pupils who are also EAL</p> <p>58% of Pupil Premium children have English as an additional language compared to 37% of non-Pupil Premium children. Becoming fluent English speakers is a priority for all EAL children at Summerside. Specialist advice for class teachers on how to support for new to English children is a priority for this group. We have a TLR specialist, skilled English as an Additional Language Teacher who provides support, advice and resources to class teachers</p>
5	<p>High levels of persistent absence are a barrier to learning for many Pupil Premium children.</p> <p>23 out of our 64 children who were Persistently Absent in 2023-24 and were on-roll at the end of the year are Pupil Premium children (40%). This is disproportionately high compared to all Persistently Absent children on our roll.</p>

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
<p>1. This group requires additional evidence-based interventions led by trained support staff, such as 1st Class at Number (EEF effectiveness: Remarkable) and Talk Boost but does not receive additional funding over and above our notional SEN grant. Termly intervention analysis is completed to track progress and impact. Suitable children are chosen to take part in interventions. Pupil premium children are prioritised where there are more children than places available. Interventions are selected because evidence shows that they are effective. They are taught effectively by trained staff. Children make</p>	<p>All children achieve the aims of each intervention as shown by intervention analysis.</p> <p>Interventions are rated as 4 or 5 on a 5 point evaluation scale (where 5 is high) by staff leading each intervention at the end of the intervention or by gathering contextual data.</p>

<p>progress in the area targeted by the intervention and this is transferred back into independent learning in class. As a result children make good or better progress.</p>	
<p>2. We fully recognise the importance of Quality First Teaching in supporting all children in making progress, achieving at expected levels and so having improved life chances. We know (Sutton Trust) that Quality of Teaching impacts on the progress of Disadvantaged children more than their peers. To secure good teaching, we have invested heavily in professional development for staff so that all children have high quality teaching in their lessons. This includes weekly staff meetings for all staff, external courses where these meet an identified need, support by members of SLT and phase leaders during weekly release time, and opportunities to observe other effective teachers.</p>	<p>Quality of teaching is consistently good across the school.</p> <p>SLT monitoring and internal trust reviews continue to be inline with senior leaders self evaluation of good judgement.</p>
<p>3. Many children in this group require pastoral and therapeutic input. We provide this from our Learning Mentor, Pastoral Care Worker and Paws-B mindfulness sessions.</p>	<p>DA children with emotional / mental health needs are able to learn at school. Fixed term exclusions rates are reduced. Behaviour for learning is good and all children can learn as evidenced in the pupil view survey.</p>
<p>4. New to English and more advanced English as a Additional Language Learners make good progress in acquiring English and then across the curriculum, as measured through progression through the DFE EAL levels.</p>	<p>New to English children make expected or accelerated progress in learning English and can access class teaching.</p> <p>All EAL children make expected progress</p>
<p>5. Our Pastoral Care Worker supports vulnerable families through meetings with parents/carers. We continue to raise the profile of good attendance through celebration assemblies, rewards for good attendance and attendance display boards. We are tracking these children closely, have bought in additional EWO time (fortnightly visits) and we offer support for families in order to establish good habits in school attendance. We do also use sanctions where a supportive approach does not improve the situation. Head meets with parents and discusses attendance based on weeks of education missed across the year</p>	<p>Overall attendance is in line with national (96%) or better and Persistent Absence is reduced to a minimum</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT to support teachers. Experienced middle leaders with release time to provide support (<i>4 days of support for Teaching a week</i>)	We know (Sutton Trust and EEF) that Quality of Teaching impacts on the progress of Disadvantaged children more than their peers. To secure good teaching, we have invested heavily in professional development for staff so that all children have high quality teaching in their lessons.	2
Through our Marking and feedback policy (part of our Teaching and Learning policy), staff development, and further monitoring and feedback to staff by our Leadership Team	EEF has identified marking and feedback as a highly effective low cost intervention to accelerate learning. SLT / middle leader book looks show that marking is of a high quality and is impacting on learning (as seen through children's responses.	2
Children are set end of year targets (Reading, Writing, Maths) in the Autumn Term. These form one of teachers' appraisal targets. They are tracked termly in Pupil Progress Meetings and children who are not on track are discussed and supported, e.g. through interventions, pastoral support	We have high aspirations for all of our children. We set pupil level targets for children and track these throughout the year (e.g. through Pupil Progress Meetings) to ensure all make expected progress. Children not on track to achieve their targets are considered for intervention and Pupil Premium children have priority access.	2,1
Additional teaching assistant for high quality Read Write Inc phonics teaching	Allows us to accurate target teaching to children's current level of knowledge of phonics	2
Specialist EAL teacher leads EAL across the school: specialist advice to teachers	Becoming fluent English speakers is a priority for many EAL children in this group. Specialist advice for class teachers on how to support for new to English children is a priority for this group. We have a TLR specialist, skilled English as an Additional Language Teacher who provides support to class teachers	4

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

Budgeted cost: £73,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers tutoring at after-school English clubs to address gaps in learning during lockdown. Children with targets to be at age related expectations but currently working below are targeted	Class teachers know the children's gaps in learning best and are highly effective teachers. They are able to respond to children's developing needs. Tutoring is seen as high status as it is lead by school staff.	2,1
Morning Read Write Inc catch-up sessions led by effective, experienced, trained staff	Our pupil premium cohort is more likely to have SEND without an EHCP and does not receive additional funding over and above our notional SEN grant. Termly intervention analysis is completed to track progress and impact. Suitable children are chosen to take part in interventions. Pupil premium children are prioritised where there are more children than places available. Interventions are selected because evidence (e.g. EEF) shows that they are effective.	1
Reading Support intervention for lowest 20% DA chn led by effective, experienced, trained staff	Our pupil premium cohort is more likely to have SEND without an EHCP and does not receive additional funding over and above our notional SEN grant. Termly intervention analysis is completed to track progress and impact. Suitable children are chosen to take part in interventions. Pupil premium children are prioritised where there are more children than places available. Interventions are selected because evidence (e.g. EEF) shows that they are effective.	1
TALK BOOST Speech and Language intervention led by effective, experienced trained staff	Our pupil premium cohort is more likely to have SEND without an EHCP and does not receive additional funding over and above our notional SEN grant. Termly intervention analysis is completed to track progress and impact. Suitable children are chosen to take part in interventions. Pupil premium children are prioritised where there are more children than places available. Interventions are selected because evidence (e.g. EEF) shows that they are effective.	1
1 st class @ number Power of 1 and Power of 2 led by effective, experienced, trained staff	Our pupil premium cohort is more likely to have SEND without an EHCP and does not receive additional funding over and above our notional SEN grant. Termly intervention analysis is completed to track progress and impact. Suitable children are chosen to take part in interventions. Pupil premium children are prioritised where there are more children than places available. Interventions are selected because evidence (e.g. EEF) shows that they are effective.	1

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

Budgeted cost: £90,808

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance and punctuality</p> <p>HT overseeing and supporting attendance</p> <p>Pastoral care worker</p> <p>Educational Welfare</p> <p>Support fortnightly visits</p> <p>Office staff time to support attendance with calls to absent families (1 hour per day)</p> <p>Breakfast Club subsidy so cost is £3 to support attendance, working parents and access to a healthy breakfast.</p> <p>Breakfast Club is free for children who receive Free School Meals</p>	<p>High levels of persistent absence are a barrier to learning for many children. A disproportionately high number of our Persistently Absent children are eligible for Pupil Premium</p>	<p>5</p>
<p>Addressing frequent social and emotional issues or risk of harm at home through pastoral support</p> <p>Learning mentor team</p> <p>0.5 Learning Mentors</p> <p>Pastoral Support Worker for vulnerable family and Child Protection support from January 2021</p>	<p>Pupil Premium children form are over-represented in children with a behaviour plan. A much higher % of our children with Social Services involvement are DA than non-DA. We see a disproportionately high level of frequent social and emotional issues, mental health concerns or risk of harm at home leading to mental health and behaviour issues.</p>	<p>3</p>
<p>Access for all to a full curriculum, including after school clubs and trips: Full or part-subsidy for access to wider curriculum activities, including Y6 School Journey and after-school Sports Clubs</p>		<p>2, 3</p>

Total budgeted cost: £215,278 (£50,503 + £73,967 + £90,808)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In some areas we were below national average but there are reasons for this:

- Reception, where children were many children arrived after the main school admission and so missed vital learning.
- Year 1 phonics screening were we are affected by mobility but are in line with national by the end of Year 2.

KS1 writing – chn did not arrive into Year 2 ready for the demands of the Year 2 writing expectations and therefore had several gaps in their learning.

Key Stage 2 end of year achievement was strong, showing a very positive impact from quality first class teaching, interventions led by skilled school staff and after school tutoring by class teachers for year 6 which was highly valued by children and their families, with 67% of children achieving the expected standard in Reading, Writing and Maths, which is well above the national average. Progress scores from KS1 to KS2 were very positive: Reading, Writing and Maths (tbc).

In the 2022-23 school year, we used catch up funding to fund experienced Teaching Assistants to run interventions (RWInc catch up, Better Reading Support Partners, 1st class @ number, OTTO Club) and Year 6 Class Teachers as tutors for after school catch-up classes for children not on track for an age-related expectations target.

Externally provided programmes

Programme	Provider
Read Write Inc phonics and catch-up programme	Ruth Miskin Training
Better Reading Support Partners	Edge Hill University
OTTO Club	Barnet Occupational Therapy Team
1 st class @ number	Edge Hill University
Paws B	Mindfulness in Schools Project

Talk Boost	I Can
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