

Summerside Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 | 342 |
| | 35.4% (budget setting) |
| Academic year/years that our current pupil premium strategy plan covers | 2025-26 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Charlotte Trew (Headteacher) |
| Pupil premium lead | Charlotte Trew |
| Governor / Trustee lead | Jayne Franklin |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £217,560 for 2024-25 academic year £192,405 for 2025-26 academic year |
| Total budget for this academic year | £192,405 |

Part A: Pupil premium strategy plan

Statement of intent

Summerside: Creating excellence – inspiring success for all

Our intention is for all our pupils at Summerside Primary Academy, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our strategy is to support disadvantaged pupils to achieve this goal, including progress for those that are already high attainers.

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.

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 pastoral support for children experiencing difficulties and teaching of mindfulness so that children can regulate their emotions. 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.

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 | <p>Our Pupil Premium group has a disproportionately high number of children who are on the SEN register compared with the rest of the school</p> <p>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.</p> |

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| 2 | <p>There are a number of social and emotional difficulties for our disadvantaged families, including mental health challenges. This impacts on engagement with school. The increased cost of living as well as movement due to housing needs is likely to further put strain on families and increase these challenges.</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> |
| 3 | <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> |
| 4 | <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> |
| 5 | <p>EYFS data shows disadvantaged and non-disadvantaged work at broadly in line across the subjects, both groups are well below 2025 national in areas such as comprehension.</p> <p>Early reading in Reception and Year 1 will therefore need to be a focus.</p> |
| 6 | <p>Pupils have limited experience beyond their home life and immediate community as finances are a barrier to participation in wider opportunities.</p> |
| 7 | <p>Assessments, observations, book looks and discussions with pupils indicate underdeveloped oral language, and gaps in their vocabulary, in relation to their non-disadvantaged peers.</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 |
|------------------|------------------|
|------------------|------------------|

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|---|---|
| <p>To raise the achievement of disadvantaged children across the curriculum.</p> | <p>An increase in the percentage of disadvantaged children working at expected and at greater depth at the end of KS1 and the end of KS2. Positive progress scores for disadvantaged at KS2.</p> <p>An increase in the percentage of disadvantaged children achieving the expected standard in the Year 1 phonics screening check (in line with national all).</p> <p>SEN children make good progress from their starting points with targeted interventions.</p> |
| <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> |
| <p>To improve the uptake of clubs and enrichment opportunities by our disadvantaged families.</p> | <p>There will be a significant increase in the opportunities available and the uptake of these opportunities.</p> |
| <p>To achieve and sustain improved wellbeing for our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing demonstrated by qualitative and quantitative data from pupil/parent voice.</p> |
| <p>A rising trend in disadvantaged attendance across the school.</p> | <p>A decrease in the percentage of disadvantaged pupils who are persistent absentees.</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)

Budgeted cost: £45,619

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| SLT to support teachers. Experienced middle leaders with release time to provide support (<i>2 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 |
| A reverse integration model enables chn from our mainstream to access the highly specialised teaching by the Teachers of the Deaf for English and Safe group (SEMH support) Pupil Premium chn are prioritised for this support. | We know (Sutton Trust and EEF) that Quality of Teaching impacts on the progress of Disadvantaged children more than their peers, therefore specialised small group teaching enables chn to make good progress and chn can access their learning when back in their mainstream classes. | 1, 2 |
| Through our Marking and feedback policy, staff development, and staff feedback and monitoring 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: £61,092

Timetabled interventions from trained and experienced Teaching Assistants for RWInc catchup interventions, Talk Boost and Maths interventions. Class teachers deliver additional tuition for Yr6 pupils. Pastoral Lead supports PA chn who are also DA.- SEN

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><u>Workshops</u></p> <p>Termly targeted workshops, tackling attendance, behaviour, English, Maths and SEN</p> <p>Disadvantaged parents not attending to be followed up by Pastoral Lead</p> <p>Transition workshops e.g. for entry into Nursery and Reception including home visits and the Teddy Bears Picnic, transition books for SEN, resource base tours and meetings with SENCo</p> | <p>Parental engagement has a positive impact – an average of four months additional progress.</p> <p>School communications have to be tailored to encourage positive dialogue about learning.</p> <p>https://Educationendowmentfoundation.org.uk</p> <p>Parents with negative experiences of school have a chance to make new links with staff that listen to them and tailor support and language to meet their needs.</p> <p>(Evidenced by case studies including those for improved attendance.)</p> | 1,2,5 |
| <p>Barnet Debate Challenge by Noisy Classroom training.</p> | <p>'Debating is an essential life skill that helps children develop confidence, learn to think on their feet, and argue their point of view. It also teaches them how to research, structure and argument and articulate their thoughts clearly.'</p> | 3,6,7 |
| <p>The introduction of the reviewed and updated RE and PSHE curriculum with special attention to the demonstration of knowledge and key vocabulary through discussion based approaches (philosophy enquiry / debate)</p> | <p>A coherent and sequential curriculum also helps to challenge negative stereotypes and ensure that protected characteristics are respected leading to greater community cohesion.</p> <p>Incidents of religious, disability, poverty / economic and racist based bullying are rare within our multi-cultural inclusive school.</p> <p>All pupils including disadvantaged are protected from harassment and ridicule.</p> | 1,2,6,7 |
| <p>Continued pre-teaching and regular review of key vocabulary mapped for each unit of study.</p> | <p>'Pre-teaching and discussing new words can support reading comprehension. Repeated exposure to new vocabulary is necessary across spoken language, reading and writing. Teaching vocabulary and spelling related to the curriculum content currently being studied can encourage active use of new words, helping to make new vocabulary meaningful and memorable to pupils'</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>This is to address the weaker oracy skills many disadvantaged pupils exhibit o entry point to our school.</p> <p>(evidenced by excellent progress from starting points in books and Tapestry)</p> | 1, 3, 7 |

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|---|---|----------|
| Whole school approach to using colourful semantics to support literacy skills as well the approach to teaching writing with increased opportunities for oracy skills to be taught and explored. | This is to address the weaker oracy skills many disadvantaged pupils exhibit o entry point to our school. (evidenced by excellent progress from starting points in books and Tapestry) | |
| The display and modelling of key/targeted vocabulary on working walls by all teaching staff. | The working wall allows all pupils including disadvantaged pupils to self -scaffold. Teacher modelling and use of the working wall, demonstrates the use of the working wall, demonstrates the use of the scaffold increasing independence in the classroom. (Evidenced by learning walk evaluations) | 1, 3,6,7 |
| SLT monitor trips in each age phase (half termly and matched to curriculum outcomes) and wider experience for DA pupils to develop cultural capital. | First hand experience of sequential knowledge and vocabulary makes learning stickier. Trips are an excellent way to increase motivation and to give pupils something to talk about (data, questions for thinking and stories and experiences like and unlike their own are all collected and used to enhance learning experiences) (evidenced by curriculum sequencing and the quality of learning in all books including those of disadvantaged pupils. See also attitudes to trips in pupil surveys) | 1,4,6 |
| Reach2 involvement with the RBO to increase cultural capital in the school with an emphasis on music and drama targeting DA and PP children. Rock Steady Music tuition | tal2 of our class teachers are currently undertaking a Royal Ballet and Opera programme at the Royal Opera House. This is intended to support our leaders with enhancing our cultural capital offer to children with a focus on music. | 1,4,6 |
| Termly pupil progress meetings including evaluation of attendance and impact for disadvantaged pupils. | Interventions are quality assured using entry and exit data. Termly Pupil Progress meetings ensure the right children are on the right programme and that data shows 'value added' Demonstrable evidence such as this is best shared with all stakeholders including parents. Success allows pupils to catch up with expected levels and leave space for more pupils to benefit in their place. (Evidenced by higher than national outcomes at the end of KS2 supported by tutoring and extended school invites) | 1, 4, 7 |
| Teaching and Learning audit in Autumn 1 focusing on early reading and phonics in Reception and Years 1 and 2. | Consistent approaches (fidelity to the chosen scheme) ensure suitable 'progression through' and 'modelling of' intended outcomes | 1, 5 |
| Increased adult to pupil ratios in EYFS and KS1 including smaller phonics groups and increased scaffolding at table | Phonics observations from school leaders showed targeted scaffolding by the teacher and support staff was insufficient to keep all children fully engaged with the phonics programme | 1, 5 |
| Class teachers tutoring at after-school clubs to address gaps in learning. | Class teachers know the children's gaps in learning best and are highly effective teachers. They are able | 1, 3, 7 |

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|--|---|---------|
| Children with targets to be at age related expectations but currently working below are targeted | to respond to children's developing needs. Tutoring is seen as high status as it is lead by school staff. | |
| 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, 3, 7 |
| 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, 3, 7 |
| 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, 3, 7 |
| NELI training and intervention for EYFS (SALT intervention) | 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. | 1,3,7 |
| Pre – tutoring of maths concepts and vocabulary 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, 3, 7 |

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

Budgeted cost: £84,895

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Improving attendance and punctuality HT overseeing and supporting attendance Pastoral care worker Educational Welfare Support fortnightly visits Office staff time to support attendance with calls to absent families (1 hour per day) Breakfast Club subsidy so cost is £4 to support attendance, working parents and access to a healthy breakfast. 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 Learning mentor team 0.5 Learning Mentors Pastoral Support Worker for vulnerable family and Child Protection support.</p> | <p>Pupil Premium children form are over-represented in children with yellow behaviour incidents. 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>Due to limited experiences our DA pupils need more exposure to wider or further cultural capital, in order to give them memorable experiences and embed their knowledge.</p> | <p>2, 3</p> |

Total budgeted cost: £192,405

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 2024 to 2025 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 71% of children achieving the expected standard in Reading, Writing and Maths, which is well above the national average.

In the 2024-25 school year, we used experienced Teaching Assistants to run interventions (RWInc catch up, Better Reading Support Partners, 1st class @ number) 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 |
| Nessy Dyslexia programme | Nessy Education |
| 1 st class @ number | Edge Hill University |
| Paws B | Mindfulness in Schools Project |
| Welcom intervention | |
| Talk Boost | I Can |