

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Summerfields Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Melanie Gartell
Pupil premium lead	Melanie Gartell
Governor / Trustee lead	Tony Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,250
Recovery premium funding allocation this academic year	£9730
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£86980

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal.

We will consider the challenges faced by all vulnerable pupils, including those who have a social worker. The activity we have outlined in this statement is intended to also support their needs.

The area that is proven to have the greatest impact on closing the disadvantaged gap is high-quality teaching, therefore this is at the core of our approach. This will also benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, based on robust diagnostic assessment. The approaches we have adopted complement each other to help pupils achieve. To ensure they are effective we will:

- ensure disadvantaged pupils are supported and challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception via the new baseline assessment, through to KS2 and in general, are more common among disadvantaged pupils than their peers.
2	Maths attainment among disadvantaged pupils in Key Stage 2 is significantly below that of non-disadvantaged pupils. Although a relative strength in ks 2 2022 results, fluency in all Key stages is weak but beginning to improve.
3	The teaching of writing was severely affected by two national lockdowns. Evidence shows that writing was an area significantly affected by lack of face to face teaching. Disadvantaged children were further disadvantaged by interrupted learning journeys and lack of support at home. The gaps in key stage 2 are particularly noticeable in writing.
4	Disadvantaged pupils generally have greater difficulties with learning and embedding phonics than their peers. This negatively impacts their development as readers.
5	Incidences of well being concerns have identified social and emotional issues for many. Poor parental mental health evidenced by increased referrals to support services and poor physical health of children are a challenge. There are also increased cases of domestic violence and increased obesity rates among our children. Self harm is also an increasing trend.
6	There is a legacy of underachievement within some families leading to low aspirations and poverty (seasonal work etc) due to high levels of unemployment with a reliance on benefits meaning that children's needs are not a priority.
7	Attendance data has shown that the impact of Covid 19 has compounded the attendance of disadvantaged children.

8	The lack of enrichment activities and restricted opportunities to access life experiences and build cultural capital impact more negatively on disadvantaged children.
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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
1	<i>Improved oral language skills and vocabulary among disadvantaged pupils</i>	Evidence of improved oral language amongst disadvantaged children in lessons and whole school life.
2	Improved maths attainment for disadvantaged pupils at the end of KS 2	KS 2 maths outcomes in 2024/5 show disadvantaged outcomes in line with national average.
3	Improved writing attainment for disadvantaged pupils at the end of KS 2	Well established cycle of learning journeys consistent across the school and KS 2 writing outcomes in 2024/5 show disadvantaged outcomes in line with national average.
4	Improved reading attainment for disadvantaged children	Phonics screening checks above national average for disadvantaged children. KS 2 reading outcomes in line with national average for disadvantaged children
5	Achieve and sustain improved wellbeing for all pupils in school, especially disadvantaged children	Reduction in number of open referrals Pupil voice surveys demonstrate happier children Needs being met by appropriate referrals to additional support if required
6	Increased levels of parental aspirations for their children	Further engagement with parents and working in partnership to embed higher expectations
7	Increased levels of attendance	Sustained higher attendance in overall absence rate and between disadvantaged and pupils by their non disadvantaged peers Reduction in those persistently absent, both disadvantaged and non disadvantaged.

8	Increased range of extension and enrichment activities for children	Topics regularly involving visits, visitors, clubs after school and theme weeks to enrich the overall curriculum.
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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

Budgeted cost:£59550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of new assessment tracking programme – Otrack/juniper upgrade</p> <p>Training for staff to ensure assessments are interpreted and administered correctly and data recorded and interpreted.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Ongoing subscription to Essential Letters and Sounds DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Purchase of new reading books to supplement reading scheme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Enhancement of our maths teaching and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with</p>	2

<p>curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Solent Maths Hub resources and CPD (including Readiness for Teaching for Mastery training).</p> <p>Purchase of Number sense fluency programme and subsequent number sense cpd courses.</p>	<p>the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>ELSA training and 10 weekly hours for ELSA Support time.</p> <p>SEL approaches such as Zones of Regulation will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>CPD from HIAS English team/English leader on planning coherent learning journey in English that engage and support all learners.</p> <p>CPD from HIAS team re 'reading' toolkit – reading skills for year 2 and upwards.</p>	<p>Recommendations from Local authority support to provide further cohesion to the school's approach to writing and reading.</p>	3

Funding for continuation of additional Senco day	School data has shown that a reduction in SENCO time has not led to assessing children's needs early enough. Increased number of children who need assessments and referrals made.	1-5
CPD for teachers and teaching assistants to ensure good level of knowledge of curriculum and current pedagogy. Including INSET for Rosenshine principles in October 2022	EEF toolkit research	1-4,7
Funding of trips to support children gaining most from curriculum	Without investment specifically for PP children school budget cannot support those who are unable to pay and therefore the curriculum becomes narrowed.	8

Targeted academic support

Budgeted cost: £7,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured interventions for phonics for children who are disadvantaged and require further support. In collaboration with Springhill English hub.</i>	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	4
<i>Purchase of HIAS subscription – moodle plus</i>	Access to good quality training will improve quality of CPD for teachers	1-5

Wider strategies

Budgeted cost: £10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to provide Elsa training/supervision and fund the role to</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5,6

<i>enable more groups of children to benefit from emotional support.</i>	'Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.'	
<i>Additional DHT time to support children with emotional difficulties and to line manage the ELSA , ensuring support has impact and correct children are referred.</i>	As above	5,6,7
<i>FLO to support the pastoral team in making referrals and working with families.</i>	As above – an increased number of children needing safeguarding queries followed up.	5,6,7
<i>Purchase of CPOMS to record and monitor all incidences of safeguarding, welfare concerns, behaviour incidents and attendance concerns in order to track patterns and support more quickly.</i>	Greater efficiency and effectiveness of electronic tracking systems – previous system was not time efficient.	1,2,3,4
Whole staff training on behaviour management and inclusion	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5,6,7
Fund the SLA with Local authority for attendance. Engage in Local Authority support for attendance monitoring and actively promote FLO in supporting families. Attendance team - increased FLO hours and attendance officer	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's Improving School Attendance advice	7
Increase range of opportunities to widen aspirations – two terms of First access whole class lessons of musical	Based on our experience of children who would otherwise not get the opportunity to learn a musical instrument.	

instruments in year 4.		
Contingency fund for acute issues. Purchase of basic food items for families in need of food for emergency situations.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £77,250

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 2021 to 2022 academic year.

The introduction and implementation of a new phonics / reading programme (ELS) has been a key strategy for securing improved outcomes for all children, including those identified as disadvantaged. As a result, children entering KS2 are now better placed to access the curriculum at an age appropriate standard, with some disadvantaged children passing the phonics screen re-take.

Children considered off-track have been identified and interventions put in place in the form of additional tutoring in English and Maths for children in Year – more children are now on track to achieve ARE.

Third space mathematics programme supported KS 2 outcomes for children including disadvantaged children, leading to an improvement in children achieving EXS in KS2 Statutory Assessments for maths.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health is still a key-issue – some of this is due to the current economic climate and the cost of living crisis as well as residual effect of the Pandemic. The impact was particularly acute for disadvantaged pupils. We continued to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We have employed a FLO and an ELSA to work closely with both families and children. The outcome of this work can be evidenced in the progress the children made in improved self- esteem, resilience and improved attitude to learning and progress made from their various starting points.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils and leading wider CPD on the barriers for these children.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. For 2022-23 this will be led by the FLO.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.