



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	Summerseat Methodist Primary School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Julie Whittaker, Headteacher
Pupil premium lead	Lucy McQuaid, Deputy Headteacher
Governor / Trustee lead	Clare Mariani Vice Chair of LAB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,415
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year (5% pooled within Epworth Trust – see Trust Pupil Premium Offer for spend)	£14,644.25

Part A: Pupil premium strategy plan

Statement of intent

At Summerseat, our intention for all pupils regardless of their background and the challenges they face, is to help them to: believe, achieve and shine. We are ambitious for all our children, particularly the most disadvantaged and want them to believe in themselves and their own capabilities. We expect staff to have the highest aspirations for these pupils. We want our pupils to flourish, find and nurture their talents and reach their full academic potential, whatever their starting points. Children will leave us with aspirations and an awareness of the endless possibilities that God provides. They will live life in all its fullness.

In line with our vision, the focus of our pupil premium strategy is to support disadvantaged pupils to make good academic progress, achieve high attainment across all subject areas and have high aspirations of themselves, broadening their experiences in order to enable them to live life in all its fullness.

As stated in the Pupil Premium Guidance, September 2021:

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Our aim, through this strategy, is to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The common challenges faced by our disadvantaged pupils are listed below and direct links made to how our approaches will address these and overcome barriers. The approaches we have adopted are based on research findings and complement each other to ensure the best possible outcomes for our pupils. Due to the size of our school, we are particularly mindful of the individual needs that make up our pupil premium cohort.

A whole school approach and commitment to delivering this pupil premium strategy is of paramount importance, particularly following the recent pandemic. As Professor Becky Francis, the Chief Executive for the Education Endowment Foundation states in the foreword for the EEF guide to the pupil premium, autumn 2021:

Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery. In this context, it is more important than ever to focus our efforts on what evidence tells us is most likely to be effective for pupils from lower socio-economic backgrounds.

We firmly believe that quality first teaching is the most vital ingredient for the success of all our pupils but particularly the disadvantaged. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Within the EEF pupil premium guidance, autumn 2021, it states:

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

This is the focus of the pooled use of funding through the Epworth Education Trust i.e. improving the quality of teaching for all through providing high quality CPD Trust wide based on needs and forms a significant part of our strategy.

Alongside this focus on ensuring we provide high quality teaching, we use a tiered approach with targeted academic support and wider strategies. Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as the school priorities change.

In short, through this strategy, we are committed to ensuring disadvantaged pupils achieve their potential, go on to shine and live their lives to the full.

Challenges

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

Challenge number	Detail of challenge
1	A very high number of pupils eligible for pupil premium also have identified SEN/D as evident on the SEND list which has been created in consultation with SENDCo, parents, staff and external professionals – 63% in total, including: 12.5% EHCP and 25% with an ASD diagnosis and 25% on the ADHD pathway.
2	Our assessments (<i>including wellbeing survey</i>), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to PLAC status, a lack of time spent socialising and lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils. 50% of pupils in receipt of the pupil premium currently require additional support with social and emotional needs or social interventions, this is compared to 9% of the non-disadvantaged school population.
3	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
4	Our assessments indicate lower academic attainment for the pupil premium cohort compared to non-pupil premium - 100% of the cohort are working below age related expectations in at least one of the

	following areas: reading, writing and mathematics. (75% below ARE in reading, 100% below ARE in writing, 100% below ARE in maths)
5	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics and comprehension than their peers. This negatively impacts their early development as readers.
6	Through observations and discussions with staff, attention and listening is a barrier for over 60% of the pupil premium cohort.

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>Measurable progress is clearly evident for all SEN pupils who are in receipt of pupil premium through the use of improved target setting and tracking systems</p> <ul style="list-style-type: none"> • <i>Termly data tracking / meetings (BSquared)</i> • <i>PDR / EHCP reviews with parents</i> 	<ul style="list-style-type: none"> • Children with SEN/D in receipt of pupil premium will make good academic progress in key areas – reading, writing, mathematics as evident in ‘Steps in Learning’ / BSquared tracking systems • Attainment for these pupils will demonstrate a diminishing gap between them and peers • Children who are at risk of not making expected progress will be discussed at data meetings and individual strategies to enhance learning will be planned in conjunction with SLT / SENDCo
<p>All children in the Pupil Premium group are maximising their potential and there is a reduction in the percentages of children in the below age related expectations group across reading, writing, maths and SPaG.</p> <ul style="list-style-type: none"> • <i>Termly data tracking / meetings</i> • <i>Focus on reading, writing and maths combined picture in data meeting</i> • <i>Book scrutiny focus for SLT</i> 	<ul style="list-style-type: none"> • Increase in percentage of disadvantaged pupils working at age related expectations in the key areas of: reading, writing, SPaG and mathematics • Children making expected, or better than expected progress in reading, writing, SPaG and mathematics • Increase in proportion of children working in line with age related expectations in reading, writing and mathematics combined
<p>To achieve and sustain improved wellbeing through more social and enrichment opportunities for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by summer 2024 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Improved phonic outcomes for disadvantaged pupils.	By summer 2023, consistently meet the national figure for pupils meeting the standard in the phonic screening check. (Whole school & disadvantaged figures)
Staff are skilled in utilising a range of strategies to develop effective communication; including listening and attention	By summer 2023, school is a communication friendly setting and all staff utilise these approaches as evident in learning walks, lesson observations and peer reviews.

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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils receive quality first teaching.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. EEF Pupil Premium guidance, autumn 2021	All area
<p>Purchase of standardised diagnostic assessments, with gap analysis and tailored intervention.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Use of FFT / MARK & SHINE / BSquared for SEND pupils</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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 3, 4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training to ensure effective delivery of phonic programme.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4, 5

Resources to ensure effective implementation and reduced teacher workload.		
Provide additional staff training in effectively teaching comprehension strategies. Investment in resources to support staff.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF	4, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Introduction of Number Sense	The DfE non-statutory guidance has been produced in conjunction with 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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 3, 4
Improve the quality and frequency of feedback to pupils through staff training.	Feedback studies show high effects on learning when staff use feedback well, both verbal and written. There can be particular advantages for disadvantaged pupils. Feedback Toolkit Strand Education Endowment Foundation EEF	3, 4

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

Budgeted cost: £ 4600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Contribution to catch up tuition 1:1 (25%)</p> <p>Catch up tutorial grant allocation = £810, 15 hours per pupil x 4 pupils</p> <p><i>Schools will need to contribute 25% in 21/22, (i.e. £210) 40% in 22/23 and £75% in 23/24</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 4</p>
<p>Small group tuition for reading and SPaG</p>	<p>Targeted small group tuition with a clear and specific focus can be an effective method for low attaining pupils and those falling behind. This has had proven success in our setting at significantly improving reading age scores and SPaG scores.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 4</p>
<p>Phonic interventions (using DfE validated scheme) for pupils identified at risk of falling behind</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4, 5</p>

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidy of trips or residential visits (offering experiences that may otherwise be lacking)</p>	<p>Education Endowment Foundation states, 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through</p>	<p>2</p>

	<p>participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Outdoor Learning Toolkit Strand Education Endowment Foundation EEF</p>	
Contributions to extracurricular activities including after school clubs and music tuition	<p>Extending school hours to offer support to family and allow both children (siblings) to have independent activities/time. Allow children to settle at school and build relationships within the school community. Further develop children's skills in areas of interests.</p> <p>This has historically had positive feedback from pupils and parents.</p>	2, 6
Provision for high quality homework and devices to facilitate this: Laptops, Spelling Shed, Phonics Play, time table rockstars, LBQ.	<p>Homework can support and embed learning in school. Ensuring disadvantaged pupils can access this is vital.</p> <p>Homework Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4, 5
Mentoring to raise self-esteem and confidence of pupils	<p>Mentoring Toolkit Strand Education Endowment Foundation EEF</p>	2
Contingency fund for acute issues.	<p>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.</p>	

Note: Staff training on aspects of SEND and communication are covered by the training provided by Epworth Education Trust through pooled use of Pupil Premium which is why concern 1 and 6 is not represented as much on the school strategy. Concern 6 is predominantly met through the communication friendly setting training provided by Epworth with communication identified as a whole trust concern.

Total budgeted cost: £14,600

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 2020 to 2021 academic year.

Due to the impact of Covid-19 and national lockdowns there has been no National SAT data this year.

Covid-19 undoubtedly had an impact on all our pupils and this was felt most acutely by our disadvantaged cohort with low attainment in this group across all key areas i.e. 100% of pupils below in at least one key area, 75% below ARE in reading, 100% in writing and 100% in maths.

Despite this, due to effective use of pupil premium spending and catch up funding last year, some improvements were seen for our pupils even though this did not bring them in line with typical national expectations on reading assessments. This was particularly the case in increased reading ages for a group of our disadvantaged pupils:

Pupil	Autumn 2020	Summer 2021
Pupil D	7y, 2m	8y, 11m
Pupil E	4y, 5m	6y, 5m
Pupil F	5y, 11m	7y, 7m

Pupil A – C were already reading at 10y, 10m which is the maximum age on the test and were in UKS2.

This significant improvement in reading ages was achieved through the use of smaller class sizes through appointment of an additional HLTA, and small group / 1:1 intervention in LKS2. Pupil E and F also made significant progress in phonics understanding. This has ensured these pupils are more likely to meet ARE in the next academic year. This data refers to disadvantaged pupils but this was a successful strategy more widely for the cohort.

There was also an improvement during the year in maths scaled scores using NTS tests for the LKS2 cohort where again, reduced class sizes were created:

Pupil	Autumn 2020	Summer 2021
Pupil C	88	100
Pupil D	<i>Below standard of tests but positive progress seen in TT Rockstars and on BSquared – positive parental feedback and staff feedback in EHCP review</i>	
Pupil E	90	96
Pupil F	<i>Below standard of tests but positive progress seen in TT Rockstars and on BSquared – positive parental feedback and staff feedback</i>	

This has meant that whilst data remained below national, clear and significant progress was made by disadvantaged that will support improvements in the future as a full return to school is maintained.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

