



Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	13% 10 Children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24 (2021-22 / 2022-23 / 2023-24)
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022 & annually
Statement authorised by	Julie Whittaker, Headteacher
Pupil premium lead	Lucy Oakes, Deputy Headteacher
Governor / Trustee lead	Clare Mariani Vice Chair of LAB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,900 2 x CPLA (£4,820) 8 x FSM (£11,080)
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> <p><i>(5% pooled within Epworth Trust – see Trust Pupil Premium Offer for spend - £895)</i></p>	<p>£17,005</p>
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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 a focus of the school Pupil Premium and also a 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 – Sept 2021 - 63% in total, including: 12.5% EHCP and 25% with an ASD diagnosis and 25% on the ADHD pathway. Sept 2022 – 40% in total (+20% at notice, try & check).
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. Sept 2021 - 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. Sept 2022 – 60% of pupils in receipt of the pupil premium currently require additional support with social and emotional needs or social interventions.
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

	<p>Sept 2021 - 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)</p> <p>Sept 2022 – 4 x children are new to school and we are currently assessing baseline. The remaining 6 children are working below age related expectations in at least one of the following areas: reading, writing and mathematics. (83% below ARE in reading, 83% below ARE in writing, 100% below ARE in maths)</p>
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.
7*	Attendance for Pupil Premium cohort is an emerging issue: 4/6 children listed as PP in 2021-22 had attendance less than 94%, with two below 90%.
* Added September 2022	

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"> • Termly data tracking / meetings (BSquared) • PDR / EHCP reviews with parents 	<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"> • Termly data tracking / meetings • Focus on reading, writing and maths combined picture in data meeting • Book scrutiny focus for SLT 	<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
<p>Improved phonic outcomes for disadvantaged pupils.</p>	<p>By summer 2024, consistently meet the national figure for pupils meeting the standard in the phonic screening check. (Whole school & disadvantaged figures)</p>
<p>Staff are skilled in utilising a range of strategies to develop effective communication; including listening and attention</p>	<p>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.</p>
<p>Improvement in attendance figures for those individuals in receipt of Pupil Premium.*</p>	<p>Monthly attendance tracking sees an improvement in attendance for each pupil with the vast majority at 96%+.</p> <p>Swift action is taken in line with revised policies and procedures when attendance falls below 94%, resulting in improvement.</p> <p>By summer 2024, there is an improvement in the overall PP cohort attendance figure.</p>
<p>* Added September 2022</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils, including disadvantaged, receive quality first teaching. This will be achieved through staff attending CPD closely aligned to professional learning reviews, where individual next steps to ensure marginal gains in practice are identified following reflective audit against Epworth Quality First Teaching document. (<i>Courses and cover</i>)</p> <p>To include:</p> <ul style="list-style-type: none"> - GDS writing and moderation - KS2 writing – Dawn Robertson / Maddy Barnes - Guided reading – Dawn Robertson / Maddy Barnes - Colourful Semantics - Trauma Informed Practice - BEST Trust - Cover for attendance at NPQ training -Coaching support for subject leaders to ensure high standards across all subject areas for all with a focus on DAP and SEND. <p>(£3500)</p>	<p>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</p> <p>As it says in the EEF Effective Professional Development guidance report, ‘High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.’</p> <p>Effective Professional Development Education Endowment Foundation EEF</p>	<p>All areas</p>
<p>Training for staff linked to the three most prevalent primary areas of need for children on the school SEND list and also training on QFT and the recommendations within the EEF report:</p>	<p>The Education Endowment Foundation ‘Special Educational Needs in Mainstream Schools’ contains five recommendations to support children with SEND in mainstream schools. As it says, pupils with Special</p>	<p>1, 3, 4, 6</p>

<p>-ELKLAN Communication Friendly Settings (Comm & Lang) Elklan training cost as part of EET PP Statement. Release to cover Lead Communication Practitioner to monitor standards and disseminate to all staff through this strategy.</p> <p>-Emotionally Friendly Settings Training and Accreditation (Social, emotional, mental health)</p> <p>-ASD training (£1500)</p>	<p>Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. Within the report, it states, 'Schools should ensure all pupils can access the best possible teaching.'</p> <p>Special Educational Need in Mainstream Schools Education Endowment Foundation EEF</p>	
<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 (£3000)</p>	<p>Standardised tests and small steps tracking 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. This is a recommendation one in the improving maths at KS2 document and also features in improving literacy. Within the SEND report it states, 'Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.' BSquared guides staff to do this.</p>	<p>1, 3, 4</p>

	Improving Maths KS2 Education Endowment Foundation EEF Improving Literacy KS1 Education Endowment Foundation EEF Special Educational Need in Mainstream Schools Education Endowment Foundation EEF	
<p>Ongoing costs of 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>Resources to ensure effective implementation and reduced teacher workload. (£1000)</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, 5
<p>Provide additional staff coaching in effectively teaching comprehension strategies.</p> <p>Investment in resources to support staff. (£500)</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF</p>	4, 5
<p>Enhancement of our maths teaching and 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 Maths Hub resources and</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1, 3, 4

<p>CPD (including Teaching for Mastery training).</p> <p>Introduction of Number Sense</p> <p>(£500)</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality and frequency of feedback to pupils through ongoing staff training.</p>	<p>Feedback studies show high effects on learning when staff use feedback well, both verbal and written. There can be particular advantages for disadvantaged pupils.</p> <p>Feedback Toolkit Strand Education Endowment Foundation EEF</p>	3, 4

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

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to school-led catch up tuition 1:1 (40%)</p> <p>Catch up tutorial grant allocation = £810, 15 hours per pupil x 4 pupils <i>Schools will need to contribute 25% in 21/22, (i.e. £210) 40% in 22/23 (i.e. £432) and 75% in 23/24</i></p> <p>Additional catch-up tuition identified.</p> <p>(£432)</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>	1, 3, 4
<p>Delivery of small group SHINE reading, maths and SPaG interventions following assessment gap analysis.</p> <p>Contribution to staffing cost for delivery.</p> <p>(£4000)</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>	1, 3, 4

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Phonic interventions (using DfE validated scheme) for pupils identified at risk of falling behind	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4, 5

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy of trips or residential visits (offering experiences that may otherwise be lacking)	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 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.' Outdoor Learning Toolkit Strand Education Endowment Foundation EEF	2
Contributions to extracurricular activities including after school clubs and music tuition	Extending school hours to offer support to family and allow both children (siblings) to have independent activities/time. Allow children to settle at	2, 6

	<p>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>	
<p>Provision for high quality homework and devices to facilitate this: Laptops, Spelling Shed, Phonics Play, time table rockstars, LBQ.</p>	<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
<p>Pastoral team to be released to be involved in the Epworth Trust 'Team Around the School' to support embedding of revised attendance policies and procedures with a focus on parental engagement. Funding for attendance incentives e.g. trophies, certificates, individual awards.</p>	<p>In March 2022, there was a rapid review by the EEF on attendance. Rapid Evidence Review: Attendance interventions Education Endowment Foundation EEF</p> <p>In summary, it found that personalised letters or texts may help but generally wider evidence on reducing attendance at present is weak. Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches. Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective.</p> <p>School approach will focus on working with parents to identify and remove individual barriers at the earliest opportunity with texts, letters, phone calls, meetings and incentives.</p>	7
<p>Contingency fund for acute issues.</p>	<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</p>	

	quickly to needs that have not yet been identified.	
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Note: Staff training on communication is covered by the training provided by Epworth Education Trust through pooled use of Pupil Premium which is why concern 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: £17,000

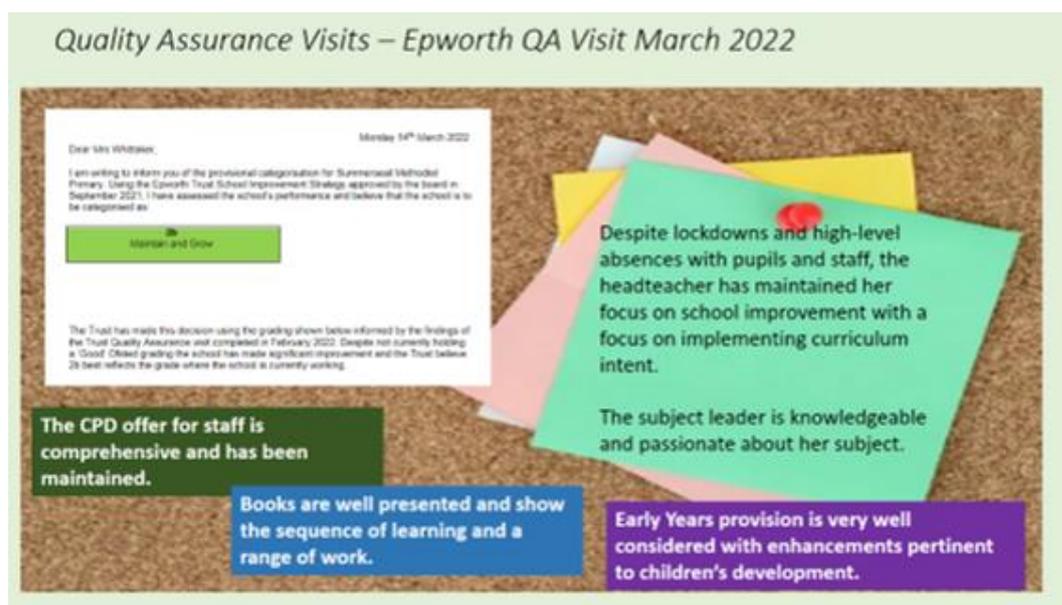
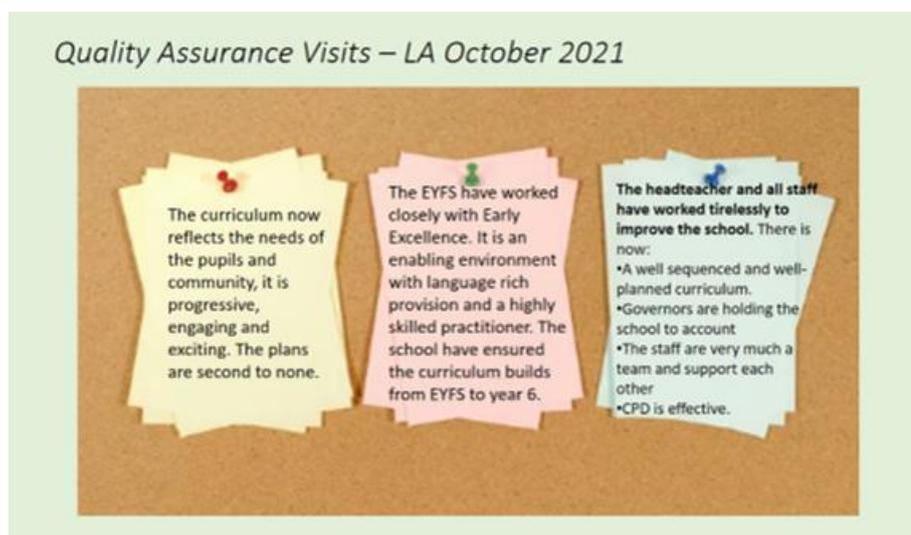
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching

By the summer term, monitoring indicated that teaching across all classes was consistently good through access to high quality CPD funded by the Pupil Premium Grant. This was evident through triangulation of evidence seen by senior leaders in learning walks / lesson observation, book scrutiny, and through data tracking. It was also evident in external visits:



Quality Assurance Visits – Inclusion Team March 2022



Targeted Academic Support

Last year, 3 x UKS2 pupils were identified for 1:1 maths tuition utilising the school-led tutoring grant.

The progress for the 3 x pupils in receipt of 1:1 maths tuition was as follows:

Child	Autumn	Spring	Summer
C (Y5)	92	97	98
A (Y6)	90	91	91
B (Y6)	96	98	101

2/3 of children who were below at the start of the year, met the expected standard. This was a combination of quality first teaching and also the intervention.

Additional support through 1:1 tuition in reading and mathematics for a Y4 child, Child H, (*school deemed disadvantaged*) produced the following outcomes:

Reading Age		
Autumn	Spring	Summer
9y 7m	9y 8m	10y 5m

Child	Autumn	Spring	Summer
1 (Y4)	81	91	99

1:1 tuition will be continued next year again through school-led tutoring. It has resulted in good progress for most identified children this year.

School holds an individual pupil tracker which tracks progress, attendance and any barriers at key points in the year. From that, interventions are agreed for individuals at each termly review, or sooner if a need arises.

Wider Strategies

Parental feedback on wider opportunities for additional social inclusion or personal development activities were positive as seen in parent voice. This approach was used for 3 x children last academic year.

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
MARK Analysis and SHINE interventions	Rising Stars
Times Tables Support and Home Tracker	TT Rockstars
Mathematics Premium Classroom Resources	White Rose Maths
Spelling – weekly spellings & high frequency words	Spelling Frame
Small Steps Tracking software to accurately track and target set for SEND pupils	BSquared

Further Information (optional)

Summerseat Methodist Primary School is part of the Epworth Education Trust – a trust that is built upon an unwavering commitment to being a place where schools, staff and pupils

can succeed and thrive, where collaboration is at the heart. The EET is truly a 'family of schools' that continually help each other to become even better. 'Do all you can' summarises our ethos and vision as we believe anything is possible when approached with this attitude. Where the Trust has the capacity to make a difference, it feels it is morally bound to do so and one of its aspirations is to provide high quality leadership and teaching which will enthuse and inspire all learners. It is widely known that promoting effective continued professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes and it is for this reason, each school has signposted 5% of its pupil premium funds towards the EET Pupil Premium Action Plan (*attached*) so that together, we can provide teachers, pastoral staff and leaders at all levels with the highest quality CPD. This will effectively build knowledge, inspire, motivate staff and develop teaching techniques whilst always considering the individual context of each school. Working collaboratively in this way will enhance the learning experiences of all pupils, in our schools. Reference: [Effective Professional Development | Education Endowment Foundation | EEF](#)

