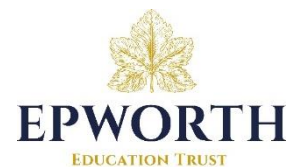




# Pupil premium strategy statement



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Summerseat Methodist Primary School
Number of pupils in school	83 (YR – Y6)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 – 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Julie Whittaker, Headteacher
Pupil premium lead	Lucy Oakes, Assistant Headteacher
Governor / Trustee lead	Clare Mariani Chair of LAB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>*Please note, due to lag within census and high mobility into school post census, the actual figure appears lower than pupil percentage would indicate</i>	<b><u>Actual: £11, 840</u></b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year  <i>(5% pooled within Epworth Trust – see Trust Pupil Premium Offer for spend)</i>	<b>£ 11, 840</b>

# 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, 'Live life in all its fullness' (John 10:10). We are ambitious for all our children, including 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.

Our aim, through this strategy, is to be responsive to common challenges for the pupil premium cohort 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.

We firmly believe that high quality teaching is the most vital ingredient for the success of all our pupils, with a focus on areas in which disadvantaged pupils require the most support. This approach will enable us to close the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our aim is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The primary aim of improving the quality of teaching for all children, forms a key focus of the pooled use of funding through the Epworth Education Trust. A significant portion of the funding is directed towards providing high-quality Continuing Professional Development (CPD) Trust-wide, tailored to meet the identified needs of all staff across the schools within the Trust.

## Challenges

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

*The challenges for our Pupil Premium cohort haven't changed significantly from the previous Pupil Premium Plan (2021-2024). However, the % of pupils in school eligible for Pupil Premium has continued an upward trajectory. This has directly correlated with the continued increase in SEND pupils in school.*

Challenge number	Detail of challenge
1	<p><b>High prevalence of SEND within the Pupil Premium cohort</b>  <i>64% of our Pupil Premium students are also on the SEND list</i>  <i>36% of our Pupil Premium pupils have an EHCP, indicating high level need</i>  <i>29% of the Pupil Premium cohort have an ASD diagnosis or are on the pathway</i>  <i>14% are on the ADHD pathway</i></p> <p>National SEND statistics indicate a direct correlation between a higher number of SEND and higher eligibility for Free School Meals i.e. approximately double at EHCP and School Support Level: <a href="#">National SEN statistics, pupil characteristics</a></p>
2	<p><b>Our disadvantaged pupils generally have lower levels of attainment than non-disadvantaged pupils</b></p> <p><i>Our assessments indicate a notable disparity in academic attainment between our Pupil Premium cohort and their non-Pupil Premium peers. Currently, 63% of the Pupil Premium cohort are working below age-related expectations (ARE) in at least one of the core subjects: reading, writing, or mathematics. Specifically, 63% of these pupils are below ARE in reading, 63% in writing, and 63% in mathematics.</i></p> <p>A continued focus on <b>attainment</b> and <b>measurable progress</b> from starting points is required.</p>
3	<p><b>Attention and Listening skills are significant barriers</b></p> <p><i>Through observations and discussions with staff, it has become clear that attention and listening are significant barriers to learning for over 75% of our Pupil Premium cohort. Many of these students struggle to focus during lessons, which impacts their ability to engage with the curriculum, retain information, and participate in classroom activities effectively.</i></p> <p>These attention-related challenges can stem from a variety of factors, including external distractions, emotional difficulties, or unmet learning needs such as ADHD or other neurodevelopmental concerns. For disadvantaged pupils, these barriers may be further exacerbated by limited access to additional support or resources outside of school.</p>
4	<p><b>SEMH and Wellbeing needs are common</b></p> <p><i>Our assessments, observations, and discussions with pupils and families have highlighted significant social and emotional challenges affecting many of our students, with a particularly pronounced impact on disadvantaged pupils.</i></p> <p>Currently, 38% of those receiving Pupil Premium require additional support for social and emotional needs, which includes specialist assessments and interventions.</p>
5	<p><b>High prevalence of Dyslexia</b></p> <p><i>Currently, 31% of pupils receiving Pupil Premium require additional support to address Dyslexia-related needs.</i></p> <p>Dyslexia can create specific difficulties in reading, writing, and spelling, often impacting overall academic progress and self-confidence. For disadvantaged pupils, these challenges can be compounded by limited access to resources outside of school, making school-based support essential.</p>
6	<p><b>Attendance rates</b></p> <p><i>Currently, 56% of our Pupil Premium children have attendance rates below our 'Expect' standard i.e. 98%.</i></p>

Regular school attendance is closely linked to academic success and overall well-being. Lower attendance rates can contribute to gaps in learning, reduce opportunities for social engagement, and increase the risk of disengagement from education altogether.

Attendance Support Category	Reason	Attendance Percentage (Year to date)
Expect	Excellent Attendance	98% - 100%
Monitor	Satisfactory Attendance	94% - 97.9%
Listen and Understand	Poor Attendance	92% - 93.9%
Facilitate Support	Critical Attendance	90% - 91.9%
Formalise Support	Unacceptable Attendance	80% - 89.9%
Enforce	Extremely Unacceptable Attendance	<80%

*25% of Pupil Premium children are under our attendance monitoring category as they are at risk of persistent absenteeism.*

*6% of Pupil Premium children are under our attendance support category as they are at critical risk of persistent absenteeism.*

*25% of Pupil Premium children are under our extremely unacceptable attendance category as they are at severe risk of persistent absenteeism.*

Several of these children experience emotionally based school avoidance (sometimes linked to SEND needs), which makes attending school challenging and often distressing. Emotionally based school avoidance (EBSA) refers to a pattern where students have an intense emotional response to attending school, often stemming from feelings of anxiety, depression, social difficulties, or a fear of academic failure.

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**Current Year 3 cohort**

*60% of the year 3 cohort are in receipt of Pupil Premium funding.*

*There is high mobility in the cohort (into school) with only 3 pupils having completed EYFS at Summerseat.*

*Only 40% of pupils are at ARE in writing*

*Only 50% of pupils are at ARE in mathematics*

## 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
Measurable <b>progress</b> is clearly evident for all SEND pupils who are in receipt of pupil premium through the use of our improved target setting and tracking systems and access to specialist support as needed.	Children with SEND in receipt of pupil premium will make good academic <b>progress</b> in key areas – reading, writing, mathematics as evident in ‘Steps in Learning’ / Pivats tracking systems. PIVATs will be embedded and consistently used by all staff and widened to include communication and PSE tools. Attainment for these pupils will demonstrate a diminishing gap between them and peers and make marginal gains. Children who are at risk of not making expected progress will be swiftly identified, discussed at data meetings and individual strategies to enhance learning will be planned in conjunction with SLT / SENDCO.

	<p>Referrals to outside agencies will support in school provision with pupil premium funding being used to support and enhance the typical locally available offer of external services as needed.</p>
<p>All children in the Pupil Premium group are maximising their potential and there is clear evidence of progress from their starting points across reading, writing, maths and SPaG. Those who are able to meet ARE do so, closing the attainment gap.</p>	<p>Increase in percentage of disadvantaged pupils working at age related expectations in the key areas of: reading, writing, SPaG and mathematics.</p> <p>Gap narrowed between disadvantaged and non-disadvantaged peers.</p> <p>Individuals make expected progress from their starting points in reading, writing, SPaG and mathematics.</p>
<p>All staff, including new staff, are highly skilled in utilising a diverse range of strategies to develop effective communication, with a strong focus on improving listening and attention.</p>	<p>All staff consistently utilise communication-friendly approaches, supported by ELKLAN Communication friendly Setting CPD, in their teaching, as evidenced through learning walks, lesson observations, and peer reviews.</p> <p>These approaches are designed to foster an inclusive and supportive environment where all students, including those with communication challenges, can thrive.</p> <p>The whole school oracy strategy is reviewed with additional staff training as required.</p> <p>Tailored interventions are consistently in place to support listening skills for identified children leading to more children being able to listen and attend consistently in lessons. (Wellcomm, Time to Talk, Talkabout)</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>- Qualitative data from student voice, student and parent surveys and teacher observation</li> <li>- A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>- Boxall profiles: These profiles will be used to track the social, emotional, and behavioral development of pupils, particularly focusing on any improvements in areas such as self-esteem, social skills, and emotional regulation.</li> </ul>
<p>Children with dyslexia, as well as those with suspected dyslexia, will continue to receive tailored support designed to meet their individual needs, enabling them to make consistent progress from their baseline.</p>	<p>By Summer 2025, Dyslexia screening tests will be made available for all children who require them, ensuring early identification and intervention. These screenings will be conducted by trained professionals and designed to identify key indicators of dyslexia.</p> <p>Ongoing progress monitoring to ensure they can make consistent and meaningful progress from their baseline.</p> <p>Specialised IDL literacy software will be utilised to support children with dyslexia, providing them with a structured approach to learning that caters to their unique needs. This software is designed to improve reading, writing and spelling through individualised and engaging exercises.</p> <p>Children with dyslexia will have access to assistive technology designed to support their learning needs and promote independence.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>The % of children in receipt of pupil premium in the 'Excellent' / 'Satisfactory' attendance significantly increases.</p> <p>There is a reduction in the number of children in receipt of pupil premium in the persistent absentee group.</p> <p>There is progress in attendance for all individuals through targeted support at the earliest point.</p> <p>Children experiencing Emotionally Based School Avoidance (EBSA) will receive targeted support to help improve their attendance by addressing the root causes of their avoidance and fostering a sense of safety and belonging. (This will include: EBSA pathway work, Education Mental Health Practitioner, Early Help / Team Around the Family, home school links)</p>
<p>Targeted support for Year 3 enables positive progress for the cohort from their starting point.</p>	<p>Through targeted support, progress is made from individual starting points as appropriate to the child.</p> <p>Staff have a clear understanding of where children are from assessments and can identify gaps and next steps to support rapid progress.</p> <p>Cohort SEND and pastoral needs are understood and effectively supported.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

We are exceeding our Pupil Premium allocation due to the specific needs of the children currently enrolled.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff</p> <p><i>Trust CPD contribution (£592)</i></p> <p><i>Elklan Communication Friendly Settings (£700)</i></p> <p><i>ASD (£300)</i></p> <p><i>ADHD (£300)</i></p> <p><i>Dyslexia (£300)</i></p> <p><i>Emotionally Friendly Schools – £750</i></p> <p><i>Boxall Profile</i></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 our successful school.</p> <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil premium, especially for socio-economically disadvantaged pupils.</p> <p><a href="#">Guide to pupil premium/Evidence brief/2024</a></p> <p>To a great extent, good teaching for pupils with SEND is good teaching for all.</p>	<p>All areas</p>

PIVATS	<a href="#">Special Educational Needs in Mainstream Schools—Recommendations</a> “Closing the disadvantage gap means finding better ways to support pupils with SEND.” Professor Becky Francis, Education Endowment Foundation.	
Mentoring and coaching of teaching and teaching assistants to improve teaching practise.  <i>£800 to facilitate staff cover</i>	Mentoring can lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment. However, further research is needed.  <a href="#">NIOT mentoring and coaching - Key Takeaways.pdf</a>	All areas
CPD for staff new to school and recently released resources to support effective implementation of <a href="#">DfE validated systematic synthetic phonics programme</a> (Supersonic Phonic Friends), including KS2 catch up.  <i>£595 – CPD £2000 – Resources (Including new phonic readers and Crack the Code new KS2 intervention)</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="#">Education Endowment Foundation/Education Evidence/Teaching learning toolkit/phonics</a>	1,2,5,7
Support staff in completing National Professional Qualifications, leading to a highly effective and experienced workforce with good levels of staff retention	Providing teachers with opportunities for and removing barriers to their professional development contributes to retaining excellent teachers This practice is important in keeping teachers professionally engaged and motivated and improving pupil outcomes. <a href="#">Review-of-leadership-approaches.pdf</a> The quality of teaching is a key indicator in pupil outcomes. Reference: <a href="#">EEF Pupil Premium Guide</a>	All areas
Purchase of standardised diagnostic assessments, with gap analysis and tailored intervention.  Training for staff to ensure assessments are implemented effectively and analysis tools are used effectively to plan for	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:  <a href="#">EEF diagnostic assessment</a>	1,2,7

whole class teaching and small group interventions.  <i>£895 – Annual cost</i>		
Teach Social and Emotional Learning skills explicitly to all children through the continued use of our newly introduced PSHE curriculum (Jigsaw).  <i>£795 – Programme cost per year</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.  <a href="#">EEF Social and Emotional Learning.pdf</a>	4
Embedding dialogic activities across the school curriculum, using the 'Learn to Learn Skills' and oracy policy. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.  <i>£300</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	3

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

Budgeted cost £3668

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.  Tutoring will be implemented with the help of DfE's guide:	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1,2,3,4,5,7



<p><a href="#">Tutoring: guidance for education settings</a></p> <p>£1500</p>		
<p>Purchase and implementation of programmes to improve listening and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills (to complement current offer)</p> <p><i>Wellcomm £449</i> <i>Talkabout £120</i> PIVATs communication strand £100</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF</a></p>	3
<p>Use of diagnostic tools to screen for dyslexia as well as full diagnostic assessments for those children identified.</p> <p>£1000</p>	<p>There is a need for diagnosis of academic challenges, for example, identifying which pupils require additional support to develop literacy skills and in which specific areas.</p> <p><a href="#">Education Endowment Foundation/guidance-for-teachers/pupil-premium</a></p>	5
<p>Use IDL software to support children with dyslexia.</p> <p>In house training on the use of IDL software.</p> <p><i>£499 software annual license</i></p>	<p>Numerous case studies have measured the impact of IDL and its use in primary schools. The results have consistently shown that pupil's ability significantly improves, for example after 26 hours of using IDL Literacy, pupils' reading and spelling ages increase by an average of 11 months.</p> <p><a href="#">Dyslexia and Dyscalculia Software and Screening Tests   IDL</a></p>	5
<p>Use of Boxall Profiles as an evidence-based tool supporting a whole school approach to assessing and addressing children and young people's social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing.</p>	<p>Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	4,6,7

In house training for staff delivering interventions through Boxall Profile targets and the graduated approach.		
Communication friendly school and ELKLAN training for new staff.  WellComm training in house for new staff.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.  <a href="#">Education Endowment Foundation Education Evidence/Teaching learning toolkit/Oral language interventions</a>	3

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

Budgeted cost: £545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy of trips or residential visits (offering experiences that may otherwise be lacking) £500	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.  <a href="#">Outdoor Learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	4,6
Use the Boxall Profile school-wide, to ensure that all children receive the support they need to thrive emotionally and behaviourally, creating a stronger foundation for academic success and overall well-being.	Collecting regular feedback from children and staff on issues like class or school climate is relatively straight-forward, could help to identify ongoing issues, and should also promote a positive culture in which the school listens to and responds to needs. This is likely to provide valuable information for: <ul style="list-style-type: none"> <li>• identifying needs;</li> <li>• focusing efforts; and</li> <li>• checking whether approaches are having an impact. To extend these efforts schools should also consider assessing children's SEL development using validated measurement tools.</li> </ul> <a href="#">EEF Social and Emotional Learning.pdf</a>	1,3,4,6

<p>An updated whole-school approach to behaviour focusing on creating a consistent, inclusive, and proactive framework that supports positive behaviour across the entire school.</p>	<p>Schoolwide norms and expectations are a set of agreed-upon principles that outline how everyone will behave and interact. Principles that take into account children's SEL development help to create a common language around how all staff and children will support each other socially and emotionally.</p> <p>Behaviour policies which are supportive and reinforce SEL development lead to better behavioural outcomes, positive student teacher-relationships and a more positive school climate</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	<p>1,3,4,6,7</p>
<p>Provision for high quality homework: Spelling Shed, Phonics Play, times table rockstars, LBQ.</p> <p><i>£45 Contribution</i></p>	<p>Homework can support and embed learning in school. Ensuring disadvantaged pupils can access this is vital.</p> <p><a href="#">Homework   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,5,7</p>
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6 (<i>&amp; will then positively impact all areas</i>)</p>
<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 quickly to needs that have not yet been identified.</p>	<p>All areas</p>

**Total budgeted cost: £11,890**

## 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.

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### 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

### Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

## Further information (optional)

**Additional activity**

