

Summerhill Academy pupil premium strategy statement



1. Summary information					
School	Summerhill Academy				
Academic Year	2016/17	Total PP budget	£199,000	Date of most recent PP Review	NA
Total number of pupils	Approx. 345	Number of pupils eligible for PP	128	Date for next internal review of this strategy	4 th January 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age related standard in reading, writing and maths	38%	60 %
Average progress in reading	-1.73	0.33
Average progress in writing	-2.19	0.12
Average progress in maths	-2.19	0.24

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Reading Fluency
B.	Some children have been emotionally thrown off track, either temporarily or over longer periods. As a result, their behaviour signals needs that require targeted strategies and activities to help them re-engage.
C.	Mathematical fluency
External barriers	
D.	Attendance rates for pupils eligible for PP are 94% (below the target for all children of 96%). This reduces their school hours and has an impact on their outcomes as a result

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading speeds for pupils in year 5 and 6 so that	All pupils eligible for PP in year 5 and 6 to have reading accuracy and fluency rates that are at an age appropriate level

B.	Greater proportion of children accessing SEMH support achieving at ARE	
C.	Greater proportions of children eligible for PP keeping up with their peers and accessing age related material.	
D.	Attendance that is at least as good as the average for more advantaged peers.	

5. Planned expenditure					
Academic year	2016-2017				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Overwhelming number of pupils achieving in line with national expectations	Mastery maths approach £3000	Guidance from NCETM and the Shanghai teacher exchange. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.	Consistent scrutiny of planning and books	SF	Term 3, 5 and 6
Total budgeted cost					£3,000
Whole Year Review					
Greater consistency of teacher approach across the school. Increase in attainment 62% to 63%					
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Overwhelming number of pupils achieving in line with national expectations	Keep up provision in mathematics £50000	This form of intervention is used in high performing schools across the world and is part of our mastery approach	Regular assessments, teacher observations, performance management	Maths Lead - SF	T2, T4 and T6

Support children with social, emotional and mental health difficulties	Thrive £19000	Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community EEF data suggest that likely gains of +4 months additional progress	Effective line management, reviews of pupil progress	Inclusion Manager - TR	Ongoing
Support children with social, emotional and mental health difficulties	Learning mentor £19000	A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. Many schools take the view that good behaviour is a pre-requisite for learning, and that disruptive behaviour also distracts other pupils and negatively impacts on their learning. Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	Effective line management, reviews of pupil progress	Assistant principal - KM	Ongoing
Improve pupil reading fluency	Sound Training £9000	In March 2015, Northumbria University carried out a piece of research which confirmed that the average reading age gain, across all abilities, after 6 hours of Sound Training was 27 months.	Regular assessments, review programme with company	Vice Principal - RS	Exit Assessments
Ensuring those working at an earlier stage receive intervention to close gap on their peers	Teaching assistants to support delivery of English and Maths in morning £25000	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).	Effective line management, reviews of pupil progress	Inclusion Manager - TR	Ongoing
Total budgeted cost					£122,000

Whole Year Review

Overwhelming number of pupils achieving in line with national expectations – Pupil Premium children prioritised for keep-up provision.

Support children with social, emotional and mental health difficulties – Pupil Premium children prioritised for THRIVE.

Support children with social, emotional and mental health difficulties – Due to unforeseen circumstances, this role was not fulfilled for the full academic year. All pupils who were sent to reflect had 1:1 with the Assistant Principal to review their learning behaviour choices.

Improve pupil reading fluency –

Year 5 – 23 children

96% made 6 months progress or more progress.

Those with a reading age of 10+ increased from 23% to 65%.

Year 6 – 37 children

97% have made 6 months or more progress.

Those with a reading age of 11+ increased from 8% to 46%

Ensuring those working at an earlier stage receive intervention to close gap on their peers – Pupil Premium children prioritised for small group/1:1 intervention.

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance so in line with national expectations	Family Support Worker £32000	Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.	Effective line management, termly 1:1, weekly monitoring of whole school attendance	FSW - LD	T2, T4 and T6
Safe, secure environment for implementation of therapeutic interventions	Reconfigure use of classroom and staffroom space £15000	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses based on randomised controlled studies of interventions in schools. The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development.	Follow programme of works, regular site meetings	ABM - PK	T2, T4 and T6
Support children with social, emotional and mental health difficulties	Academy contribution for Nest alternative provision and out-reach work £19000	See above		Inclusion Manager - TR	T6
Enhance pupil experience	Implement programme of clubs	After school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular.	Review % of PP pupils attending	Vice principal - RS	T2, T4 and T6

	£5000	Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11.			
Well-being of staff working with vulnerable learners	Supporting those working with vulnerable children to access advice, support and supervision £3000	Children will benefit if those working with them have access to good quality advice and support through e.g. educational psychologist or behaviour experts. Additionally children will benefit if those working with challenging cases are supported to be well through access to high quality supervision.	Effective line management, reviews of advice given and secure action planning	Inclusion Manager - TR	Ongoing
Total budgeted cost					£74,000
<p>Improved attendance so in line with national expectations – 2015-2016 Pupil Premium 94.67%, Non Pupil Premium 95.6% 2016-2017 Pupil Premium 95.45% Non Pupil Premium 96.04%</p> <p>Safe, secure environment for implementation of therapeutic interventions – One downstairs classroom has been moved upstairs, the staffroom has been moved and a new staff kitchen area created. This has enabled the creation of a significantly larger THRIVE/intervention/Learning Mentor room downstairs.</p> <p>Support children with social, emotional and mental health difficulties – Academy contribution made.</p> <p>Enhance pupil experience – All Pupil Premium children given their choices for after school clubs.</p> <p>Well-being of staff working with vulnerable learners – Where appropriate, as identified through line management, good quality advice and support given to those working with vulnerable children.</p>					