



1. Summary information					
<b>School</b>	Summerhill Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£268,000	<b>Date of most recent PP Review</b>	January 2018
<b>Total number of pupils</b>	Approx. 345	<b>Number of pupils eligible for PP</b>	126	<b>Date for next internal review of this strategy</b>	June 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving age related standard in reading, writing and maths</b>	40%	61%
<b>Average progress in reading</b>	-3.89	0.33
<b>Average progress in writing</b>	-2.92	0.12
<b>Average progress in maths</b>	-2.74	0.24

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Reading Fluency
<b>B.</b>	Writing Accuracy
<b>C.</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.
<b>D.</b>	Mathematical fluency
<b>External barriers</b>	
<b>E.</b>	Attendance rates for pupils eligible for PP are 95.4% (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>

<b>A.</b>	Improved reading speeds for pupils in year 5, measured by reading accuracy and fluency rates that are at an age appropriate level.	All pupils eligible for PP in year 5 to have reading accuracy and fluency rates that are at an age appropriate level
<b>B.</b>	Greater proportion of children eligible for PP keeping up with their peers and demonstrating age related expectations.	Greater proportion of PP children achieving ARE.
<b>C.</b>	Greater proportion of children accessing SEMH support achieving at ARE	Thrive assessment data shows that children are at least Thinking by the end of Year 6.
<b>D.</b>	Greater proportions of children eligible for PP keeping up with their peers and accessing age related material.	
<b>E.</b>	Attendance that is at least as good as the average for more advantaged peers.	

5. Planned expenditure					
Academic year		2017-2018			
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  £2600	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	MR	Term 3, 5 and 6
Overwhelming number of pupils achieving in line with national expectations	Mastery English approach  £2600	There are a number of meta-analyses which indicate that, on average, mastery learning approaches, including self-regulation, 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	DS	Term 3,5 and 6
Overwhelming number of pupils achieving in line with national expectations	IRIS / developmental observation strategy– video-based learning platform, plus collaborative PPA covered by a teacher  £3000 observation  £18,000 PPA cover	Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). Different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example. Collaborative approaches to planning (facilitated by PPA at the same time) improve the quality of planning, which will focus on key AIP groups of children, including PP. This in turn will improve the quality of teaching for all children including those in receipt of PP.	Consistent evaluation of the impact on Quality First Teaching, feedback to pupils, pupil engagement and learning.  Improved pupil progress  Clear lines of accountability and improved teaching and learning across all year groups	RC	Term 6

Quality of teaching and learning is at least good across the entire academy	0.6 fixed term A.P role until from March 2018 to August 2018  £15,000 AP 0.6 until Aug 2018	To further develop leadership capacity to ensure that high quality teaching and learning is delivered consistently across the academy. AP to team teach with class teachers to ensure that PP children are receiving quality first teaching from their teacher and an additional teacher. Class teachers to develop their own practice as a result of team-teaching with an outstanding teacher. (Current AP working 0.6 until August 2018)		RC	Term 6
UPS teachers effectively demonstrate career stage expectations through leadership of teaching and learning and curriculum- thus improving the quality of teaching and learning for all children, including those in receipt of PP.	0.6 fixed AP until August 2018 CPD  £3000 – CPD costs	AP to hold regular meetings with Year group leaders (UPS teachers) focusing on the outcomes of PP children. Year group leaders to re-organise interventions termly around the findings from learning walks and pupil conferencing carried out by the AP.			
The gap between outcomes in R, W, M for PP and non PP children closes in each year group.	Tracking of PP data to ensure that dips in progress are identified and addressed in a timely matter.  12 days per year for analysis and pupil progress meetings	AP to analyse data for PP children and attend termly pupil progress meetings to enable class teachers to focus on barriers.			
<b>Total budgeted cost</b>					£34,200
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Overwhelming number of pupils achieving in line with national expectations	Keep up provision in mathematics £25000	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	PM lead - KM	T2, T4 and T6
Overwhelming number of pupils achieving in line with national expectations. Children in receipt of Pupil Premium receive timely intervention to diminish the difference by ensuring that they can read fluently and comprehend effectively.	Project X reading intervention £4000 TA support – 16 hours per week £10000	Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.	Regular assessments, effective line management	English lead – DS Inclusion manager - TR	T4 and T6
Overwhelming number of pupils achieving in line with national expectations	1:1 English tuition for Year 6 in Terms 4&5 £6,000	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months progress.	Regular assessments, teacher observations, performance management	PM lead - RS	T 4 & T5
Overwhelming number of pupils achieving in line with national expectations	Year group targeted support £31,000	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.	Effective line management, reviews of pupil progress	TR	Ongoing

Support children with social, emotional and mental health difficulties	Thrive £20,000	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	Effective line management, reviews of pupil progress	Inclusion Manager - TR	Ongoing
Support children with social, emotional and mental health difficulties	Resources to enhance implementation of Thrive activities. £2,000	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	Effective line management, reviews of pupil progress.	Inclusion manager - TR	Ongoing

<p>Support children with social, emotional and mental health difficulties</p>	<p>Thrive training for LD, RS, KM £3000</p>	<p>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. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	<p>Regular Thrive assessments will show that children are making progress and leave the academy at least at Thinking.</p>	<p>RC</p>	<p>Term 6</p>
<p>Support children with social, emotional and mental health difficulties</p>	<p>Learning mentor £20,000</p>	<p>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:</p>	<p>Effective line management, reviews of pupil progress</p>	<p>Assistant principal - KM</p>	<p>Ongoing</p>

Improve pupil reading fluency	Sound Training £3000	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 £31,000	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
<b>Total budgeted cost</b>					£155,000

### 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 £28,000	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
Support children with social, emotional and mental health difficulties	Academy contribution for Nest alternative provision and out-reach work  £18,000	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.		Inclusion Manager - TR	T6
Enhance pupil experience	Implement programme of clubs, school trip attendance & transport  £8,000	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



		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  £16,000	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
Barriers to learning of children in receipt of PP are well understood and appropriate support/intervention is planned	Hold structured conversations with parents/carers of PP children  20 days of AP time for initial meetings and reviews	Parents/carers are children's first and enduring educators and know their children the best. Holding structured conversations with them enables the AP to have a detailed understanding of their barriers to learning and also brings parents/carers on board with supporting the child's learning at home.	PP Structured conversation proforma shows that a barriers are identified and appropriate interventions are planned and regularly reviewed.	AP	
<b>Total budgeted cost</b>					£70,000