



Pupil premium strategy statement – Summercourt Academy

1. Summary information					
School	Summercourt Academy				
Academic Year	2016/17	Total PP budget	£25,340	Date of most recent PP Review	n/a
Total number of pupils	116	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
2015 SATs	<i>Pupils eligible for PP ()</i>	<i>Pupils not eligible for PP</i>
% achieving Level 4 or above in reading, writing and maths		85.7%
% achieving Level 4b or above in reading, writing and maths		85.7%
% making at least 2 levels of progress in reading		100%
% making at least 2 levels of progress in writing		100%
% making at least 2 levels of progress in maths		91.7%
2016 SATs	<i>Pupils eligible for PP ()</i>	<i>Pupils not eligible for PP</i>
% meeting standard or above in reading, writing and maths		70%
% meeting standard or above in reading		80%
% meeting standard or above in writing		80%
% meeting standard or above in maths		70%

3. Barriers to future attainment		
In-school barriers		
A.	Emotional and behavioural issues for some PP children in reception has the potential to impact detrimentally on rates of learning and progress in reception	
B.	30% of PP children have other identified possible barriers to learning (SEN, EBD).	
C.	Emotional issues for LAC can have an impact on their progress	
D.	On entry poor fine / gross motor skills are a barrier in reception	
E.	Children enter reception with low scores for speaking and listening	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
F.	Some low income families find it hard to find extra enrichment activities.	
G.	Low literacy levels of some families may inhibit them supporting PP effectively in homework activities including reading.	
H.	Lower attendance rates for a small minority of PP pupils have an impact on their progress	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To support those pupils with social and emotional difficulties further so that it does not impact on their progress	PP pupils with social and emotional issues to better understand their own needs and how to self regulate their behaviour in order to make the same progress as non pp pupils.
B.	Improve attendance rates for pupil premium children	Attendance rates for PP pupils are in line with non PP pupils.
C.	To ensure children who are PP at the end of EYFS perform in line with those non PP	Gaps have diminished between PP and non PP children at the end of EYFS
D.	To improve outcomes for PP children with their physical development by the time they leave reception	Improved fine / gross motor skills for PP children so that they are all able to meet a GLD

5. Planned expenditure					
Academic year	2016-17				
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?
Teachers have clear data and responsibility for tracking and improving the progress of PP children.	Use Classroom Monitor to track progress of children, with all teachers being aware of data of PP children and their provision	End of year data gave us past information on progress but new curriculum and assessment procedures meant that in year tracking of PP children's progress was not as focused as it could have been.	Half termly pupil progress meetings. Termly monitoring days. Hub Council reporting.	SO / CW	Half Termly
To ensure teachers are clear on the starting points of PP children and are tracking them carefully from these points. (particularly higher attaining pupils)	Introduce an additional tracking system to include benchmarks of achievement including GLD / Phonics screening data / KS 1 / 2 data.	Pupil progress meetings have demonstrated that teachers are not consistently tracking progress accurately from children's starting points.	Pupil progress meetings Teacher discussion meetings that provide challenge around provision for higher attaining PP children and their progress.	SO / CW	Half Termly
Improved progress for high attaining pupils. And those achieving at greater depth at the end of KS 2	Clearer emphasis through monitoring of higher attaining pupils and their progress. Staff training on effective ways to challenge higher attaining children (Mastery in Maths course)	High ability children eligible for PP are making less progress than higher attaining non PP children. INSET and CPD has focused on ways to 'stretch' these children with the aim that they will not just 'meet the expected standard' but will 'work at greater	Monitoring / tracking data	SO / CW subject leaders	Half Termly
EYFS – to ensure that PP at the end of EYFS perform in line with non PP children to meet a GLD	Clear system for early identification of PP children – new entry data sheet. Particular focus on fine / gross motor skills through funky fingers programme, brain gym and fun fit.	2015 EYFSP data demonstrates a widening gap difference between PP and non PP children.	.Monitoring of tapestry in pupil porgressmeetings	SW / RM / CW	Half Termly
Total budgeted cost					£8,000
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?
PP children to have additional targeted small group support.	Classes have additional targeted support in small groups by teaching assistants to ensure immediate and effective catch up.	Data demonstrates that some PP children are not making as much progress as non PP.	Observations and tracking of progress and intervention groups.	SO / CW All classes	Half Termly.
A clearer focus on the progress of PP children particularly those who are higher attainers.	Pupil Progress Meetings with a more focussed approach to PP children. Monitoring of books / lessons / pupil discussions	This should give a greater focus on the progress of PP children and what the next steps are if they fall behind.	Pupil progress meetings notes	SO / CW All Class Teachers.	Half Termly.
Improved behaviour of PP children in reception and those LAC with social and emotional needs	Social skills intervention and general behaviour support. Thrive assessments Pastoral support worker Thrive practitioner Boxhall profile training and assessments Play Therapist	This should ensure that the children are more settled around the school and more able to deal with their emotions within the classroom and playground. Thus enabling a more focussed approach to their schoolwork.	Thrive assessments Monitoring of behaviour	SO / CW teachers, thrive lead, pastoral worker	Ongoing.
PP children to have wider contextual experiences.	Extra Curricular Activities and Visits planned through school but away from the classroom setting.	This should ensure that PP children have a wider array of practical life experiences which should support them with their life skills, social skills and thus learning in the classroom.	This should ensure that PP children have a wider array of practical life experiences which should support them with their life-skills, social skills and thus learning in the classroom.	SO / CW	Ongoing.
PP children to accelerate their progress in reading and spelling	Target daily readers Reading / spelling programme Nessy Accelerated Reader 1:1 SALT programmes RWI 1:1 programme Memory interventions Phonological awareness	PP often receive little support at home with their reading	Monitoring	RS / SC	
Total budgeted cost					£12,000
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?
Increased attendance rates for a small minority of PP children to above 96%	Half termly monitoring of attendance rates. Employment of an EWO Support from pastoral worker eg daily phone calls (early intervention strategies)	Current attendance monitoring demonstrates that there is slightly lower attendance for a small minority of PP children.	Meetings with EWO to focus on attendance rates and how these can be improved further. Half termly internal attendance scrutiny	SO / RS .	Ongoing
Strategies to support PP children are shared and developed on a Trust Level.	PP Champion is appointed CW – Head Of School, who will meet and work with other Aspire PP Champions to develop best practice. This role will also work with the sports lead to increase participation.	Monitoring visits to other academies has highlighted a variety of approaches and examples of best practice. This is a way to share that practice and improve the academies own interventions. Also, links with other Aspire Hub Academies will be important.	Weekly welfare meetings, monitoring of academy systems and data tracking. Aspire wide tracking of impact.	CW	Ongoing
Total budgeted cost					£8,000

