

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Summernote Academy
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	19.6% (23)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	1/12/21
Date on which it will be reviewed	1/12/22
Statement authorised by	Mrs J Osborne
Pupil premium lead	Miss L Savage
Governor / Trustee lead	Mrs A Brion

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25865
Recovery premium funding allocation this academic year	£2,755
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	£28,620

## Part A: Pupil premium strategy plan

### Statement of intent

Summercourt Academy is committed to providing high quality education for every individual pupil. We have high aspirations and expectations for all of our pupils and believe that no child should be left behind. We aim for all our pupils to have a passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Our Key principles:

- Enable pupils to look after their social and emotional wellbeing and to develop resilience and stamina for learning.
- Minimise challenges by addressing and supporting barriers to learning.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within our academy and nationally.
- Ensure ALL pupils have access to a broad and balanced curriculum.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- Provide support for disadvantaged families.

### Challenges

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

Challenge number	Detail of challenge
1	Social Emotion Mental Health
2	Gaps in reading, writing, maths and phonics.
3	Access to wider opportunities - Curriculum Development
4	Parental engagement

### 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>Barriers to learning and SEMH needs are supported so that pupils feel well supported and can flourish.</p>	<p>Whole school TIS approach sustained to support children's emotional resilience.</p> <p>Wellbeing Teaching Assistant role established to effectively support learning in every classroom. (In class support from Wellbeing TA for all pupils with SEMH identified need).</p> <p>Trauma Informed School sessions prioritised for PP pupils to enable them to cope with stress and adversity whilst managing their emotional reactions.</p> <p>Individualised planned interventions in place ensuring pupils can reach their full potential.</p> <p>Ensure that TA support is available and offered to PP pupils with SEMH or SEND needs in order to attend enrichment opportunities.</p> <p>Sustained PSHCE curriculum offer across the school.</p> <p>Pupils make accelerated progress above national expectation. Measured through EYFS, Phonics, Y2 and Y6 SATs and Y4 Multiplication check outcomes.</p>
<p>Early identification and support in place to enable PP pupils to achieve National progress score and EXS and GDS attainment, especially in writing.</p>	<p>Quality first teaching and specific interventions improve rates of progress across school curriculum, especially in maths, reading and writing.</p> <p>Embedded use of summative and formative assessment to identify gaps in learning.</p> <p>Assessments, alongside moderation used to track progress of children, with all staff being aware of data of PP children.</p> <p>Specific and targeted interventions embedded to support closing gaps in learning evident.</p> <p>Connections made between classroom learning and interventions. Use of comprehensive catch-up programme of interventions implemented support this. (Maths pick up/phonics flash time/Hold a Sentence – Teachers devise and resource weekly interventions to address gaps).</p> <p>Teacher-led booster sessions for additional revision support in place. (1:1/Small group programme of revision</p>

	<p>support devised through data, catch up and gap analysis).</p> <p>SENDCo ensures teaches are aware of individual learning needs of pupils and that clear communication is in place with parents, colleagues and specialist to establish pupil next steps.</p> <p><i>Teachers consider the repertoire of strategies to respond to the needs of all pupils.</i></p> <p><i>Teachers are aware of individual learning needs and have wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps.</i></p> <p>Teachers create a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching.</p> <p>Pupils eligible for PP make accelerated progress above national expectation. Measured through EYFS, Phonics, Y2 and Y6 SATs and Y4 Multiplication check outcomes.</p>
<p>Pupils facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs to broaden understanding and knowledge of the wider world.</p>	<p>An improved variety of cultural/residential experiences available to all pupils linked to new Curriculum. (Subject to COVID guidelines).</p> <p>PP prioritised to attend extra-curricular activities.</p> <p>Embedded systems used to track PP pupil engagement in wider opportunities.</p> <p>No financial barriers evident linked to PP attendance at extra-curricular opportunities and residential experiences.</p>
<p>There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children.</p>	<p>Clear plan in place for parental communication across the year.</p> <p>Practical strategies to support learning at home shared with parents.</p> <p>Tailored school communications in place to encourage positive dialogue about learning.</p> <p>Sustained and intensive support offered and in place where needed.</p> <p>Increase in parental attendance at key events across the academic year.</p>

	<p>Sustained and developed parental information opportunities.</p> <p>Personalised communication evident when appropriate.</p>
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### 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: £2608 (Actual £3,458)

Activity	Evidence that supports this approach	Challenge number(s) addressed
EEF – High Quality Teaching for All	<p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning.</p> <p><i>Spending on developing high quality teaching may include investment in retention as well as ongoing CPD.</i></p> <p><i>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.</i></p>	1, 2, 3, 4

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

Budgeted cost: £12,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional pupil premium TA in Class 4 to support SEMH needs and academic attainment. (£7828)	<p>EEF research linked to teaching assistants and targeted support.</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small</i></p>	1, 2

	<p><i>group settings shows a consistent impact on attainment of approximately three to four additional months' progress. (EEF).</i></p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. (EEF)</i></p>	
<p>TAs and Teachers to lead high quality, structured and targeted interventions. (£974 – MN release JK)</p>	<p>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. (EEF).</p> <p>Teacher-led support has a high impact on outcomes for pupils. Teachers know their pupils well, have identified misconceptions and next steps and have a secure understanding of the National Curriculum for the year group they are teaching.</p>	1, 2
<p>Teacher-led booster sessions. 1:1/Small group programme of revision support devised through data, catch up and gap analysis. (£4010)</p>	<p>Teacher-led support has a high impact on outcomes for pupils. Teachers know their pupils well, have identified misconceptions and next steps and have a secure understanding of the National Curriculum for the year group they are teaching.</p>	2

<p>Deploy SENDCo hours to meet school need and impact positively on pupil outcomes. (Partial funding for additional 0.5 FTE for transition year). SENDCo to support staff to:</p> <p>Create a positive and supportive environment for all pupils without exception.</p> <p>Build an ongoing, holistic understanding of pupils and their needs.</p> <p>Understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review'.</p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions. (£5256 – Funded by Trust AIG)</p>	<p><i>Pupils with Special 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. Teachers should consider the repertoire of strategies to use in response to the needs of all pupils but particularly those who have SEND. Teachers are aware of individual learning needs and have wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps. Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. (EEF)</i></p>	<p>1, 2, 4</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £13,200

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Establish the role of wellbeing TA within school to effectively support learning in every classroom.</p> <p>In class support from Wellbeing TA for all</p>	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional, and behavioural needs. (EEF)</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning</p>	<p>1, 2</p>

<p>pupils with SEMH identified need.</p> <p>Trauma Informed School sessions prioritised for PP pupils to enable them to cope with stress and adversity whilst managing their emotional reactions.</p> <p>Teaching SEL skills explicitly.</p> <p>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p> <p><b>Self-awareness:</b> expand children's emotional vocabulary and support them to express emotions.</p> <p><b>Self-regulation:</b> teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</p> <p><b>Social awareness:</b> use stories to discuss others' emotions and perspectives.</p> <p><b>Relationship skills:</b> role play good communication and listening skills.</p> <p><b>Responsible decision-making:</b> teach and practise problem solving strategies.</p> <p>(£6000)</p>	<p>(SLE) can lead to learning gains of +4 months over the course of a year.</p>	
<p>Continue to develop and establish the Parent Support Advisor role with clearly</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	<p>1, 2, 4</p>



<p>identified areas of responsibility – widely understood across the school community. PSA to: Provide practical strategies to support learning at home. Tailor school communications to encourage positive dialogue about learning. Offer more sustained and intensive support where needed. (£4200)</p>	<p>Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. (EEF) Positive strategies suggested include supporting parents to; create a regular routine, encourage good homework habits, encourage children to set goals, plan and manage their time and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks. (EEF)</p>	
<p>PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures/beliefs to broaden understanding and knowledge of the wider world. (£3000)</p>	<p>Outsourcing specific services provides identified pupils with provision they need which is not able to take place on the school grounds.</p>	<p>3</p>

**Total budgeted cost: £26,068**

## 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 2020 to 2021 academic year.

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
<p>All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and are based around pupils' interests. Progress rates for PP children are improved. (Continued from last year)</p>	<ul style="list-style-type: none"> <li>➤ Ensure all teachers have shared and understood the 2020 data analysis (Staff Meeting with HOS/SP).</li> <li>➤ Use assessments, alongside moderation to track progress of children, with all teachers being aware of data of PP children.</li> <li>➤ Establish regular, consistent monitoring of lesson planning, delivery and outcome.</li> <li>➤ HOS/SLT to implement Incremental Coaching (IC) across additional phases.</li> <li>➤ HOS to establish and model effective pupil progress meetings.</li> <li>➤ 1:1 programme of revision support devised through data and gap analysis.</li> </ul> <p>Catch up intervention identified (teacher assessment) post COVID 19.</p>	<p>Steady improvement in disadvantaged pupil progress from 2020 to 2021.</p> <p>In maths 100% PP pupils achieved ARE in EYFS, Y1, Y2 and Y6 and 86% in year Y5.</p> <p>In reading, 100% PP pupils achieved ARE in EYFS, Y1, Y2 and Y6.</p> <p>In writing 100% PP pupils achieved ARE in EYFS and Y2.</p> <p>2 PP pupils in year 2 made accelerated progress during 2020/2021.</p> <p>2 PP pupils in year 3 made accelerated progress in reading and one in writing.</p> <p>1 PP pupil in year 4 made accelerated progress in writing.</p> <p>4 pupils in year 5 made accelerated progress in writing and maths.</p>
<p>Improved progress for high attaining pupils. Increase GD attainment at greater depth across RWM. (2019 = 0%)</p>	<ul style="list-style-type: none"> <li>➤ Clear, early identification of pupils with potential to achieve GD.</li> <li>➤ Targeted and focused planning for all PP children.</li> </ul> <p>Teacher-led booster sessions for additional revision support.</p>	<p>Early identification of pupils with potential to achieve GD enabled 100% of year 2 pupils to achieve GD in reading and maths 2021 and 50% of PP pupils achieved GD in writing.</p>

		<p>The 1 PP pupil in year 6 2021 achieved EXS in reading and maths but not writing with no GD attainment. 50% of PP pupils in year 2 2021 achieved GD in RW and M.</p> <p>As a result, whole school writing approach to be embedded across the school 2021 2022.</p>
<p>Establish effective, consistent support systems for those pupils with social and emotional difficulties.</p> <p>All pupils will access a comprehensive PSHE (incorporating Spiritual, Moral, Social and Cultural) curriculum that is developmentally appropriate for all year groups. Increased in-lesson learning opportunities and fewer dysregulated incidents.</p>	<ul style="list-style-type: none"> <li>➤ Whole school TIS approach adopted to improve children's emotional resilience.</li> <li>➤ Support from Wellbeing TA for all pupils with SEMH identified need.</li> <li>➤ Rotas and support timetables established for identified pupils.</li> <li>➤ Stabilise SENDCo provision and embed systems, record-keeping and parental communication. Additional 0.5 FTE for transition year.</li> <li>➤ Purchase of Jigsaw resources and training. (Cost spread across 2 academic years)</li> </ul>	<p>Pupils with SEMH needs were identified with a timely approach and staff effectively responded to and supported all pupils. Pupils received a developmentally appropriate PSHE programme (JIGSAW) that provided coverage and learning opportunities. SENDCo provision was established with secure handover procedures in place for Autumn 1. Links were created with parents and support given to teachers to embed IEP systems. Individual timetables were created and implemented. Increased in-class learning time – Class 3 specifically due to additional support from wellbeing TA.</p>
<p>PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs</p>	<ul style="list-style-type: none"> <li>➤ HOS to review and improve the variety of cultural/residential experiences available to all pupils – linked to new Curriculum. (Subject to COVID guidelines)</li> <li>➤ Embed systems to track PP pupil engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost.</li> <li>➤ Ensure that TA support is available and offered to PP pupils with</li> </ul>	<p>PE specialist monitored PP engagement and attendance during Autumn 1 and Summer 2 extracurricular opportunities, ensuring that all PP pupils had equality of access to a variety of extracurricular opportunities.</p>

<p>to broaden understanding and knowledge of the wider world. To ensure that we provide opportunities that would not have been experienced otherwise.</p>	<p>SEMh or SEND needs in order to attend enrichment opportunities.</p> <ul style="list-style-type: none"> <li>➤ Produce a booklet of support available to be circulated to PP families raising awareness of support available.</li> </ul>	<p>This diminished the difference and provided opportunities to excel in and experience social situations / clubs that they would not normally attend.</p> <p>Unable to provide a wide range of residential trips to more pupils (including visiting cities, places of worship for different faiths and experiencing different performing arts) at a reduced cost due to COVID 19 restrictions.</p>
<p>Pupils eligible for PP are able to properly adapt to stress and adversity, managing their emotional reactions. Increased in-lesson learning opportunities and fewer dysregulated incidents.</p>	<ul style="list-style-type: none"> <li>➤ PP Pupils with SEMh needs targeted to receive TIS assessment and intervention.</li> <li>➤ Use of trained wellbeing TA (AL 28 hours) to support children and staff through training, observations and 1:1 work.</li> <li>➤ TIS approach used by all staff. Social skills intervention and general behaviour support.</li> </ul>	<p>All staff trained to implement the TIS approach. Support given by TIS practitioner and SENDCo ensuring pupils were positively supported to adapt to stress and adversity calmly whilst also managing their emotional reactions. Increasing the in-lesson learning time.</p> <p>Wellbeing TA deployed to support specific year group reducing the number of dysregulated incidents. TIS motivational assessments used to ensure bespoke programme of support was implemented 1:1 for identified pupils.</p>
<p>Targeted 1:1 Booster sessions, for Y6 revision will be offered to all PP pupils at risk of not achieving EXP or GDS</p>	<ul style="list-style-type: none"> <li>➤ Y6 teacher and HOS will assess and identify pupils to receive support.</li> <li>➤ 1:1 programme of revision support devised through data and gap analysis.</li> <li>➤ Schedule devised and resources to address gaps sought and made available for teachers to deliver.</li> </ul>	<p>Implemented incremental teaching model which improved attainment through small step intervention. Due to COVID 19 restrictions, one PP group re-</p>

<p>based on prior attainment.</p>		<p>ceived incremental teaching interventions per bubble/class not just year 6. Year 6 booster session once a week increased attainment and progress.</p>
<p>Increased parental involvement and improved communication  <b>ii.</b> Establish parent learning opportunities within school.</p>	<ul style="list-style-type: none"> <li>➤ Continue with transition 'Meet the Teacher' PowerPoint presentations.</li> <li>➤ Increase Class Assembly opportunities.</li> <li>➤ Re-establish a Friends of Summercourt organisation – led by HOS.</li> <li>➤ Create the role of Parent Support Worker – schedule drop-in sessions and provided dedicated time. (7 hours)</li> <li>➤ Organise PSW CPD.</li> <li>➤ Introduce family learning opportunities. Explore role of parent support worker.</li> <li>➤ Utilise school Facebook page to establish virtual drop in opportunities for parents.</li> <li>➤ Establish online parent learning opportunities.</li> </ul>	<p>Due to COVID 19 restrictions continuing in 2020/2021 we had minimal impact on increasing parental involvement. 'Meet the Teacher' PowerPoints and videos were shared online and with parents.</p> <p>Parental communication was a high priority with virtual face to face appointments being offered and utilised when appropriate. Parent Support Advisor introduced weekly care calls for vulnerable families and attended the PSA network meetings to build links and support across the trust.</p> <p>Friday morning appointments available with PSA - over the phone or virtual during lockdown/in person when COVID restrictions allowed. Drop in events paused due to COVID 19.</p> <p>Parents signposted to online learning opportunities during lockdowns linked to EHH provision and courses.</p>

## 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
JIGSAW – PSHE Scheme	Jigsaw PSHE Ltd
Motional - Measuring and Improving Emotional Health and Well-being	Steps Along The Way Ltd
Renaissance Learning – Reading	Renaissance Learning, Inc
Number Sense Facts	Number Sense Learning Ltd
TT Rockstars	Maths Circle Ltd
Read Write Inc Online – Oxford Owl	Oxford University Press

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional SEMH TA support – Trauma Informed School Practitioner
What was the impact of that spending on service pupil premium eligible pupils?	Reading and writing accelerated progress. Targeted WTS linked to prior attainment and achieved EXS. On track for maths attainment at EXS – limiting impact of prolonged school absence.