

Pupil premium strategy statement – Summerhill School

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
Number of pupils in school	1093
Proportion (%) of pupil premium eligible pupils	12.44%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26-2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tim Harris
Pupil premium lead	Laura Steven
Governor Lead	Carol Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,875.
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£8,820,735

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Summerhill, our ultimate aim is for disadvantaged pupils to achieve in line with, or better than, their non-Pupil Premium peers. We are committed to closing the attainment gap and ensuring that every pupil has a fulfilling, enriching and enjoyable school experience. We recognise the individual circumstances of each pupil and do not adopt a one-size-fits-all approach; instead, we tailor support to meet personal needs and reduce the barriers they face.

Our current strategy prioritises high-quality teaching as the foundation of progress, supplemented by targeted academic support such as tutoring and guided interventions. We have a strong team of support staff who work closely with pupils and families to monitor attendance, address emerging pastoral needs and provide timely help. Financial support is available to ensure that all pupils can access extracurricular activities, essential equipment and wider opportunities that build confidence and raise aspirations.

Our key goals are that Pupil Premium pupils should make progress that matches or exceeds that of non-PP pupils, and that the attainment gap should narrow year on year. All staff are expected to understand the needs of disadvantaged pupils and take collective responsibility for securing accelerated progress through evidence-informed practice.

Summerhill will ensure that appropriate provision is made for pupils belonging to vulnerable groups, and that the needs of socially disadvantaged pupils are assessed and addressed promptly. We recognise that not all pupils eligible for free school meals, looked-after children or service children are necessarily disadvantaged, and that some socially disadvantaged pupils may not meet eligibility criteria. We therefore reserve the right to allocate Pupil Premium funding to any pupils or groups the school identifies as needing additional support. Funding is allocated following a needs analysis that identifies priority individuals, classes or groups. As resources are finite, not all pupils eligible for free school meals will receive interventions at the same time.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low Attainment</p> <p>Low prior attainment among some disadvantaged pupils limits access to age-related curriculum content, particularly in literacy and numeracy. Assessment data shows slower progress in these areas compared with non-PP peers.</p>
2	<p>Attendance</p> <p>A small number of disadvantaged pupils have lower attendance and punctuality, which reduces learning time and leads to gaps in knowledge. Persistent absence is disproportionately higher among PP pupils.</p>
3	<p>Family Circumstances</p> <p>Some disadvantaged pupils experience unstable or complex home circumstances, which can affect engagement, emotional regulation and readiness to learn. Pastoral records and referrals indicate that PP pupils are over-represented in cases requiring additional support.</p>
4	<p>Raising Aspirations</p> <p>A number of disadvantaged pupils have limited exposure to enrichment activities, careers information or positive role models. This can reduce motivation, ambition and engagement with long-term goals.</p>

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
Improve Attainment	<p>The attainment of disadvantaged pupils improves so that the gap with non-PP peers narrows year on year.</p> <p>Disadvantaged pupils make at least expected progress in line with other disadvantaged students nationally, with an increasing proportion making accelerated progress in targeted year groups or subjects.</p>

Attendance	<p>Overall attendance for disadvantaged pupils improves to be in line with or better than national figures for all pupils.</p> <p>The proportion of disadvantaged pupils who are persistently absent decreases significantly compared to the previous year.</p> <p>Improved punctuality, resulting in reduced minutes of learning lost each week.</p> <p>Earlier identification and support for attendance concerns, with family engagement increasing.</p>
Family circumstances	<p>Disadvantaged pupils receive timely pastoral, emotional and practical support, resulting in improved readiness to learn.</p> <p>Reduced number of behaviour incidents or safeguarding concerns for identified pupils.</p> <p>Increased engagement of families with the school, including attendance at meetings, events or targeted support sessions.</p>
Raising Aspirations	<p>Disadvantaged pupils access a wide range of extracurricular, cultural and enrichment opportunities.</p> <p>Pupils demonstrate higher levels of ambition and motivation through improved engagement, option choices, and careers-related participation.</p> <p>Increased numbers of disadvantaged pupils progressing to appropriate post-16 pathways, including vocational and academic routes.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38482

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	We researched national best practise in the spending of the Pupil Premium funding and looked at all approaches investigated and reported by the Sutton Trust's Education Endowment Foundation's Tool Kit. The allowed us to measure estimated impact vs costs for multiple strategies. It seems that improvements in teaching & learning have a disproportionately positive impact on the progress of disadvantaged compared to non-disadvantaged students.	1
Classroom Support	<p>Feedback – positive discrimination approaches in the classroom.</p> <p>Teachers will positively discriminate in their lessons to offer additional support in the classroom. Strategies may include:</p> <ul style="list-style-type: none"> - Considered seating plan - Additional check-ins - Additional written or verbal feedback - Priority when marking work - Additional questioning by the teacher <p>Teachers are encouraged to get to know their PP students as individuals then apply the strategies which will best fit the student.</p>	1
Homework and homework support	<p>Homework (Secondary) – Students have access to various different online resources including, Educake, MathsWatch, and Sparx.</p> <p>Homework Club runs Monday-Thursday and is staffed by LSAs</p>	1
CPD	Staff CPD sessions for Teaching and Learning, Oracy, Pastoral care, supporting SEND and Restorative Practice	1
PP Passports	<p>PP students in year 7-11 have a passport that is shared with staff. This gives staff some additional information about students before they start teaching them.</p> <p>This allows staff to have a 'head start' in building a relationship with this student and</p>	1, 4

	understanding their likes/dislikes and their career aspirations.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £44,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pods	Students are allocated to pod according to their need (or lack thereof). This helps staff understand where to target pastoral or academic intervention.	1, 3, 4
Essential Literary and Numeracy skills developed during additional lessons	Students who have low literacy or numeracy levels are provided with additional lessons, taught by a Maths or English specialist. “Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” EEF KS3/4 Literacy Guidance	1
Online Tutoring through MyTutor	Y11 Tutoring offered and funded for those PP students who need it Short-term 1:1 virtual tuition is strongly supported by evidence showing that personalised instruction leads to rapid gains in attainment, particularly for disadvantaged pupils. According to the EEF, one-to-one tutoring can secure up to five months of additional progress, especially when delivered in a structured block over several weeks. Virtual delivery also increases flexibility and attendance, ensuring pupils receive consistent, targeted support in the areas they need most.	1
Lexia	All Y7 students receive a literacy boost through Lexia during their first term at Summerhill	1
Supported Study	Some KS4 students studying fewer subjects to allow time for	1

	<p>‘Supported Study’ in small groups with experienced teachers</p> <p>Providing targeted KS4 pupils with a reduced GCSE load and experienced teachers in small-group settings is supported by evidence that structured, intensive support leads to accelerated progress, particularly for disadvantaged students. The EEF reports that small-group tuition delivered by qualified teachers can add up to four months of additional progress per year, especially when focused on core subjects. Reducing curriculum load also allows pupils to focus on essential qualifications, lowering cognitive overload and improving outcomes in their remaining GCSEs.</p>	
Music Lessons	<p>Disadvantaged pupils to access musical opportunities and to be supported in learning to play instruments.</p> <p>Music tuition- Financial support given to pupils and families for the cost of lessons, when taking music exams, cost of instruments etc.</p> <p>Subsidising music lessons improves disadvantaged pupils’ confidence, engagement and sense of belonging, all of which are linked to improved academic and wellbeing outcomes. Research shows that participation in structured music tuition can enhance cognitive skills such as memory, attention and processing, which support progress across the curriculum. Providing access to enrichment also builds cultural capital, helping to reduce gaps in experience between PP and non-PP pupils.</p>	3, 4
Careers Guidance	<p>Students are provided with Connexions appointments to help raise the profile of the world of work and in turn, raise aspirations.</p> <p>In addition, each PP student will have an interview with the PP team in order to further identify interests to help engagement.</p> <p>Through the Implementation strand of the School</p>	4

	<p>Improvement Plan, resources, experiences and support will be put in place for PP students with identified vocational and career aspirations.</p> <p>Research from the Education Endowment Foundation (EEF) and the Social Mobility Commission shows that disadvantaged students typically have fewer opportunities to gain informal careers information through family networks, professional role models or extracurricular exposure.</p> <p>Timely, structured careers guidance compensates for this inequality by giving PP pupils clarity about pathways, entry requirements, and opportunities they might otherwise never encounter.</p> <p>PP students are offered first places on trips to colleges and universities to help raise aspirations.</p>	
Resources	<p>Students are provided with the relevant resources needed to fulfil their studies. This could be in the form of revision guides, stationery, laptops.</p> <p>Providing disadvantaged pupils with essential learning resources such as calculators, art packs and set English texts removes material barriers that can directly hinder progress. The EEF and DfE highlight that ensuring pupils have the basic equipment needed for learning improves participation, confidence and the ability to engage fully with the curriculum. Access to the correct resources also reduces inequity in homework, revision and independent study, helping to close gaps between PP and non-PP pupils.</p>	1, 2, 3, 4

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

Budgeted cost: £63,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
House Officers	<p>In addition to the specific barriers that the students face, knowing the PP students' future aspirations is of key importance. Identifying strands of the School's Curriculum Intent that supports these aspirations allows for a bespoke approach to the provision promoting greater engagement and performance in these areas.</p> <p>The work of the House Officers, as staff members that know the PP students best, is instrumental in the collating of this information.</p> <p>All PP students will receive a 'check-in' with a member of the house team which is tracked centrally and allows us to provide support to students, where necessary</p>	2, 3, 4
Attendance Officer	<p>Administration team monitoring of absent PP pupils and follow up quickly on absences. First day response provision.</p> <p>Home visits by senior leaders and attendance officer if a pupil has PA (under 90%) and is absent for 3 days or more.</p> <p>Regular analysis of weekly attendance and late patterns.</p> <p>Awards for reduction in lates and improved attendance.</p>	2
Family Welfare Officer	<p>Family welfare officer in school permanently as an additional point of contact for PP students. Meetings with parents to raise concerns about, and improve, attendance.</p>	2, 3
Counsellor	<p>Counsellor prioritises PP students when scheduling appointments. Students</p>	2, 3, 4

	<p>know they have school support and someone they can talk to.</p> <p>Providing disadvantaged pupils with access to a counsellor supports their emotional wellbeing, which is strongly linked to improved engagement and academic outcomes. Research cited by the EEF shows that social and emotional support can lead to improved behaviour, readiness to learn and overall progress. Early access to counselling also reduces the impact of anxiety, trauma or family stressors that can disproportionately affect PP pupils.</p>	
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Total budgeted cost: £ 146875

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Pupil Premium cohort is small, which means that the performance of a single pupil can have a disproportionate impact on overall percentages and headline measures. As a result, trends may appear more volatile year on year and should be interpreted with caution. Individualised case-by-case analysis is therefore essential, and where we look beyond raw percentages, there are clear positives in pupil progress, engagement and the impact of targeted support.

Despite the volatility that comes with a small Pupil Premium cohort, there are several positive patterns within the data. PP boys performed comparatively well, with Progress 8 outcomes that were close to zero, demonstrating that targeted support for this group is having a measurable impact.

Performance in the Open element was also relatively strong, with a smaller gap between PP and non-PP pupils, suggesting that curriculum flexibility and guided option choices are supporting disadvantaged learners effectively.

Middle prior attainers within the PP cohort also showed more stable progress than lower attainers, indicating that interventions for this group are helping to narrow gaps.

These emerging strengths highlight that, while headline measures appear negative due to cohort size, there is clear evidence that aspects of the school's strategy are enabling disadvantaged pupils to make meaningful gains.

Data on the next page

				Attainment			Progress		
Pupils				Attainment 8 (Overall) Change			Progress 8 (Overall) Change		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	29	176	3.5	5.4	-1.9	-0.32	0.48	-0.8
Gender	Male	15	81	3.8	5.3	-1.5	-0.22	0.65	-0.87
	Female	14	95	3.2	5.5	-2.3	-0.43	0.34	-0.77
FFT Prior Attainment	Higher attainers	-	24	-	7.1	-	-	0.32	-
	Middle attainers	17	122	4.1	5.5	-1.4	-0.32	0.5	-0.82
	Lower attainers	12	29	2.7	3.6	-0.9	-0.31	0.56	-0.87
SEN Group	SEN Support	5	19	3	4.1	-1.1	-0.56	0.26	-0.82
	EHC Plan	3	5	1.9	3.2	-1.3	-0.97	-0.5	-0.47
	No SEN	21	152	3.8	5.7	-1.9	-0.17	0.54	-0.71
Ethnic Group	White	25	161	3.4	5.4	-2	-0.3	0.48	-0.78
	Not White	4	15	3.8	5.9	-2.1	-0.41	0.48	-0.89

				Attainment			Progress		
Pupils				Attainment 8 (English) Change			Progress 8 (English) Change		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	29	176	4.1	5.7	-1.6	-0.2	0.41	-0.61
Gender	Male	15	81	4.1	5.3	-1.2	-0.22	0.44	-0.66
	Female	14	95	4.1	6	-1.9	-0.17	0.38	-0.55
FFT Prior Attainment	Higher attainers	-	24	-	7	-	-	0.2	-
	Middle attainers	17	122	4.7	5.8	-1.1	-0.05	0.45	-0.5
	Lower attainers	12	29	3.2	4	-0.8	-0.41	0.43	-0.84
SEN Group	SEN Support	5	19	3.6	4.4	-0.8	-0.36	0.08	-0.44
	EHC Plan	3	5	3	3.8	-0.8	-0.65	-0.29	-0.36
	No SEN	21	152	4.3	5.9	-1.6	-0.09	0.47	-0.56
Ethnic Group	White	25	161	4	5.6	-1.6	-0.17	0.4	-0.57
	Not White	4	15	4.3	6.3	-2	-0.37	0.54	-0.91

				Attainment			Progress		
Pupils				Attainment 8 (Maths) Change			Progress 8 (Maths) Change		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	29	176	3.3	5.6	-2.3	-0.35	0.75	-1.1
Gender	Male	15	81	3.8	5.8	-2	-0.36	0.94	-1.3
	Female	14	95	2.7	5.5	-2.8	-0.35	0.59	-0.94
FFT Prior Attainment	Higher attainers	-	24	-	7.5	-	-	0.58	-
	Middle attainers	17	122	3.8	5.7	-1.9	-0.55	0.72	-1.27
	Lower attainers	12	29	2.5	3.8	-1.3	-0.07	1.02	-1.09
SEN Group	SEN Support	5	19	2.6	4.3	-1.7	-0.95	0.58	-1.53
	EHC Plan	3	5	1.3	3.2	-1.9	-0.81	-0.27	-0.54
	No SEN	21	152	3.7	5.9	-2.2	-0.15	0.8	-0.95
Ethnic Group	White	25	161	3.2	5.6	-2.4	-0.39	0.73	-1.12
	Not White	4	15	4	6.2	-2.2	-0.13	0.96	-1.09

				Attainment			Progress		
Pupils				Attainment 8 (Ebacc) Change			Progress 8 (Ebacc) Change		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	29	176	3.3	5.3	-2	-0.29	0.48	-0.77
Gender	Male	15	81	3.6	5.3	-1.7	-0.25	0.63	-0.88
	Female	14	95	2.9	5.3	-2.4	-0.34	0.36	-0.7
FFT Prior Attainment	Higher attainers	-	24	-	7.2	-	-	0.38	-
	Middle attainers	17	122	3.9	5.4	-1.5	-0.3	0.51	-0.81
	Lower attainers	12	29	2.4	3.2	-0.8	-0.27	0.45	-0.72
SEN Group	SEN Support	5	19	2.5	3.8	-1.3	-0.82	0.14	-0.96
	EHC Plan	3	5	1.7	2.7	-1	-0.89	-0.7	-0.19
	No SEN	21	152	3.7	5.6	-1.9	-0.08	0.56	-0.64
Ethnic Group	White	25	161	3.2	5.3	-2.1	-0.29	0.47	-0.76
	Not White	4	15	3.7	5.9	-2.2	-0.33	0.65	-0.98

				Attainment			Progress		
Pupils				Attainment 8 (Open) Change			Progress 8 (Open) Change		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	29	176	3.4	5.2	-1.8	-0.4	0.35	-0.75
Gender	Male	15	81	3.8	5.1	-1.3	-0.08	0.62	-0.7
	Female	14	95	3.1	5.4	-2.3	-0.74	0.12	-0.86
FFT Prior Attainment	Higher attainers	-	24	-	6.8	-	-	0.18	-
	Middle attainers	17	122	4	5.4	-1.4	-0.36	0.37	-0.73
	Lower attainers	12	29	2.7	3.6	-0.9	-0.45	0.45	-0.9
SEN Group	SEN Support	5	19	3.3	4.2	-0.9	-0.18	0.29	-0.47
	EHC Plan	3	5	1.9	3.3	-1.4	-1.36	-0.59	-0.77
	No SEN	21	152	3.7	5.4	-1.7	-0.32	0.39	-0.71
Ethnic Group	White	25	161	3.4	5.2	-1.8	-0.35	0.39	-0.74
	Not White	4	15	3.5	5.3	-1.8	-0.7	-0.05	-0.65