

Summerhill Pupil Premium Strategy 2024-2025

School overview

School Name	Summerhill School
Pupils on role	1058
Proportion of disadvantaged pupils	12.1% (130)
Pupil premium allocation this academic year	£146, 875
Academic year covered by strategy	2024_25
Publish date	December 2024
Review date	December 2025
Statement authorised by	T. Harris
Pupil Premium Lead	L. Steven
Governor Lead	C. Fletcher

Overall Data from 2023-2024

				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	26	182	3.92	5.26	1.34	-0.29	0.54	0.83
Gender	Male	14	106	3.18	5.23	2.05	-0.49	0.55	1.04
	Female	12	76	4.79	5.30	0.51	-0.03	0.52	0.55
DFE Prior Attainment	Higher attainers	3	58	7.02	6.75	-0.27	0.39	0.47	0.08
	Middle attainers	9	66	5.22	5.27	0.05	0.38	0.54	0.16
	Lower attainers	13	58	2.26	3.76	1.50	-0.91	0.61	1.52
SEN Group	SEN Support	10	28	3.44	3.64	0.20	-0.30	0.31	0.61
	EHC Plan	1	4	0	3.98	3.98	-2.91	0.99	3.90
	No SEN	16	154	4.22	5.55	1.33	-0.28	0.58	0.86

English Data

				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	26	182	4.69	5.6	0.91	0.05	0.53	0.48
Gender	Male	14	106	3.93	5.45	1.52	-0.20	0.42	0.62
	Female	12	76	5.58	5.80	0.22	0.37	0.68	0.31
DFE Prior Attainment	Higher attainers	3	58	7.00	6.83	-0.17	0.26	0.37	0.11
	Middle attainers	9	66	6.22	5.74	-0.48	1.00	0.62	-0.38
	Lower attainers	13	58	3.00	4.21	1.21	-0.65	0.59	1.24
SEN Group	SEN Support	10	28	4.20	3.89	-0.31	0.04	0.12	0.08
	EHC Plan	1	4	0	4.00	4.00	-3.41	0.65	4.06
	No SEN	16	154	5.00	5.91	0.91	0.06	0.60	0.54

Maths Data

				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	26	182	3.73	5.33	1.60	-0.43	0.65	1.08
Gender	Male	14	106	3.07	5.42	2.35	-0.50	0.78	1.28
	Female	12	76	4.50	5.21	0.71	-0.36	0.47	0.83
DFE Prior Attainment	Higher attainers	3	58	7	6.98	-0.02	0.30	0.65	0.35
	Middle attainers	9	66	4.88	5.35	0.46	0.06	0.63	0.57
	Lower attainers	13	58	2.08	3.66	1.58	-0.95	0.67	1.62
SEN Group	SEN Support	10	28	3.30	3.43	0.13	-0.33	0.26	0.59
	EHC Plan	1	4	0	3.50	3.50	-2.75	0.74	3.49
	No SEN	16	154	3.30	3.43	0.13	-0.33	0.26	0.59

EBacc Data

				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	26	182	3.56	5.08	1.52	-0.46	0.49	0.95
Gender	Male	14	106	2.75	5.04	2.29	-0.68	0.50	1.18
	Female	12	76	4.50	5.14	0.64	-0.17	0.49	0.66
DFE Prior Attainment	Higher attainers	3	58	7.00	6.79	-0.21	0.31	0.48	0.17
	Middle attainers	9	66	4.94	5.01	0.07	0.25	0.44	0.19
	Lower attainers	13	58	1.77	3.45	1.68	-1.13	0.57	1.70
SEN Group	SEN Support	10	28	3.07	3.50	0.43	-0.47	0.38	0.85
	EHC Plan	1	4	0.00	4.00	4.00	-2.64	1.16	3.80
	No SEN	16	154	3.86	5.37	1.51	-0.45	0.52	0.97

Open Data

				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	26	182	3.92	5.16	1.26	-0.25	0.52	0.77
Gender	Male	14	106	3.19	5.14	1.95	-0.48	0.53	1.01
	Female	12	76	4.74	5.19	0.45	0.05	0.49	0.44
DFE Prior Attainment	Higher attainers	3	58	7.06	6.50	0.56	0.62	0.39	-0.23
	Middle attainers	9	66	5.06	5.17	0.11	0.31	0.52	0.21
	Lower attainers	13	58	2.37	3.82	1.45	-0.83	0.64	1.47
SEN Group	SEN Support	10	28	3.40	3.76	0.36	-0.34	0.39	0.73
	EHC Plan	1	4	0.00	4.25	4.25	-2.95	1.20	4.15
	No SEN	16	154	3.40	3.76	0.36	-0.34	0.39	0.73

Pupil Premium Strategy Plan Summary of intent

Our ultimate objective for our disadvantaged students is for them to achieve alike our non-PP students. We want to close the gap and enable them to have a fulfilled and enjoyable experience of school life. We want to reduce the struggles they face, in whatever way needed to support that individual. We see each PP student as an individual and do not offer any one-size-fits-all approaches.

Our current plan focuses on raising the attainment gap by quality first teaching and offering tutoring and guided provisions. We also have a strong network of support staff who monitor attendance and family issues for when the students need. Financial support is offered for extracurricular activities to raise aspirations and to ensure students have access to all equipment needed.

Our key principles are to aim for our PP students to make progress which is similar or better than non-PP students and we are committed to ensuring the gap narrows year upon year. We recognise that all PP students are individuals and provide a bespoke package of support which meets their individual needs and want to ensure that all members of staff understand, and are accountable for, ensuring that PP students make accelerated progress.

Summerhill will make sure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring the needs of socially disadvantaged pupils are assessed and addressed in a timely manner. In making provision for socially disadvantaged pupils, it is recognised that not all pupils who receive free schools meals, are looked after, or are Armed Forces children, will be socially disadvantaged. We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Challenges

Even though there are a relatively small number of students eligible for Pupil Premium funding, we are aware of a wide range of potential barriers to educational achievement. We direct most of the Pupil Premium funding allocated to Summerhill in tackling the main barriers. We have identified the most common factors that act as 'barriers to learning' by forensically analysing the performance of Pupil Premium students over recent years.

Challenge number	Detail of challenge
1 Low Attainment	Looking at our most recent data, our PP students had a progress 8 score of -0.29 and our non PP was 0.54. Clearly, this is a substantial gap which needs to be addressed.
2 Attendance	We have an aspirational school attendance target and offer intervention where PP students falls below expected attendance. We are driving attendance and have allocated one day of form time to discussions around attendance and strategies to remove any attendance barriers to learning. PP students are prioritised in terms of home contact and/or visits.
3 Family circumstances	Many PP students have either a personal, social or economic issue outside of school which they often need support for. We aim to support our PP students as best as possible to overcome these potential barriers.
4 Raising aspirations	Often our PP students lack guidance and motivation when talking about their future plans. They receive early careers guidance through Connexions.

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
1 Raise attainment levels of PP students	The gap between our PP and non-PP students will start to close
2 Raise attendance of PP students	An increase in attendance will be seen
3 Family circumstances	Students will make use of the facilities in school such a Reeva, counselling and academic support and other bespoke support strategies that are offered to them
4 Students will feel more comfortable and guided in decisions about their future	Motivation of students in lessons and attending after school revision sessions increases. Students are able to talk comfortably and freely about their next steps after school

Summary of the main barriers to educational achievement faced by eligible pupils at the school

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges, previously listed.

Activity in this academic year Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Quality first teaching	<p>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. Evidence suggests that the most effective approaches are:</p> <ul style="list-style-type: none"> • Feedback – positive discrimination approaches in the classroom • Homework (Secondary) – Students have access to various different online resources including, Educake, MathsWatch, and Sparx. Homework Club runs Monday-Thursday and is staffed by LSAs • We use Walk-Thrus to help drive forward the quality of whole-school teaching and learning • Staff CPD sessions for Teaching and Learning, Pastoral care, supporting SEND and Restorative Practice <p>These approaches are being addressed in school wide training and development throughout the duration of this plan.</p>	All PP students will be targeted
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Positive Discrimination	<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>	All PP students will be targeted
Pods	Students are allocated to pod according to their need (or lack thereof). This helps staff understand where to target pastoral or academic intervention.	All PP students will be targeted.
PP Passports	PP students in year 7-10 have a passport that is shared with staff. This gives staff some additional information about students before they start teaching them. This allows staff to have a 'head start' in building a relationship with this student and understanding their likes/dislikes and their career aspirations.	

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
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. <i>"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</i>	51 PP students targeted
Tutoring	Y11 Tutoring offered and funded for those PP students who need it	All Y11 PP students offered additional tuition subsequent to evaluation of progress made
Supported Study	Some KS4 students studying fewer subjects to allow time for 'Supported Study' in small groups with experienced teachers	8 PP students targeted
Music lessons	Disadvantaged pupils to access musical opportunities and to be supported in learning to play instruments, resulting in increased self-esteem and confidence. Music tuition- Financial support given to pupils and families for the cost of lessons, when taking music exams, cost of instruments etc.	
Homework club	Students are invited to attend an after-school homework club. There is assistance from staff to complete work set.	All PP students have received an invite to attend.

Careers Intervention	<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 Improvement Plan, resources, experiences and support will be put in place for PP students with identified vocational and career aspirations.</p> <p>PP students are offered first places on trips to colleges and universities to help raise aspirations.</p>	<p>All PP students in Year 10 and 11 will have Connexions appointments.</p> <p>All PP students in all years will have the interview with the Careers Team</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>The school has an on-going spreadsheet of cost per subject at KS3 and per subject and option at KS4.</p>	All PP students will be targeted
Extra-curricular activities	<p>If it is highlighted that a student would benefit from participation in an extracurricular event or club, the PP budget will support this in order to raise aspirations and motivation.</p>	All PP students will be targeted

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

Budgeted cost: £ 104,000

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 support 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>	All PP students will be targeted
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>	All PP students will be targeted
Family Welfare Officer	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.	All PP students will be targeted
Counsellor	Counsellor prioritises PP students when scheduling appointments. Students know they have school support and someone they can talk to.	<p>All PP students will be targeted.</p> <p>Currently 17 students have been seen by the counsellor.</p>

Total budgeted cost: £ 146, 875

Review: aims and outcomes

Quality teaching and learning focusing on literacy levels <ul style="list-style-type: none">• Focus on tier 2 vocabulary• Increase reading by PP students in Y7 and Y8	£6,601 towards costs of Assistant Headteacher (Teaching & learning)	£6,601 towards costs of Assistant Headteacher (Teaching & learning)	AH drives forward on Quality First Teaching As advised by the EEF, there has been a significant drive in reading strategies and interventions.	Further support with reading / literacy / vocabulary would be of benefit to many PP students.
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Use of Nurture group	£9,500 towards costs of Nurture teacher	£9,500 towards costs of Nurture teacher	<p>Use of GL Assessments shows improvements for all students in Y7 (age-standardised scores).</p> <p>This allows PP students to have access to resources and teaching tailored to their needs.</p> <p>Y8 Nurture group also receives this support.</p>	<p>All students have improved over this period by more than would be expected as the normal development due to increased age.</p> <p>Some students use Lexia programme for Literacy in Y7 and Y8.</p>
Increase effectiveness of Supported Study for PP students in Y10 and Y11	0	£203	Additional revision guides were purchased to support students' work across a range of subjects.	Students in Supported Study can also use online resources to be supported.
Music lessons	£4,500	£4,500	PP students can have music lessons paid for and support with other equipment.	Fewer students have taken up on this offer than previously.

Counsellor	£4,000 contribution towards costs	£4,000	Counsellor is now available in school and PP students are prioritised, where appropriate.	Demand for counselling has never been higher and the usage by PP students is high.
Uniform top-ups	£150	£106	<p>A store of “nearly new” donated uniform (and good quality items from lost property that could not be reunited with their owners) has been established, so that students can borrow (or in some case receive permanently) clean uniform in good condition.</p> <p>4 students needed support with the purchase of PE kit, where suitable items were not otherwise available.</p>	It is envisaged that this kind of support will continue to be needed.
Revision Guides	£1,000	£1,703	<p>Staff know that they can use the PP budget to purchase revision guides for students.</p> <p>We also support by providing laptops, dongles and headphones where necessary.</p>	Students in KS4 are targeted but staff can ask for resources for KS3 also.
Subsidies for activities Raising aspiration trips	£2,000 £500	£2,500	Aspiration trips have taken place – university, careers fairs etc.	We aim to support PP students in accessing the same opportunities as their peers.