

Disadvantaged Action Plan Summary 2018/2019

Pupil Premium & School context

The Pupil Premium is additional finance given to publicly funded schools in England, targeted specifically to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil Premium funding is paid to schools according to the number of pupils who have:

- Been registered as eligible for free school meals at any point in the last 6 years
- A parent in the Armed Forces
- Been looked after for one day or more, are adopted, leave care under a special guardianship order or a residence order

Summerhill School has a very low number of students eligible for Pupil Premium. It is in the lowest 20% of all schools from the proportion of students claiming free school meals. The school's Deprivation Quintile is also in the lowest 20% (0.1). The proportion of students eligible for Pupil Premium funding is similar in all year groups (between 9.5% and 14.9%).

	Number of students eligible for Pupil Premium Funding	Percentage of students eligible for Pupil Premium Funding
Year 7	13.04 %	27
Year 8	14.90 %	31
Year 9	9.50 %	19
Year 10	11.06 %	22
Year 11	11.17 %	22
All Years	11.97 %	121

The total Pupil Premium funding for 2018/2019 is £106,870.

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

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.

The most common factors are listed here:

- Additional challenges around family circumstance
- Attendance
- Low Prior Attainment

How we'll spend the Pupil Premium funding to overcome these barriers and the reasons for that approach

Last year specific roles were created to tackle these factors. We continue to use the Pupil Premium funding to maintain these roles:

- Attendance Officer
- Family Welfare Officer
- Literacy Officer
- House Support Officers

Although this team support students that are not eligible for the disadvantaged funding, most of the support is provided for Pupil Premium students. It must also be noted that the staffing cost of these roles is well over the amount of Pupil Premium funding received by Summerhill. The reasons for this approach are straightforward. Most of our disadvantaged students make the similar progress to our none disadvantaged students. When we identify students that are not making progress, we usually identify one of the above-mentioned factors. The factors are often complex and not simple to resolve and change over time. They require a dedicated, professional team with time to understand the conditions that lead to these factors and then time to provide support.

Other approaches to tackle barriers

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. This 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:

- Feedback
- Meta-cognition
- Peer tutoring
- Homework (Secondary)

These approaches are being addressed in school wide training and development throughout the year.

Measuring the impact of funding

We report to Governors every term, looking at the performance of all disadvantaged students in all year groups.

The next review of the school's pupil premium strategy is planned for June 2019.

2017/2018: How you spent the pupil premium allocation

The allocation of Pupil Premium funding received by Summerhill School, has been put towards the considerably larger cost of building a staffing structure that develops an all-encompassing family ethos, that supports the progress, social and emotional needs of Pupil Premium Students.

New roles that have been created to this end are:

- Attendance Officer
- Family Welfare Officer
- Literacy Officer
- Numeracy Officer
- House Support Officers

These roles have allowed us to develop the Learning Support Facility as a safe open space for vulnerable students.

2017/2018: The effect of the expenditure on eligible and other pupils

Short Term Impact: The Progress 8 Pupil Premium Progress gap for Year 11 leavers was -0.7. Although this may seem to be a large gap, the impact of three students from the group of 21 has a disproportionately large impact. The performance of the other 19 students is in line with the none disadvantaged group. The House Systems system and pastoral structure provided the support so the majority of disadvantaged students to achieve progress in line with none disadvantaged students.

Long Term Impact: We now have the staffing in place to provide the planned all-encompassing family ethos, that supports the progress, social and emotional needs of Pupil Premium Students. This allows us to regularly meet with and monitor the academic performance of all our disadvantaged students that are not making expected progress.