

# Summerfield Education Centre – Pupil Premium Strategy Statement

2019/2020

## **Background and Introduction**

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. From September 2014, the premium will be worth £935 at Secondary, and £1320 at Primary, this funding goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent. According to the DfE “*It is for schools to decide how the Pupil Premium, allocated to schools per pupil, is spent, since they are best placed to assess what educational provision be made for the individual pupils within their responsibility.*” (Source DfE Website)

## **Why is there a pupil premium?**

Students who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible. In 2009-10 GCSE statistics showed that around a third of students who have been on Free School Meals in the previous six years achieved five or more A\*- C grades, compared to more than two thirds of their fellow students.

## **How many students at Summerfield Pupil Referral Unit are eligible for the Pupil Premium?**

Currently 72% students at Summerfield Pupil Referral Unit are eligible.

Please find below our most recent report on how we spend Pupil Premium.

### **Pupil Premium Income for Summerfield Education Centre 2018/19**

Initial Allocation	£31,790
In year adjustment	
LA in year adjustment	£Nil
LAC in year provision	£Nil
<b>Total Pupil Premium Income</b>	<b>£31,790</b>

For parents/carers who are unsure of their child's eligibility for free school meals, please contact the school and we will be able to assist you and provide you with the correct form.

We would encourage our eligible parents/carers to apply for free school meals as it not only provides the student with a midday meal but helps the school to fund additional support for individual learners, providing any additional curriculum or targeted support necessary to ensure that those eligible students achieve to their full potential.

## **1. Summary Information for 2019-20**

**School:** Summerfield Education Centre

**Academic Year:** 2019-20

**Total Pupil Premium budget:** £31,790

**Date of most recent Pupil Premium Review:** January 2020

**Date for next internal review of this strategy:** January 2021

**Total number of students in Years 7 to 11:** 54 as at February 2020 (Cohort transient)

**Total number of students in receipt of Pupil Premium funding:** 38

## **2. Barriers to future attainment (for students in receipt of Pupil Premium funding)**

1. Pupils arrive at Summerfield having missed education due to poor attendance and/or frequent fixed term exclusions, this results in poor attainment and progress in core subjects
2. Pupils literacy skills are evident in both girls and boys – reading levels below their chronological age.
3. Attendance is poor.
4. Poorer levels of aspiration and engagement
5. Potentially less access to resources outside of the home when compared to other students

### **3. Action plan for 2019-20 Overview**

- We will closely monitor the attainment and progression of all students in receipt of pupil premium funding throughout the academic year
- We will provide additional support and tuition to students in receipt of pupil premium funding, particularly in English and Maths
- We will strive to focus on improving standards of literacy and numeracy via Accelerated Reading and Maths.
- We will aim to improve the attendance of students in receipt of pupil premium funding by utilising additional support from CSAWS.
- We will strive to improve the behaviour and well-being of pupils in receipt of pupil premium funding by implementing the Restorative Justice programme.

#### 4. Planned expenditure 2019-20

The three headings below enable the school to demonstrate how we are using Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies

##### i. Quality of teaching for all

Desired Outcome	INTENT Chosen action / approach	IMPLEMENTATION What is the evidence and rationale for this choice?	IMPACT How will we ensure it is implemented well?	Staff lead	When will you review the implementation
All students in receipt of Pupil Premium funding are actively engaged in their learning and making good progress in all subjects	Quality assurance / Behaviour for learning policies / Teaching and learning whole school training and strategies	All students are able to access and be engaged in lessons. Teachers are able to meet individual needs and accommodate different abilities within the classroom	CPD, learning walks, book scrutiny	SLT/Middle Leaders	June 2020 and December 2020 as part of the school's quality assurance programme
All students in receipt of Pupil Premium funding are actively engaged in their learning and making good progress in all subjects	Feedback	Students receiving meaningful feedback and are able to recognise strengths and areas for development enabling them to make appropriate adjustments to achieve a goal	CPD, learning walks, book scrutiny	SLT/Middle Leaders	June 2020 and December 2020 as part of the school's quality assurance programme
All students in receipt of Pupil Premium funding have access to high quality resources, particularly in English, mathematics and Science	Additional resources to ensure that individual students have full access to required texts, text books and equipment	Students have access to high quality equipment and resources which enables them to take an active part in their learning	Teachers will request funds to purchase additional resources, providing evidence of how the request will benefit students	Teachers in English, mathematics and Science	June 2020
Total budgeted Cost					£10,090.00

## ii. Targeted support

<b>Desired Outcome</b>	<b>INTENT</b> <b>Chosen action / approach</b>	<b>IMPLEMENTATION</b> <b>What is the evidence and rationale for this choice?</b>	<b>IMPACT</b> <b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation</b>
All students in receipt of Pupil Premium funding make good progress in English and Maths	Students will receive additional in English and Maths in lessons	Additional support will enable support to be provided to meet the individual needs of the students, including to stretch and challenge the most able students	Learning walks, closely monitoring progress following data collections	Middle Leaders	June 2020 and December 2020 as part of the school's quality assurance programme
All students in receipt of Pupil Premium funding to make good progress in English and mathematics	Selected students to be given additional curriculum time in English and mathematics	Students will be able to access additional support as required to cater for their individual learning needs	Teachers will use internal data reports to target specific students	Teachers and Middle Leaders	Throughout the year on release of reports following internal data collections
All students in receipt of Pupil Premium funding to have improved behaviour to enhance their Independent learning within the classroom	Behaviour Mentors to support pupils with the restorative justice programme	The existing attainment and achievement differences between students and their peers	Closely monitoring progress following data collections	Assistant Headteacher and Behaviour Mentors	Throughout the year on release of reports following internal data collections
Improve literacy and numeracy skills	Whole school numeracy and literacy strategies through Accelerated Reading.	Internal data suggests that poorer literacy skills is a barrier to learning	Closely monitoring progress following data collections, book scrutiny	SLT / Middle Leaders	Throughout the year on release of reports following internal data collections
<b>Total budgeted Cost</b>					<b>£7863.00</b>

### iii. Other approaches

<b>Desired Outcome</b>	<b>INTENT Chosen action / approach</b>	<b>IMPLEMENTATION What is the evidence and rationale for this choice?</b>	<b>IMPACT How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation</b>
Improve attendance of all students in receipt of Pupil Premium funding	Additional CSAWS support to work with families and mentor students and whose attendance is a cause for concern	All data suggest that good attendance is a crucial factor in making good progress	Attendance officer will meet regularly with SLT	SLT / CSAWS	Monthly meetings between CSAWS and SLT
Ability to more closely monitor the progress of KS3 students in receipt of Pupil Premium funding	Use baseline and progress tests in all years to monitor progress	Using baseline testing will enable progress to be more easily measured and individual support to be put into place	Teachers will utilise data and reports following the tests to inform and better target intervention strategies	SLT / Middle Leaders	Throughout the year on release of reports following internal data collections
All students in receipt of Pupil Premium funding are able to take a full part in all areas of the curriculum and extra-curricular activities	Financial support is given on an individual basis for uniform, cost of trips linked to educational outcomes and some extracurricular activities.	Students do not miss out on opportunities and experiences due to hardship. Students' emotional wellbeing is not negatively affected by uniform costs, enabling them to focus on their academic performance	Requests will be considered on an individual basis	SLT	June 2020

<b>Desired Outcome</b>	<b>INTENT Chosen action / approach</b>	<b>IMPLEMENTATION What is the evidence and rationale for this choice?</b>	<b>IMPACT How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation</b>
All students in receipt of Pupil Premium funding to receive appropriate support and mentoring as and when required	Each student to have access to a member of Learning Mentor External counsellor available for identified students	Learning Mentors will be able to help and support the individual needs of the student(s) they are supporting. Mental and emotional health issues and stress can have a negative impact on a student's well-being and ability to learn	Support log to be kept in School Pod, closely monitoring progress following data collections	SLT/Middle Leaders/Learning Mentors	Throughout the year on release of reports following internal data collections
Breakfast boost made available to students in receipt of Pupil Premium funding	Provide a free breakfast in school for students	Research has shown that students who have a nutritional breakfast in the morning perform better academically	Liaise with catering to monitor uptake	SLT	At the end of each school term
Alternative provision for students in receipt of Pupil Premium funding	A personalised curriculum is provided, when required, either on or off site to support students to achieve their post 16 progression requirements	Experience has shown that certain students will benefit from an alternative personalised curriculum	No students to be identified as NEET  All students to successfully transfer into post 16 provision	SLT	July 2019
<b>Total budgeted Cost</b>					<b>£13,000.00</b>

Contingency Fund	For further interventions or support that may be required over the course of the academic year.	£837.00
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The impact of the pupil premium in 2019-20 will be measured through quality assurance and by analysing the 2020 examination results. 2020 examination performance will be referenced against prior examination performance and national results.

## 5. Review of expenditure 2018-19

Pupil Premium funding allocation for 2017-18				
INTENT Pupil Premium funding used for:	IMPLEMENTATION Brief summary of the intervention or action:	IMPACT Specific Intended Outcomes:	Lesson Learned	Cost of Intervention or strategy
Additional support provided via 1:1 tuition and re-integration programme lessons for students in receipt of Pupil Premium funding	Additional support provided via 1:1 for those pupils not accessing their lessons by TA support. Some students given additional mentoring time for English and mathematics	Improve attainment and progress in English subjects	<p>Providing 1:1 time proved to be more successful since attendance to lunch or after school additional sessions previously offered didn't work.</p> <p>The support of the TA's worked with the engagement element, however, academic progress was limited.</p>	£7090
Course texts and revision guides in English, Mathematics and Science made available to students in receipt of Pupil Premium funding	Course reading materials and revision guides purchased and issued to students in English, Mathematics and Science	Close the difference for progress scores in English, Mathematics and Science	Funding was also be used to purchase additional resources in other subjects	£3000

Further develop the programme of L1 and L2 Courses for Pupil Premium pupils by bringing in ASDAN qualifications across Key Stage 4 – Food Tech, Animal Care and PSHE	Targeted intervention to increase the qualifications of pupil premium learners by the end of year 11	The school needed to broaden opportunities in the curriculum for pupils including those in receipt of pupil premium	Food Tech and PSHE are running as successful courses. However, animal care has ceased due to the farm we used being closed and our inability to find another cost effective alternative.	£2800 £1700
Development of PE programme including Swimming for KS3	To promote wellbeing and engage pupil premium pupils in physical activity.	No PE was being offered at the school, therefore, we needed to meet statutory requirement.	PE is on school curriculum, using local sports and community centres for facilities. We have now introduced BTEC sport for KS4. Swimming was partly successful	£11,076
Breakfast Club for students in receipt of Pupil Premium funding and also Break Time Tea and Toast	Provide a free breakfast in school for students	Research has shown that students who have a nutritional breakfast in the morning perform better academically and reduce absconding behaviour.	Toast / Porridge / Muesli was offered to students - uptake varied  Break Time tea and toast very successful. Helped to motivate pupils for the further two lessons prior to lunch and reduced absconding totally.	£300 £300

Reading support for pupils in receipt of Pupil Premium funding	Accelerated Reading support programme for all students delivered on a 1:1 basis.	Pupils' reading is tracked and monitored so that appropriate support is put in place	Significant increase in pupil premium reading ages PP improved – 73% Non PP improved – 71% PP improved more than 12 months – 73% Non PP improved more than 12 months – 71% PP largest improver – 47 months Non PP largest improver – 27 months	£11,020
All Pupils in receipt of Pupil Premium funding are able to take a full part in all areas of the curriculum and extracurricular activities	Financial support was given on an individual basis for the contribution towards the cost of trips linked to educational outcomes and some extra-curricular activities e.g. outward bound (Residential), museums etc.	Students do not miss out on opportunities and experiences due to hardship. Students' emotional wellbeing is not negatively affected, enabling them to focus on their academic performance	80% of the pupils in receipt of pupil premium attended the residential trip (2 Overnight) at Blackwell Court. (Building resilience and relationships)  All pupil premium pupils attended visits to: Drayton Manor (Consideration of attributes, skills and attitudes) and Relationships in different settings. Warwick Castle (History Week) Cosford Museum (History Week) Black Country Museum (History Week)	£10,000
Total				£40,205.00

## Additional Information

A high proportion of our students in receipt of Pupil Premium funding have an unidentified or identified SEN, it can be very challenging for students in receipt of Pupil Premium funding to make similar progress to other students. Nationally students with an identified SEN or disability make considerably less progress than other students; for example, in 2018 the progress score nationally for students an identified SEN or disability was -0.61 compared to +0.07 for all students nationally without an identified SEN or disability.

**Pupil Premium pupils with identified SEN**

Year	7	8	9	10	11
2017/2018	% of PP pupils with SEN 75%	% of PP pupils with SEN 80%	% of PP pupils with SEN 70%	% of PP Pupils with SEN 83%	% of PP Pupils with SEN 80%
2018/2019	% of PP Pupils with SEN 75%	% of PP pupils with SEN 85%	% of PP Pupils with SEN 72%	% of PP Pupils with SEN 83%	% of PP Pupils with SEN 92%