

# Summerhill School - Pupil premium strategy statement

1. Summary information					
School	Summerhill School				
Academic Year	16/17	Total PP budget	108640	Date of most recent PP Review	July 2014
Total number of pupils	1007	Number of pupils eligible for PP	111	Date for next internal review of this strategy	Jan 2017

2. Current attainment			
External Results	<i>Pupils eligible for PP (Summerhill School)</i>	<i>Pupils not eligible for PP (national average)</i>	
Progress 8 score average (2016 leavers)	<b>-0.91 (estimated)</b>	<b>not yet available</b>	
Attainment 8 score average (2016 leavers)	<b>3.7</b>	<b>not yet available</b>	
Internally we use FFT20 <sup>1</sup> estimates to generate challenging targets for all students. We then measure the distance each child is from the trajectory of their target. +1 would mean the student is one whole GCSE grade above target.			
Internal data (June 2016)	<i>Pupils eligible for PP (Summerhill School)</i>	<i>Pupils not eligible for PP (Summerhill School)</i>	<i>In school gap</i>
Year 10	-0.08	-0.115	<b>+0.035</b>
Year 9	-0.08	-0.275	<b>+0.195</b>
Year 8	-0.415	-0.51	<b>+0.095</b>
Year 7	-0.8	-0.825	<b>+0.025</b>

<sup>1</sup> FFT20: FISCHER FAMILY TRUST are high estimates based on similar students.

<b>3. Barriers to future attainment (for some pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Aspiration & attitude to learning is lower for some PP students
<b>B.</b>	Literacy skills for some PP students are lower than for other pupils, which prevents them making good progress
<b>C.</b>	Overall progress (value-added) has been consistently lower for PP students taking GCSEs over the last 3 years
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates
<b>E.</b>	Home learning

<b>4. Outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Improved attitude for learning of PP students.	Average attitude to learning score for PP students to be at least as high as non-PP students.
<b>B.</b>	Improve PP students' literacy skills	PP students make greater progress in reading levels than non PP students.
<b>C.</b>	Develop school-wide classroom pedagogy to meet the needs of all PP students (including those with high prior attainment)	PP students make similar or higher progress than other students nationally.
<b>D.</b>	Improve attendance of PP students.	Average PP student attendance to be equal or greater than the non-PP average (and for the school average to remain at least 95%).
<b>E.</b>	Quality of PP students' homework improves through support and challenge.	PP students receive proportionately less homework detentions than non-PP students.

## 5. Planned expenditure

Academic year

2016/2017

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

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B) Improve PP students' literacy skills	<p>AR Reading Scheme to accelerate reading levels</p> <p>Timetabled Literacy lesson (50 mins per week) for all students in Y7,8,9</p> <p>New Literacy budget to include purchase of books to appeal to target groups.</p>	<p>The Education Endowment Foundation found that students can make approximately 3 months of additional progress in reading age. Our own evidence from last year also supports the continuation of this project.</p>	<ul style="list-style-type: none"> <li>Library staff develop their use of AR through CPD and consultation with local schools using the programme.</li> <li>Teachers of Literacy lessons undertake CPD related to the use of AR and the teaching of Literacy.</li> <li>Literacy data for all Y7, 8, 9 students shared with FT, HOY, Parents and scrutinised by SLT at least 4 times a year.</li> </ul>	MJR SJS	<p>Throughout academic year</p> <p>October 2016 January 2017 March 2017 July 2017</p>
C) Develop school-wide classroom pedagogy to meet the needs of all PP students (including those with high prior attainment).	<p>Focus on <b>Differentiation</b>:</p> <ul style="list-style-type: none"> <li>Differentiation built into SoW.</li> <li>CPD to all staff on differentiation ideas.</li> <li>Drop in cycle</li> </ul>	<p>There are wide variations in progress rates between different groups of students in different subjects: PP / non PP, more able / least able, boys / girls</p> <p>Research shows that good teaching has a disproportionately positive effect on the progress of Pupil Premium students. (John Dunford)</p>	<ul style="list-style-type: none"> <li>SLT and heads of department meetings have a regular focus on ensuring differentiation built into SOW.</li> <li>Lead Prac T&amp;L conducting drop ins to confirm differentiation securely imbedded in day to day lessons. Drop ins take place without additional planning to ensure we see typicality.</li> <li>Lesson observation form edited to include specific section on PP students' progress and how well they have been planned for, this will be used in all subsequent school observations including appraisal, ensuring differentiation for this group remains high profile at Summerhill</li> </ul>	KJW with linked PP support from MJR	Every half term

<p>C) Develop school-wide classroom pedagogy to meet the needs of all PP students (including those with high prior attainment).</p>	<p><b>Focus on Feedback</b></p> <ul style="list-style-type: none"> <li>Suggested tasks for feedback and response are highlighted in SoW – with time built in for this to impact on progress.</li> <li>CPD for staff on ways to get students to respond to feedback</li> <li>Monitoring of feedback and student response is more regular.</li> </ul>	<p>Education Endowment Foundation research states that effective feedback leads to increased progress equivalent to an additional 8 months learning during a student's time at secondary school. Recent reviews have shown variation in the levels of student response to feedback across the school. Research shows that good teaching has a disproportionately positive effect on the progress of Pupil Premium students. (John Dunford)</p>	<ul style="list-style-type: none"> <li>Learning ideas sheet circulated at least fortnightly, demonstrating methods of improving the quality of feedback students receive and how they should be expected to use this feedback in order to promote accelerated progress. Many of these are time saving techniques for staff, giving them more time to focus on students who need additional attention.</li> <li>Feedback reviews have been calendared to be conducted by heads of department as well as senior leadership team, ensuring that feedback is in line with school policy and that students are acting upon it in order to maximise progress from it.</li> <li>PP students' books to be used as a focus for one of the samples, ensuring they are effectively responding to comments made. Staff reminded that small actions such as giving PP students feedback on their work first may lead to increased progress.</li> </ul>	<p>KJW with linked PP support from MJR</p>	<p>Every half term</p>
<p>C) Develop school-wide classroom pedagogy to meet the needs of all PP students (including those with high prior attainment). E) Quality of PP students' homework improves through support and challenge.</p>	<p><b>Focus on Homework</b></p> <ul style="list-style-type: none"> <li>Schemes of work include suggested homework tasks</li> <li>Homework quality, quantity and frequency is monitored termly by HoDs, HoYs and SLT</li> </ul>	<p>Education Endowment Foundation research states that effective homework leads to increased progress equivalent to an additional month's learning per year. Recent review showed inconsistency in setting/recording of homework across the school. Attitude grades show that homework is more likely to be a concern for Pupil Premium students</p>	<ul style="list-style-type: none"> <li>SLT will be undertaking random sampling of homework planners to maintain the same level of scrutiny with a focus on different pupil groups within school, including PP.</li> <li>Firefly VLE used to provide students with 24/7 access to resources to support homework.</li> <li>Detention system has been changed to include a clear sanction for insufficient quality of homework.</li> </ul>	<p>KJW with linked PP support from MJR</p>	<p>Every half term</p>
<p>C) Develop school-wide classroom pedagogy to meet the needs of all PP students (including</p>	<p><b>Focus on Appraisal</b></p> <ul style="list-style-type: none"> <li>All teachers to have appraisal targets linked to the progress of Pupil Premium Students.</li> </ul>	<p>Raising the profile of PP students with their teachers is one of the most effective ways of ensuring that those students receive the additional support needed to make rapid progress. (John Dunford)</p>	<ul style="list-style-type: none"> <li>Where there is underperformance of identified student groups, appraisal targets will be set to focus on this, possibly for the class teacher, but also for the HoD.</li> <li>All appraisal targets are agreed upon in consultation with a member of the senior</li> </ul>	<p>All SLT linked PP support from MJR</p>	<p>Throughout academic year</p>

those with high prior attainment).	<ul style="list-style-type: none"> <li>All HoD to have appraisal targets linked to the progress of Pupil Premium Students across their department.</li> </ul>		<p>leadership team to ensure a consistent and cohesive set of targets which are regularly reviewed and monitored for impact.</p> <ul style="list-style-type: none"> <li>Review meetings will focus on the direct impact on students of the work of staff.</li> <li>Appraisal observations will take place using the revised observation form which includes a specific focus on progress of student groups including PP.</li> </ul>		
C) Develop school-wide classroom pedagogy to meet the needs of all PP students (including those with high prior attainment).	<p>Focus on <b>Moderation</b></p> <ul style="list-style-type: none"> <li>All subjects to moderate internally to verify consistency of KDA grades</li> <li>Heads of Department English and Maths to utilise external systems to provide a robust moderation process.</li> </ul>	Life after levels and the new GCSE grade criteria has presented a challenge for all staff in accurately assessing students' work. GCSE predictions have been overly optimistic over the last three years. Increased accuracy in the assessment of students' work will allow us to more quickly identify individual students or groups who are underperforming and in need of intervention.	<ul style="list-style-type: none"> <li>SLT to use mentor meetings with HoDs to monitor and evaluate the moderation process. All HoDs to ensure that their subject is using their subject meeting time effectively to establish consistency of KDA grades (and 1-9 where applicable) with the use of external resources as they become available.</li> <li>SLT to use mentor meetings after each data collection to identify differences between teaching groups and provide challenge to HoDs on the robustness of assessment procedures.</li> </ul>	All SLT linked PP support from MJR	<p>Calendared department meetings Weekly mentor meetings</p> <p>October 2016 January 2017 March 2017 July 2017</p>
<b>Total budgeted cost</b>					£36,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B) Improve PP students' literacy skills	HLTA intervention to support students with the AR programme	The Education Endowment Foundation found that students can make approximately 3 months of additional progress in reading age. Our own evidence from last year also supports the continuation of this project.	<ul style="list-style-type: none"> <li>HLTAs continue to offer regular support to all PP students and offer timely intervention if reading frequency drops.</li> </ul>	MJR SJS	October 2016 January 2017 March 2017 July 2017

E) Quality of PP students' homework improves through support and challenge.	Homework support in place for all Pupil Premium students where homework is a concern	Education Endowment Foundation research states that effective homework leads to increased progress equivalent to an additional month's learning per year.	<ul style="list-style-type: none"> <li>Pastoral admin support officer to receive CPD on use of SIMS to include greater detail in the analysis of detentions, allowing early intervention with homework issues.</li> <li>PP Mentors work closely with PP students to identify needs and increase their use of existing provision (after-school) or identify need for alternatives.</li> </ul>	MJR	October 2016 January 2017 March 2017 July 2017
B Improve PP students' literacy skills C Develop school-wide classroom pedagogy to meet the needs of all PP students (including those with high prior attainment)	One-to-one tuition	Evidence on The Education Endowment Foundation toolkit suggests this can have 5 months of impact. Evidence from last year shows how effective this has been (see internal data on page 1).	<ul style="list-style-type: none"> <li>Data will be used to identify students who are a priority for support (low progress).</li> <li>PP support team will meet regularly with MJR to adapt one-to-one tuition timetable to needs and resolve clashes with other subjects.</li> <li>Records of progress are kept centrally by HLTAs and monitored.</li> </ul>	MJR	October 2016 January 2017 March 2017 July 2017
A Improved attitude for learning of PP students.	One to one profiling and support. Identify hidden barriers, explore opportunities and develop relationships.	Even though we have small numbers of PP students there are wide range of barriers affecting progress. Over the last two years focus on improvement has mainly been on easy-to-identify barriers. This has been successful (see internal data on page 1) but we want to do much more.	<ul style="list-style-type: none"> <li>PP Mentors meet regularly with PP students, using a template of qualitative and quantitative questions.</li> <li>Records of meetings with PP students will be kept centrally and used to identify barriers and opportunities.</li> <li>Information that could support teachers differentiate for PP students will be shared.</li> </ul>	AST MJR	Throughout the academic year
A Improved attitude for learning of PP students.	Positive attitude enrichment clubs (Gaming and Crafts)	Experience from the Gaming club shows us that these clubs can have a positive impact on the attendance and attitude-to-school of students.	<ul style="list-style-type: none"> <li>Promote to relevant students via PP mentors.</li> <li>Student involvement recorded clearly on whole-school intervention record, so that relevant staff are aware.</li> </ul>	MJR	Throughout the academic year
A Improved attitude for learning of PP students.	University Access Project	Experience shows us that this has a large impact on raising student aspirations.	<ul style="list-style-type: none"> <li>Promote to relevant Y10 (and possibly Y9) students (high attainment) via PP mentors.</li> <li>Liaise with other local schools to secure arrangements</li> </ul>	MJR	

			<ul style="list-style-type: none"> <li>• Student involvement recorded clearly on whole-school intervention record, so that relevant staff are aware.</li> </ul>		
A Improved attitude for learning of PP students.	Developing emotional resilience and self-awareness (StepUP programme).	Experience shows us that this has reduces the number of detentions awarded to students	<ul style="list-style-type: none"> <li>• Run as before, but also ensure that PP mentors are briefed about the programme so that they can build on it subsequently</li> </ul>	MJR	
A Improved attitude for learning of PP students.	PP Summer School	Has been successful previously (funded by a specific grant) in helping Y6 PP students to transition successfully into Y7.	<ul style="list-style-type: none"> <li>• Run similar programme to previously, but for a shorter period due to reduced funding.</li> <li>• Do not use StepUp within the summer school as it was too intense for students who were not yet secure within our school environment.</li> </ul>	MJR	
A/B/D/E	Reserve for flexible, rapid personal support (eg digital access; peripatetic music lessons; revision guides; stationery; trips)	The one-to-one profiling will give us a fantastic insight into small barriers that could have a disproportionate effect on individual students.	<ul style="list-style-type: none"> <li>• When barriers and opportunities identified by PP mentor process (see above), rapid decision making to address the issue on an individual student basis.</li> <li>• Actions recorded clearly on whole-school intervention record, so that relevant staff are aware.</li> </ul>	MJR	Throughout the academic year
<b>Total budgeted cost</b>					<b>£48,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A Improved attitude for learning of PP students.	Introduce use of PASS test to monitor students' attitudes to school and self, triggering appropriate early intervention.	PASS has a track record of identifying students with attitudinal issues that would otherwise be hard to detect in time for early intervention.	<ul style="list-style-type: none"> <li>PASS tests calendared early in school year</li> <li>Data analysis reviewed by HoY and SLT to identify individuals for further intervention</li> <li>Interventions put in place such as targeted use of CEIAG; promotion of long-term value of learning; counselling</li> </ul>	JR	Every half term
A/B/C/D/E	Subsidise SLT role of pupil premium co-ordinator. Raise profile of PP students. Lead and develop the actions above	Since appointment of the PP co-ordinator, the progress, attainment, attendance and attitude gaps between PP and non-PP students have narrowed.	<ul style="list-style-type: none"> <li>Will report to SLT team and School governors regularly.</li> <li>Will undertake ongoing CPD to ensure school is utilising latest research into improving the progress of disadvantaged students.</li> </ul>	MJR	Throughout the academic year
<b>Total budgeted cost</b>					<b>£25,000</b>

6. Review of expenditure				
Previous Academic Year		2015/2016		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
C) Develop school-wide classroom pedagogy to meet the needs of all PP students (including those with high prior attainment).	Appointment of Lead Practitioner: Teaching and Learning January 2016	It is too early to measure the direct impact of this. Changes have been made to lesson observation protocol, including the introduction of drop ins where students' learning can be observed for a short period of time. Information gathered has led to the development of the SDP 2016-17 which is heavily invested in quality teaching for all.	Delivering CPD sessions to all staff and providing resources will need to be more closely monitored for impact on specific groups include to ensure the pedagogy is fully embedded in every day practice.  In light of this, drop ins have been scheduled to run throughout academic year 16-17 and a policy ratified by governors to support this. The intention is to identify best practice at Summerhill and help to share this with all staff.	Part of SLT role of PP co-ordinator (see below)
C) Develop school-wide classroom pedagogy to meet the needs of all PP students (including those with high prior attainment).	Development of new assessment criteria	Medium Year 7 and 8 students moved to Key Development Area (KDA) assessment criteria. Staff were free to focus on the skills which were prevalent in their individual subjects and are able to enter fresh data on student performance against these areas throughout the academic year. Rather than one level for the whole subject as with national curriculum levels, we can now see how students are developing in a multitude of subject specific skills. This has given the staff who work with groups of students, including PP, a much more detailed understanding of their needs and how best to focus intervention time. As shown above, this strategy has positively contributed to PP students making similar or greater progress than non PP students from the same starting point.	Whilst this has supported intervention effectively, there is still a need for greater moderation of grades within and between subjects. This has led to the above focus on moderation.	Part of SLT role of PP co-ordinator (see below)

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
B/C	1:1 tutoring basic skills in numeracy and literacy (KS3)	High: As data on page 1 demonstrates, the gap has narrowed or has even been closed for English and Maths in all year groups.	Very effective in KS3 and this approach will continue next year. The long term effect of this literacy and numeracy intervention has meant the PP students in current KS4 cohorts have benefited by being better prepared for their GCSEs. However, developing a system for continuing this form of intervention into KS4 could lead to even greater PP student progress.	£50,000
B/C	1:1 tutoring advanced subject specific – KS4	Medium: No examples of excellent progress linked to this strategy, but students were selected due to poor progress previously and typically ended up making similar progress to their peers.	1:1 tutoring can be effective in halting a backwards-slide of a student where they engage with the process. A number of students were offered this support but refused to engage and subsequently achieved disappointing results as feared. Achieving student engagement is therefore essential. We will continue with this approach when student engagement can be secured.	£4,000
B	Improve the average reading levels of PP students.	High: Most KS3 students have benefited from the Accelerated Reader scheme, however, PP students have made greater progress in reading levels. The average relative growth of PP is 10 percentile points higher than non-PP students. Although this has been successful, there are some individual PP students who have not increased their reading level.	This has proven successful and will continue next year. However, a strategy to intervene early with any PP students that are not making rapid reading progress will need to be developed through more systematic tracking of the AR data.	£2,000
D	Hire an Attendance support officer to focus on PP attendance	High: The difference in PP attendance has diminished. In 2015 it was 5.7% below non-PP students. In 2016 it was 2.6% below non-PP students	This action has had a positive impact on PP attendance and will definitely continue next year.	£8,000

A	Boxing Mentor scheme.	None: Despite initial high PP interest in this project, attendance was very low after the programme began. This project had no impact on developing positive attitudes.	Students were very keen to join this project during the planning stages. However, the reality of staying after school for a voluntary project soon led to very poor attendance for the targeted PP students. This project will not continue next year.	£5,000
A	Positive attitude enrichment clubs (Gaming and Crafts)	Medium: The impact of the gaming club varied substantially between targeted students, from those for whom it is now a key reason to attend school and feel good about school, to those for whom it had no impact (they did not engage). The Crafts club is more recent and is attracting PP girls with a range of confidence levels and prior attainment. It is too early to accurately judge the impact of the Crafts club.	Engagement was good from targeted KS3 students and very poor from targeted KS4 students. We will focus this strategy on KS3 students in future	£6,000
A	Music – peripatetic lessons	Medium: Reports show that students tracked through these lessons have made good progress in their peripatetic lessons. Data has been built into school report system so that information could be shared with parents/guardians.	There is no clear correlation with students opting for Music at GCSE. It is hard to track the impact on wider progress/attitudes. We will monitor this via PP mentors in future.	£1,000
A	University Access Project visit to Cambridge	Medium: All of the targeted students (high prior attainment) attended and enjoyed the visit. This provoked ongoing wider conversations linked to Higher Education and aspiration. It has not yet been possible to discern any direct impact on academic progress.	This has the potential to massively stimulate students' interest in Higher Education. We will ensure that conversation relating to University aspirations continue, by making use of PP mentors.	£1,000
A	Developing emotional resilience and self-awareness (StepUP programme).	Medium: Following the programme, there was a reduction in the number of detentions awarded to the students (Y7 & 8) involved.	We need to make sure that PP mentors have an understanding of the Step-up programme, to support their ongoing work with the students involved.	£4,000
	Developing emotional resilience, time management and self-awareness (Learning Enhanced Mentors)	Low: Targeted at Y11 students, who engaged only briefly (or not at all). Half of the students did not attend. Those who did had a short-term improvement in attitude, but their attendance was short-lived and so was the improvement.	Clear that after-school, voluntary sessions do not work with the most disaffected students since they fail to engage.  Not repeating this. Feel it would only work if we were able to incorporate it into the school day.	£4,000

	PP Summer School	High: Impossible to measure any change in attitude since these were Y6 students, but all students integrated smoothly into Y7 despite some complex issues. Feedback from students and parents was extremely positive. Information gleaned during summer school was fed to HoY (who also joined a number of sessions) and SEND dept to inform pastoral care in Y7.	StepUP programme was included as part of the summer school. This proved to be too intense for students still finding their feet at Summerhill. It unpicked some significant barriers but we will use it later in Year 7 rather than during the summer school.	Funded separately: £9,000
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### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Parental Engagement	Improve how school reports progress to parents	High / medium Introduction of attitude grades to parents 4 times per year had a high impact on all students (PP and non PP). It highlighted an attitude gap for some PP students and enabled stronger conversations between pastoral team and parents. By the end of the year, the gap had narrowed. Survey of Y8 parents was extremely positive.  Introduction of progress grades to parents 4 times per year had a medium impact on all students. This improved the quality of conversations at and between parents' evenings. Survey of Y8 parents was positive	Parents have engaged extremely well with attitude grades. We have a little more work to do on consistency between staff.  Some parents are struggling to understand the 9-1 grading system and will need further support in this area.	Part of SLT role of PP co-ordinator (see below)
Subsidise SLT role of pupil premium co-ordinator.	Raise profile of PP students. Lead and develop the actions above	High Since appointment of the PP co-ordinator, the progress, attainment, attendance and attitude gaps between PP and non-PP students have narrowed. PP is a substantially greater focus for the school, with a PP champion as part of key decision-making by SLT	PP co-ordinator is unable to meet regularly with all PP students, so has focused efforts on addressing issues raised by other staff. This runs the risk that some PP students' needs are not directly evaluated. Will support the work of the PP co-ordinator with a team of PP mentors whose role is to obtain direct views from students.	£21,000
Inclusion funding	Subsidise educational visits	Mixed Curriculum trips and visits have been important in enabling students to make the same progress as their non-PP peers.	The criteria for reward trips need to be clearly laid out, so that they are only funded in response to a measurable achievement by the student.	£1,000

Readiness to learn	Provide uniform support/ stationery / transport costs	High Quick removal of some barriers to learning for small costs.	Continue with this. Purchase a small supply of stationery in advance, so that needs can be met instantly.	£1,000
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