

# Pupil premium strategy statement – Summerfield School – 2025-26

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	330
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ian Fraser-Kirkup
Pupil premium lead	Ian Fraser-Kirkup
Governor / Trustee lead	Hayley John

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,470
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£148,470

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate objective is for all disadvantaged pupils, including those who are Looked After (LAC) and Previously Looked After (PLAC), to achieve outcomes at least in line with their peers by removing barriers to learning, strengthening emotional wellbeing, and building confidence, resilience and aspiration. We are committed to ensuring that disadvantage, trauma or disrupted early experiences do not limit pupils' attainment, engagement, attendance or access to wider opportunities, and that all pupils feel safe, supported and able to thrive.*

*Our Pupil Premium strategy is firmly rooted in the EEF tiered approach and focuses first on securing high-quality teaching for all, supported by skilled staff and evidence-informed practice. This includes the strategic deployment of trained HLTA to lead structured, targeted academic interventions shown to deliver up to +4 months' additional progress, alongside carefully chosen resources such as Accelerated Reader, TT Rockstars and Jigsaw PSHE to support progress, fluency, confidence and emotional literacy. Targeted academic support is closely aligned to classroom teaching and regularly reviewed to ensure impact and value for money.*

*Recognising the strong link between wellbeing and learning—particularly for disadvantaged, LAC and PLAC pupils—our strategy places significant emphasis on wider strategies. Investment in a full-time pastoral coordinator ensures a consistent, relational approach to attendance, behaviour, regulation and safeguarding, while access to therapeutic and enrichment approaches such as art therapy and pet therapy supports emotional regulation, engagement and readiness to learn. Financial barriers to participation are actively removed through subsidising trips, visits and residential (up to 50% where required), ensuring equitable access to enrichment experiences that build cultural capital, confidence and resilience.*

- The key principles underpinning our strategy are: an unwavering focus on equity and inclusion; the use of robust evidence (particularly EEF guidance) to inform decision-making; early identification of need and targeted support; skilled staffing and high-quality professional development; a whole-child approach that integrates academic, social and emotional development; and rigorous monitoring and evaluation. Through this coherent, layered approach, we aim to close attainment gaps, improve attendance and behaviour, and enable disadvantaged pupils—including LAC and PLAC—to succeed academically and flourish personally.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Ensure all disadvantaged children have access to a broad and balanced curriculum and experiences during their time at Summerfield including trips, visits and clubs.</i>

2	<i>Disadvantaged children need targeted interventions and appropriate cover when teachers are out of class to help to diminish the difference between PP and Non-PP children.</i>
3	<i>Securing fluency and a love of reading is key to all children being able to access a full curriculum and to having self-esteem and confidence as a learner.</i>
4	<i>Children with SEMH needs and trauma need support to feel safe and happy enough to be able to learn well (including LAC and Post LAC children).</i>

## 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
<i>All children have access to extra-curricular activities and enhancements.</i>	<i>Cost is not a barrier to inclusion in all activities for every child; PP attend clubs and residential, etc, in the same ratio as non-PP.</i>
<i>Academic interventions are effective and impactful and improve the life chances of PP children.</i>	<i>Gaps are closed and outcomes mirror those of non-PP children. Interventions are taught and managed by skilled HLTA and qualified teachers.</i>
<i>All children love to read and can access all learning across a broad and balanced curriculum.</i>	<i>Fluency improves and targeted intervention, including the use of different schemes and resources, helps PP children read with confidence and skill.</i>
<i>All children from all backgrounds and with a variety of life experiences (including ACEs) feel safe and calm and are able to engage in learning regularly and fully.</i>	<i>Pastoral support and therapeutic support and intervention improves SDQ analysis over time; children with trauma and ACEs achieve as well as their peers.</i>

## 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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted resources support progress and confidence of PP pupils (Accelerated</i>	<i>EEF evidence indicates that targeted, structured programmes aligned to pupil need—such as reading interventions (e.g. Accelerated Reader), fluency-focused maths practice (e.g. TT Rockstars), and high-quality</i>	<i>2 and 3</i>

Reader, TT Rockstars, Jigsaw PSHE)	PSHE (e.g. Jigsaw)—can improve attainment, engagement and self-confidence for disadvantaged pupils, contributing up to +4 months' additional progress when well implemented.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ and retain 3 skilled HLTAAs.</i>	EEF evidence shows that **well-trained teaching assistants (including skilled HLTAAs), when deployed to deliver structured, targeted interventions, can secure around <b>+4 months' additional pupil progress</b> , whereas unstructured classroom support or routine cover has little impact—supporting the strategic use of skilled HLTAAs for intervention delivery and planned cover under clear teacher oversight.	2

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

Budgeted cost: £ 38,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of an Art Therapist / Pet Therapist and Pastoral Coordinator as well as half a day a week for an Attendance / Behaviour Lead</i>	EEF and wider research indicate that <b>arts participation (EEF: ~+3 months' progress) and animal-assisted interventions improve pupils' wellbeing, emotional regulation and engagement, while strong pastoral systems aligned with social and emotional learning approaches are associated with around +4 months' additional progress and improved behaviour and attendance</b> , supporting the value of art therapy, pet therapy and a full-time pastoral coordinator.	4
<i>Pay for 50% of all trips, visits and residential for PP families if required.</i>	EEF evidence shows that subsidising educational trips, visits and residential for disadvantaged pupils supports engagement, wellbeing and wider outcomes (including confidence and resilience), with enrichment and outdoor learning approaches linked to around +2 to +4 months' additional progress, justifying financial support to remove barriers for PP families.	1

**Total budgeted cost: £148,470**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Impact of Pupil Premium Funding – 2024–25

Pupil Premium funding in 2024–25 was targeted to address identified barriers to learning for disadvantaged pupils (including those eligible for Pupil Premium, FSM and pupils with additional vulnerabilities). The strategy focused on improving attendance, supporting academic progress, and ensuring disadvantaged pupils were able to access learning and wider school opportunities on an equitable basis with their non-disadvantaged peers.

##### **Attendance and persistent absence**

Improving attendance remained a key priority, recognising its direct impact on outcomes. Disadvantaged pupils' attendance improved over time and was above national averages for FSM pupils. In 2024–25, disadvantaged pupils' attendance was **94.1%**, compared to the national FSM average of **92.6%**. Persistent absence for disadvantaged pupils reduced to **15.6%**, significantly below the national figure of **24.4%**, demonstrating the positive impact of targeted pastoral support, family engagement and early intervention.

Whole-school attendance was **95.4%**, with non-disadvantaged pupils attending slightly more consistently. However, the gap between disadvantaged and non-disadvantaged pupils narrowed, indicating that strategies to remove barriers to attendance for disadvantaged pupils were effective.

##### **Attainment and progress**

Disadvantaged pupils made steady progress across the curriculum. Although non-disadvantaged pupils continue to achieve higher outcomes overall, targeted academic interventions and in-class support ensured disadvantaged pupils increasingly kept pace with their peers, particularly where attendance was strong. Internal assessment and national data indicate that differences in attainment between disadvantaged and non-disadvantaged pupils are narrowing over time.

Targeted support was particularly effective for disadvantaged pupils with additional needs, including SEN, enabling improved engagement, confidence and progress from individual starting points. Where gaps remain, these are closely linked to attendance, mobility and complex needs, which continue to be addressed through the Pupil Premium strategy.

##### **Wider outcomes and readiness to learn**

Pupil Premium funding also supported disadvantaged pupils' wider development. Pastoral and wellbeing provision improved pupils' emotional regulation, confidence and engagement with learning. Disadvantaged pupils accessed enrichment opportunities that they may otherwise not have experienced, supporting cultural capital and inclusion. Behaviour outcomes indicate no significant disparity between disadvantaged pupils and their peers, reflecting effective use of funding to promote positive behaviour and engagement.

##### **Overall impact**

The impact of Pupil Premium funding in 2024–25 demonstrates that disadvantaged pupils are increasingly well supported to overcome barriers to learning. Attendance has improved, persistent absence has reduced significantly, and disadvantaged pupils are making sustained progress from their starting points. While some attainment differences remain between disadvantaged and non-disadvantaged pupils, the gap is narrowing, and outcomes continue to improve. The strategy represents effective use of Pupil Premium funding and provides a strong foundation for further improvement.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Art and Pet Therapy	Belinda Hunt
White Rose Premium	White Rose Maths
TT Rockstars	Maths Circle
Music Express	Collins
Accelerated Reader	Renaissance
Reading – 1:1 Book-Based Sessions	Coram Beanstalk

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

NA

**The impact of that spending on service pupil premium eligible pupils**

NA

## Further information (optional)

*Our Pupil Premium strategy is underpinned by a three-year plan (2025–26 to 2027–28), aligned with the EEF tiered model and the federation's wider strategic plan. Year 1 focuses on securing high-quality teaching, consistent pastoral systems and targeted interventions; Year 2 prioritises refinement, staff development and scaling approaches that demonstrate impact; and Year 3 focuses on sustainability, embedding effective practice and evaluating long-term outcomes. Progress is reviewed annually using attainment, attendance, behaviour and wellbeing data to ensure the strategy remains responsive to need and delivers sustained improvement for disadvantaged pupils.*