

Pupil Premium Strategy Statement

2020 – 2021

Rationale

At Sunnybrow Primary School, we firmly believe that all children have the capacity to reach their full potential and are entitled to a high quality education. We are firmly committed to ensuring that teaching and learning meets the needs of all of our pupils. The attainment and progress of all vulnerable groups of pupils, including disadvantaged pupils, is carefully tracked and monitored. We ensure that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated. Our aim is to close the gap in attainment between disadvantaged and non-disadvantaged pupils.

Partial school closures due to the Covid19 pandemic have also impacted on pupil attainment and progress. There has been varying levels of pupil engagement in learning from home among the school cohort. The majority of pupils who have not engaged have been those eligible for pupil premium.

Caution should be exercised when interpreting the differences in attainment between groups of pupils. The majority of our cohorts are very small and only a minority of the children in the cohort are non-disadvantaged pupils. Therefore, one child can represent a large proportion of the year group.

Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
37	16	21	1	0

Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
5	5	3	2	£1510

Pupil Premium Summary Information				
Total Number of Pupils (Inc. FTE)	66		Number of Pupils Eligible	37
Total Pupil Premium Budget	£54455		% of Pupils Eligible	56%

2020 – Outcomes NO DATA DUE TO COVID															
KS1	PP Pupils			Other			SCH GAP	KS2	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD															
Year 1 Phonics															
Expected Standard Reading															
Expected Standard Writing															
Expected Standard Maths															

Attainment at end of previous year – NO DATA DUE TO COVID									
Cohort	Subject	Current Baseline Data %				Aspiration at End Of Next Year %			
		All	Disadvantage	Other	Difference	All	Disadvantage	Other	Difference
Year 6	Reading								
	Writing								
	Maths								
Year 5	Reading								
	Writing								
	Maths								
Year 4	Reading								
	Writing								
	Maths								

Year 3	Reading								
	Writing								
	Maths								
Year 2	Reading								
	Writing								
	Maths								
Year 1	Reading								
	Writing								
	Maths								
EYFS	Reading								
	Writing								
	Number								

Early Years Pupil Premium Current Attainment Only 3 children with us in September but 5 by the end of Autumn term		
Baseline Assessment – Age Expected Level Emerging 30-50 Months	Pupils Eligible For EYPP	Pupils Not Eligible For EYPP
% achieving age expected levels on entry in Communication and Language	66%	
% achieving age expected levels on entry in Reading	0%	
% achieving age expected levels on entry in Writing	33%	
% achieving age expected levels on entry in Number	0%	
% achieving age expected levels on entry in Shape, Space & Measure	66%	

		Barriers to Future Attainment	Desired Outcomes
Internal Barriers	A	Phonics teaching in EYFS and KS1 has been disrupted due to the covid pandemic and the varying levels of work completed with parents at home during partial school closures has impacted on attainment and progress.	Progress and attainment in phonics will be accelerated with increasing proportions of pupils working at the expected standard at the end of the year.
	B	Y1 attainment and progress has been particularly affected due to partial school closures and the limited work that children completed while learning from home. Low numbers of pupils in this year group.	Year 1 progress and attainment in reading, writing and maths will be accelerated so that 50% of pupils are in line with age related expectations and 50% of pupils are below or working within age related expectations.
External Barriers	C	Language and communication difficulties on entry to school are impacting on the attainment and progress of some pupils.	Language and communication difficulties will be addressed promptly with timely intervention. A maximum of 30% of pupils will be below or significantly below at the end of the year.
	D	Missed school time due to the Covid pandemic and inconsistencies in the amount of work that children completed while working from home means that some children are attaining below where we would expect them to be.	Identified pupils will make accelerated progress so that their attainment is in line with their peers.
	E	SEMH difficulties within children are making it more difficult for them to access lessons and make good progress. The Covid pandemic has exacerbated this.	PP pupils will have access to interventions to support their social, emotional and mental health. Prosocial behaviour scores will improve and outcomes from SDQs will improve.

Desired Outcomes	Action	Expenditure	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
Progress and attainment in phonics will be accelerated with increasing proportions of pupils working at the expected standard at the end of the year.	Daily phonics in small group sessions delivered according to phase. Phonics intervention sessions. Phonics boosters.	£4000 cost of TA to deliver interventions and small group support.	EYFS – 70% below, 30% sig below Year 1 –100% sig below Year 2 - 42% expected	EYFS – 20% expected, 50% below, 30% sig below Year 1 – 50% below, 50% sig below Year 2 - 84% expected	No data available due to partial school closures.	EYFS – 10% above, 50% expected, 20% below, 20% sig below. Year 1 – 50% below, 50% sig below. Year 2 – 84% expected
Year 1 progress and attainment in reading, writing and maths will be accelerated so that 50% of pupils are in line with age related expectations and 50% of pupils are below age related expectations.	Daily reading and HFWs with MH. Small group support during lessons. Targeted intervention.	£4000 cost of TA to deliver interventions and small group support.	In all subjects, 50% of pupils are well below age related expectations and 50% of pupils are below age related expectations.	Reading – 50% well below, 50% within age-related expectations. Writing - 50% well below, 50% within age-related expectations. Maths – 100% within age related expectations	No data available due to partial school closures.	Reading – 50% well below, 50% within age-related expectations. Writing - 50% well below, 50% expected. Maths – 100% within age related expectations.
Language and communication difficulties will be addressed promptly with timely intervention. A maximum of 30% of pupils will be below or significantly below at the end of the year.	NELI programme implemented in EYFS for identified pupils. Mabel therapy sessions to be carried out. Speech therapy recommended	£5000 cost of TA to deliver sessions. Cost of NELI materials met by Government. Time out of class for staff to train.	Listening and attention - 20% sig below, 30% below. Understanding - 30% sig below, 30% below. Speaking – 40% sig below, 10% below	Listening and attention – 10% sig below, 20% below. Understanding – 30% sig below, 20% below. Speaking – 20% sig below, 20% below.	No data available due to partial school closures. NELI programme has also not taken place during this time.	Listening and attention – 10% sig below, 10% below. Understanding – 10% sig below, 10% below. Speaking – 20% sig below, 10% below.

	programmes to be carried out					
Identified pupils will make accelerated progress so that their attainment is in line with their peers.	Staff identify pupils who are working below age related expectations. Staff identify gaps in knowledge and skills. Interventions to be carried out to address those gaps. Booster sessions for all Year 5 pupils.	£38000 for TA time to run interventions across KS1 and KS2.	No end of 2020 assessment data due to Covid pandemic. Decisions were made based on teacher assessment in September.	See December 2020 tracking data for identified pupils.	No data available due to partial school closures. No interventions taking place during this time.	79% of all identified pupils made accelerated progress.
PP pupils will have access to interventions to support their social, emotional and mental health. Prosocial behaviour scores will improve and outcomes from SDQs will improve.	SLA for counsellor for 2 hours per week. Nurture provision to run for 3 afternoons per week. Lego Therapy, Therapeutic Story Writing and Listening Matters sessions held weekly.	TA to lead SEMH interventions £19,000 Counsellor £3000 PSA to provide 1 to 1 support and support to families £12,000	Unable to deliver cross-bubble interventions so all bubbles are accessing forest school provision this term.	1 pupil accessing support from the counsellor. Progress is good though details are confidential. No PSA involvement required this term. In-class SEMH provision is addressing low-level difficulties this term.	No data available due to partial school closures. No interventions taking place during this time.	1 pupil accessing a counsellor – she feels that this will not need to continue in to the next academic year. Increased focus on in-class well-being has supported children with low-level difficulties.

Budget Summary		
Desired Outcome		Cost
A	Progress and attainment in phonics will be accelerated with increasing proportions of pupils working at the expected standard at the end of the year.	£4000 cost of TA to deliver interventions and small group support.
B	Year 1 progress and attainment in reading, writing and maths will be accelerated so that 50% of pupils are in line with age related expectations and 50% of pupils are below or working within age related expectations.	£4000 cost of TA to deliver interventions and small group support.
C	Language and communication difficulties will be addressed promptly with timely intervention. A maximum of 30% of pupils will be below or significantly below at the end of the year.	£5000 cost of TA to deliver sessions. Cost of materials met by Government. Time out of class for staff to train.
D	Identified pupils will make accelerated progress so that their attainment is in line with their peers.	£38000 for TA time to run interventions across KS1 and KS2.
E	PP pupils will have access to interventions to support their social, emotional and mental health. Prosocial behaviour scores will improve and outcomes from SDQs will improve.	TA to lead SEMH interventions £19,000 Counsellor £3000 PSA to provide 1 to 1 support and support to families £12,000
Total Budget Spent		£85000

Additional Funding Supporting Provision
School budget will support the additional costs associated with delivering the plan.

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Committee Members: Neil Boyd

Pupil Premium Monitoring Visit

Autumn: 12th November 2020

Spring:

Summer: 10th June 2021

Autumn Summary

We have not been able to evaluate the impact of the 2019-2020 pupil premium allocation as we did not have a full year in school. Therefore, many of the actions were not completed and we have no data that we can use to measure the effectiveness of the spending.

Explained about the fact that we have no end of 2020 data to be able to set aspirations for 2021. Actions that have been identified have come from September teacher assessment data and the gaps in knowledge and skills that we have identified.

Discussions around provision for LAC pupils (1 primary and 1 nursery). A PEP is in place and an intervention plan for the primary aged pupil. We are waiting for advice and support from the Early Years PEP team around the PEP and provision for the Early Years pupil as we have never had an Early Years PEP before.

Spring Summary

No monitoring visit this term due to partial school closures.

Summer Summary

Discussed the progress towards targets so far using the available data. There was some pleasing progress made towards targets during the autumn term. Also had a discussion around how the partial school closures for the majority of the spring term have impeded our ability to run necessary interventions.

Therefore, there has been limited progress towards targets and limited progress made.

For the next strategy, there will be no statutory assessment data, only teacher assessment. This will be used to set new targets along with other evidence gathered from monitoring and evaluation. Some discussion was had around what the next targets might be.

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Review Date	July 2021
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