

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Sunnybrow Primary School
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Suzanne Binks
Pupil premium lead	Suzanne Binks
Governor / Trustee lead	Neil Boyd

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,905
Recovery premium funding allocation this academic year	£8700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£74,605

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to provide a high quality education for all pupils in our school with good quality teaching being central to this aim. Teachers will carefully assess the needs of the children and plan learning opportunities to cater to these needs and will not make assumptions because a child is or is not disadvantaged. Our disadvantaged pupils will be appropriately challenged in their learning and they will be encouraged and supported to succeed. Interventions and support will be provided where appropriate. In our school, we all recognise that raising attainment, including that of disadvantaged pupils, is the responsibility of us all.

Our school has a very high proportion of disadvantaged pupils and a number of pupils who have a social worker. Part of this plan is to ensure that these pupils have access to, not only a good quality of education, but also the social, emotional and mental health support that they need.

The covid pandemic and resulting partial school closures has resulted in a definite detrimental impact on our usual levels of attainment. There were varying levels of engagement among our families which caused some gaps developing in the attainment of pupils upon return to school which did not previously exist. Our Pupil Premium Strategy works to support wider recovery plans across the school so that the children who have been the most impacted by the pandemic, including disadvantaged pupils, can make progress and achieve well.

Comparisons between disadvantaged and non-disadvantaged pupils should be made with caution as we have such small numbers of non-disadvantaged pupils in most year groups.

2021 Year 1 data should be interpreted with caution as there are only 2 pupils in the year group.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that speech, language and communication skills are underdeveloped on entry in to EYFS. This is more prevalent in disadvantaged pupils than in non-disadvantaged pupils.
2	Assessments and observations show that a greater proportion of disadvantaged than non-disadvantaged pupils <b>fail to</b> meet the expected standard in phonics. 37% of disadvantaged pupils met the expected standard compared to 100% of non-disadvantaged pupils at the end of EYFS 2021.
3	Internal assessments show that attainment in reading, writing and maths are significantly lower than pre-pandemic levels of attainments. They also show that, in

	most year groups, the proportion of disadvantaged pupils reaching the expected standard is lower than that of non-disadvantaged pupils.
4	Pupil, staff and parent surveys, discussions and observations indicate that the social, emotional and mental health of pupils has been affected by the pandemic. A number of our disadvantaged pupils also face significant challenges in their home lives.
5	2020 – 2021 Attendance data evaluation shows that the attendance rates for disadvantaged pupils is lower than that of non-disadvantaged pupils – 92.8% compared to 96.5%. Persistent absence rates for disadvantaged pupils are significantly higher than for non-disadvantaged pupils – 92% of our persistent absentees are disadvantaged.

## 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
Improved language and communication	Assessments and observations show that the language and communication skills of disadvantaged pupils improve significantly and the gap between disadvantaged pupils and non-disadvantaged pupils narrows.
Improved phonics outcomes.	Phonics outcomes in 2024-2025 show that 90% of disadvantaged pupils pass the Year 1 phonics screening check.
Improved outcomes in reading, writing and maths by the end of KS2.	KS2 SATs outcomes in 2024-2025 show that more than 80% of pupils reach the expected standard in reading, writing and maths.
Provision for SEMH difficulties embedded across the school.	Observations, questionnaires and referral data for 2024-2025 shows that children feel well supported and significant SEMH needs are less prevalent in school.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	2024 – 2025 attendance data shows that the gap attendance rates for disadvantaged pupils is equal that of non-disadvantaged pupils.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated phonics scheme and accompanying reading books to strengthen phonics provision.	Phonics is an important and effective component in the early development of reading, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children making connections between the sound patterns they hear in words and the way these words are written. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
Training for school staff to deliver effective school-led tutoring	Providing training to the staff that deliver small group support is likely to increase impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase the Nessy reading and spelling programme to further support KS2 pupils.	Dyslexia SPELD Foundation (DSF) The Clackmannanshire study of the effectiveness of a synthetic phonics program The Rose Report The National Reading Panel Report 2000 International Dyslexia association, Effective Reading Instruction Understanding Learning Difficulties – A Guide for Parents produced by SPELD The University of Oregon’s DIBELS Data System holds records from over 22,000 schools	3
Phonics catch-up sessions delivered daily for children	Targeted deployment, where teaching assistants deliver interventions to small groups has a higher impact. The	2

who require additional support.	average impact of the deployment of teaching assistants is about an additional four months progress over a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
Targeted intervention planned and delivered in small groups.	The average impact of small group tuition is an additional 4 months progress, on average, over the course of a year. Evidence shows that small group tuition is effective. Small group support can be effectively targeted at pupils from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3
Deliver NELI sessions with identified children in EYFS and Year 1 to improve their language and communication skills.	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1

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

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
A member of the SLT to complete Youth Mental Health First Aid Training so they can lead SEMH provision effectively across school.	Social and emotional learning approaches have a positive outcome of 4 months additional progress in academic outcomes over the course of an academic year impact, on average. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4
All staff members to complete Mabel SEMH training so they	Social and emotional learning approaches have a positive outcome of 4 months additional progress in academic outcomes over the course of an academic year impact, on average.	4

can identify and support pupils with SEMH needs.	Providing training to the staff that deliver small group support is likely to increase impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
Gain the Wellbeing Award for Schools by ensuring that robust strategies are embedded across school to effectively support pupils with SEMH needs.	Social and emotional learning approaches have a positive outcome of 4 months additional progress in academic outcomes over the course of an academic year impact, on average. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to academic scores. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4
PSA to liaise with families to support with parental engagement and to provide additional support to families in crisis.	The average impact of a parental engagement approach is about an additional four months progress over a year. There are also higher impacts for pupils with prior low attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4 and 5
Embed principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

**Total budgeted cost: £75,042**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 and 2021 – 2022 academic years.

#### Impact on pupils in 2021 – 2022

#### Impact on pupils in 2022-2023 (completed 13.06.23)

Assessments and observations show that the language and communication skills of disadvantaged pupils improve significantly and the gap between disadvantaged pupils and non-disadvantaged pupils narrows. Speaking – cohort overall 71%, disadvantaged pupils 67%, non-disadvantaged pupils 100%. Listening, attention and understanding – cohort overall 71%, disadvantaged pupils 67%, non-disadvantaged pupils 100%. This does show that there is still a gap between disadvantaged and non-disadvantaged pupils. However, 2 of the pupils who did not meet the expected standard at the end of EYFS are on the SEND register for speech, language and communication difficulties and both are also disadvantaged pupils.

Speaking-cohort overall 90%, 100% non-disadvantaged pupils, 83% disadvantaged pupils

Listening, attention and understanding-cohort overall 81.8%, 100% non-disadvantaged pupils, 66.7% disadvantaged pupils.

This does show that there is still a gap between disadvantaged pupils and non-disadvantaged pupils. However, the pupil who didn't meet the expected standard for speaking is on the SEND register with an identified speaking need. Both pupils who didn't meet the expected standard for listening and attention are both summer birthdays and still very young.

Phonics outcomes in 2024-2025 show that 90% of disadvantaged pupils pass the Year 1 phonics screening check. 77% of the cohort overall met the expected standard in the Year 1 phonics screening check compared to 70% of disadvantaged pupils.

58% (4/7 children) of the overall cohort reached the expected standard in the Year 1 phonics screening test. 75% of the pupils were disadvantaged compared to 25% non-disadvantaged pupils.

42% of the overall cohort did not meet the expected standard in the Year 1 phonics screening check. All 42% (3 children) are disadvantaged. 1 pupil is from the travelling community and has only been in school for 135 hours this academic year.

KS2 SATs outcomes in 2024-2025 shows that more than 80% of pupils reach the expected standard in reading, writing and maths. Reading and writing– 77% of the cohort but only 40% of FSM pupils reached the expected standard. GPS84% of the cohort but only 60% of FSM pupils met the expected standard. Maths – 61% of the cohort but only 20% of the FSM pupils met the expected standard.

At the time of writing (13.06.23), we currently only have Writing teacher assessment data. 64% of the overall cohort reached the expected standard in writing. 72% of the pupils were disadvantaged compared to 28% non-disadvantaged. 36% of the overall cohort did not meet the expected standard in writing. All 36% of the pupils are disadvantaged.

Observations, questionnaires and referral data for 2024-2025 shows that children feel well supported and significant SEMH needs are less prevalent in school. In the January 2023 pupil questionnaire, 94% of pupils said they feel happy and safe at school and 97% of pupils said that school helps them to look after themselves. 67% of parents felt that provision for SEMH is good in school.

2024 – 2025 attendance data shows that the gap attendance rates for disadvantaged pupils is equal that of non-disadvantaged pupils.

As of writing, (13.06.23) there is a gap between the attendance rates for disadvantaged and non-disadvantaged pupils.

**Impact on pupils in 2020 – 2021**

Progress and attainment in phonics will be accelerated with increasing proportions of pupils working at the expected standard at the end of the year. Baseline data - EYFS – 70% below. 30% sig below. Year 1 – 100% sig below. Year 2 - 42% expected. 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. Baseline data - 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% 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. Baseline data - 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, 10% below. Understanding – 10% sig below, 10% below. Speaking – 20% sig below, 10% below.

Identified pupils will make accelerated progress so that their attainment is in line with their peers. 79% of all identified pupils made accelerated progress.

## Externally provided programmes

Programme	Provider
Nessy Reading and Spelling	Nessy Learning

