

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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 | 72 |
| Proportion (%) of pupil premium eligible pupils | 70% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Claire Sim |
| Pupil premium lead | Claire Sim |
| Governor / Trustee lead | Neil Boyd |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £80,824 |
| Recovery premium funding allocation this academic year | £7, 830 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £88, 654 |

Part A: Pupil premium strategy plan

Statement of intent

At the heart of everything we do at Sunnybrow, is the drive to ensure that **all** our children reach their full potential by being Empowered to Exceed. Sunnybrow children **will** be a powerful force to be reckoned with as they enter the adult world. They will have a strong moral compass and be able to think 'big' so that they can progress onto the next chapter of their lives with the knowledge, skills and experience to achieve their dreams.

We see the raising of attainment for disadvantaged children as part of our commitment to ensuring every child in our school family has the chance to shine. We strive to achieve excellence for all by:

- Promoting an ethos of excellence and achievement for **all** children. No child is stereotyped because of their background.
- Placing an emphasis on the unique child. We get to know all of our children and their families very well so we can break down barriers and tailor support specifically to each individual need.
- Providing a high quality education for **all** pupils in our school with good quality teaching and assessment being central to this aim. Our disadvantaged pupils will be appropriately challenged in their learning and they will be encouraged and supported to succeed.
- Providing high quality interventions and support where appropriate.
- Promoting and nurturing every child emotional wellbeing and mental health.

The covid pandemic and resulting partial school closures did result 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.

In our school, we all recognise that raising attainment, including that of disadvantaged pupils, is the responsibility of us all.

Challenges

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

| Challenge number | Detail of challenge |
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| 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. |

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| 2 | Assessments and observations show that a greater proportion of disadvantaged than non-disadvantaged pupils do not meet the expected standard in phonics at the end of Year 1. |
| 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 | Children’s mental health and wellbeing continues to be a challenge and, with the ever growing concerns in relation to the cost of living crisis for parents, this remains a priority. |
| 5 | 2022 – 2023 Attendance data evaluation shows that the attendance rates for disadvantaged pupils is lower than that of non-disadvantaged pupils. Persistent absence rates for disadvantaged pupils are significantly higher than for non-disadvantaged pupils. |
| 6 | A lack of enrichment opportunities particularly affects disadvantaged pupils which impacts directly on their language development, social skills and overall attainment. |

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 2025-2026 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 2025-2026 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 2025-2026 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. | 2025 – 2026 attendance data shows that the gap attendance rates for disadvantaged pupils is equal that of non-disadvantaged pupils. |
| Improved enrichment opportunities will impact directly on the language, social skills and attainment of disadvantaged pupils. | Children will have the opportunity to experience a wider range of enrichment activities. Observations, questionnaires and anecdotal evidence will show increased pupil confidence |

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| | and self-esteem and overall increase in attainment. |
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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: £47,399

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Re-purchase subscription for Little Wandle Phonics scheme and all staff to complete new refresher training. | 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 2 |
| Invest in high-quality CPD for teaching staff and support staff to ensure all staff are skilled and knowledgeable | Great Teaching Toolkit 2020 (Rob Coe) Sutton Trust Sutton Trust-additional 5 months progress | 1, 2, 3, |
| Purchase standardised diagnostic assessments Purchase Arbor tracking and assessment system Training for staff to ensure consistency in assessment and tracking procedures throughout KS1 and KS2 | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Providing pupils with high quality feedback ensures progress in lessons EEF Toolkit-Feedback-additional 6 months progress | 2, 3, |
| Member of staff to complete Leading Improvement in Spoken Language training | This training package is based on evidence from the Oracy APPG Speak for Change Inquiry: https://oracy.inparliament.uk/speak-for-change-inquiry | 1, 3 |
| EYFS to be trained in using the SHREc approach to language development | The Shrec approach is 4 evidence-informed strategies to promote high-quality interactions with young children. https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children | 1 |

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| Enhancement of our reading teaching and curriculum planning in-line with DfE and EEF guidance | The DfE non-statutory guidance (The Reading Framework, drawing on evidence-based approaches: The Reading Framework:- www.gov.uk The EEF guidance is based on a range of the best available evidence: (Reading comprehension strategies: https://educationendowmentfoundation.org.uk) | 2, 3 |
| Purchase additional high quality reading scheme books to create a reading spine of appropriate texts for children post-phonics | The new reading framework explains the importance of having appropriate resources at the right stage of reading. Well organised resources will allow children to apply what they have been taught. The Reading Framework:- www.gov.uk | 2, 3 |
| Employ 0.4 Teacher Mentor to support the development of high quality teaching and learning across school | Effective Professional Development: https://educationendowmentfoundation.org.uk/ | 2, 3 |
| Employ 1 Additional FTE Teaching Assistant to support pupil premium children to make the required progress | EEF Toolkit Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/ EEF Guidance Reports TAs | 1, 2, 3 |

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

Budgeted cost: £24,896

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Phonics catch-up sessions delivered daily for children who require additional support. | Targeted deployment, where teaching assistants deliver interventions to small groups has a higher impact. The average impact of the deployment of teaching assistants is about an additional four months progress over a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 2 |
| Targeted intervention | The average impact of small group tuition is an additional 4 months progress, on average, over the course of a year. | 3 |

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| planned and delivered in small groups. | Evidence shows that small group tuition is effective. Small group support can be effectively targeted at pupils from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | |
| Purchase credits and deliver Mable sessions with identified children to improve their language and communication skills. Develop Shrec approach in EYFS Deliver speaking, listening and communication interventions for children with identified need. | 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1 |

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

Budgeted cost: £16, 487

| 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4 |
| All staff members to complete Mabel SEMH training so they can identify and 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. Providing training to the staff that deliver small group support is likely to increase impact. | 4 |

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| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | |
| Gain the Rainbow Flag Award for Schools to increase pupils understanding of diversity and further support emotional wellbeing and mental health | 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 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 |
| School to offer free breakfast club places to some PP children/children with persistent absenteeism | Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by an equivalent 2 months progress over the course of a year according to the results of a randomised controlled trial published by the EEF in November 2016. | 5 |
| Create a contingency fund for any issues that arise within our families | Based on our experience and those of similar schools to ours, we have identified a need to set aside a small amount of funding to allow us to quickly respond to needs that have not yet been identified, e.g. providing a child with a warm winter coat. | All |
| To enhance our cultural enrichment opportunities and make them accessible to all children by subsidising trips, residential visits, clubs, uniform etc | EEF Essential life skills https://educationendowmentfoundation.org.uk/ | 6 |

Total budgeted cost: £88,782

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 2023-2024 year

Impact on Pupils 2023-2024

1. 100% of pupils reached a good level of development in EYFS in July 2024. However, this is only based on 4 children and there were a significant number of children in Nursery with language and communication difficulties. In-house assessment demonstrates that children do make good progress in language and communication from their starting points. Monitoring visits from our EDP also confirmed that the EYFS is a language-rich environment, where children are engaged in high quality dialogue and interaction. Despite this, SLC remains our primary need across school. This years (24-25) school development plan has an outcome specifically focused on developing a cohesive, well-sequenced and challenging curriculum for spoken language across school, so we can ensure good quality talk remains high profile once children leave EYFS.
2. 75% of children in Year 1 achieved the phonics check pass mark. 5/8 (63%) of the disadvantaged children achieved the mark. This is below the National Average figure, and also means that ¼ of the cohort did not achieve the standard, but data needs to be treat with caution, as this is only based on 12 pupils.
3. 58% of the Y6 cohort reached age-related expectations in R/W/M combined in 2023-2024. Teacher Assessment had 67% of the children securing the standard but one child was ill on the day of the Reading test and missed out on the expected score by a few marks, despite being a competent reader. In-house data demonstrates that all of the pupils who did not achieve the expected score did made good progress from their initial starting points.
4. In our July 2024 Pupil voice questionnaire, 90.1% of children said they feel happy or mostly happy at school and 96.7% of children say teachers listen to their worries and take them seriously.
5. Last year, both the attendance for pupil premium (94.3%) and non-pupil premium (95.5%) children were above National Average. There was a gap of 1.2%.
6. In-house pupil progress data demonstrates that children are making good progress from their starting points. Pupil voice demonstrated that 90.1% of pupils were happy or mostly happy at school. 90.1% of pupils found lessons fun and enjoyable. Parent voice supported this with 100% of parents agreeing that their children liked school most days and felt safe at school. 97.1 either strongly agreed or agreed that the school provides a good range of clubs and trips for children.

Externally provided programmes

| Programme | Provider |
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| Little Wandle | Little Wandle Trust |
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