

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	%
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
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 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

and self-esteem and overall increase in attainment.

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) <u>Sutton Trust</u> 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

<p>Enhancement of our reading teaching and curriculum planning in-line with DfE and EEF guidance</p>	<p>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)</p>	<p>2, 3</p>
<p>Purchase additional high quality reading scheme books to create a reading spine of appropriate texts for children post-phonics</p>	<p>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</p>	<p>2, 3</p>
<p>Employ 0.4 Teacher Mentor to support the development of high quality teaching and learning across school</p>	<p>Effective Professional Development: https://educationendowmentfoundation.org.uk/</p>	<p>2, 3</p>
<p>Employ 1 Additional FTE Teaching Assistant to support pupil premium children to make the required progress</p>	<p>EEF Toolkit Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/ <u>EEF Guidance Reports TAs</u></p>	<p>1, 2, 3</p>

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
<p>Phonics catch-up sessions delivered daily for children who require additional support.</p>	<p>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</p>	<p>2</p>
<p>Targeted intervention</p>	<p>The average impact of small group tuition is an additional 4 months progress, on average, over the course of a year.</p>	<p>3</p>

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

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

Budgeted cost: £16, 487

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A member of the SLT to complete Youth Mental Health First Aid Training so they can lead SEMH provision effectively across school.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>
<p>All staff members to complete Mabel SEMH training so they can identify and support pupils with SEMH needs.</p>	<p>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.</p> <p>Providing training to the staff that deliver small group support is likely to increase impact.</p>	<p>4</p>

	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 2020 to 2021 and 2021 – 2022 and 2022-2023 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. GPS 84% 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
Little Wandle	Little Wandle Trust

