

Pupil premium strategy statement – Sunnyside Primary Academy

This statement details our school's use of pupil premium (and recovery 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 | 375 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 -2023 2023-2024 2024-2025 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Clare Ley |
| Pupil premium lead | Clare Ley |
| Governor / Trustee lead | Greenwood Academies Trust |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 107670 |
| Recovery premium funding allocation this academic year | £ 10730 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £ 0 |
| Total budget for this academic year <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> | £ 118400 |

Part A: Pupil premium strategy plan

Statement of intent

At Sunnyside Primary Academy our vision is 'Excellence in Everyone'. We aim to ensure that all children have access to and engage with an excellent, high-quality education which offers opportunities for them to achieve their full potential both academically and socially. We aim for children to be inspired, develop a curiosity and love for learning which develops their knowledge and skills and sets in place the foundations for future success in future education and future employment.

Our pupil premium is rooted in knowing our children well, both those who receive pupil premium but also those who are identified as vulnerable but may not be in receipt of pupil premium funding and therefore focuses on developing teachers and support staff so that they positively impact more than just those identified as disadvantaged. We want all children to access excellent teaching and learning by delivering a high-quality, relevant curriculum.

We aspire to ensure that all children are enabled and supported to reach their academic potential and through effective use of data and targeted interventions, gaps identified are responded to in a timely and effective way and that the difference between the attainment of disadvantaged and non-disadvantaged is addressed.

For the period of this strategy plan, we have identified the key challenges for us disadvantaged pupils as:

- Widening learning gaps remain as a result of partial school closures and national lockdowns (as a response to the Coronavirus pandemic).
- Impact on pupils' physical and mental wellbeing because of restrictions put in place as a response to the Coronavirus pandemic.
- Higher proportion of disadvantaged children also having additional SEND needs.
- Lower levels of regular attendance at school and increased levels of persistent absence.
- Disadvantaged pupils' levels of independent reading and interaction with quality texts has been identified.

To ensure our strategies are effective, we will:

- Be responsive to both common challenges and our pupils' individual needs.
- Use diagnostic assessment to identify gaps in learning and target intervention.
- Ensure disadvantaged pupils are challenged in the work they are set.
- Work with families to overcome wider barriers to learning.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | There is an attainment gap between disadvantaged and non-disadvantaged children. Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. EEF Research |
| 2 | A high percentage of pupils in the school who are eligible for PP require a high level of additional pastoral support to access learning. |
| 3 | Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance |
| 4 | Higher % of PP children also identified as having SEND compared to non-PP. |
| 5 | Lack of rich language and use of interesting vocabulary hinders access to standardised tests (maths and reading) oral skills in EYFS are low This slows reading progress in subsequent years. Phonics development and then reading progress in subsequent years requires further acceleration. The love of reading isn't always evident as pupils don't always read at home. |

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 (Link this to the challenges – with a number reference) Align challenge with outcome. | Success criteria |
|---|---|
| Progress and attainment in reading writing and maths in line with all pupils. Gaps close between disadvantaged and non-disadvantaged in all subjects. PiXL QLA analysis over time shows a reduction in learning gaps. | <ul style="list-style-type: none"> Identification of children falling behind through formative and summative assessment Targeted academic support for individuals and small groups of underachieving disadvantaged children. Evidence of raised attainment This bit goes in the opposite column. KS1 KS2 show improvement and targets met Mastering number. |

| | |
|---|---|
| | <p>PiXL QLA analysis over time shows a reduction in learning gaps. End of Key Stage outcomes show disadvantaged learners attain in line with non-disadvantaged pupils nationally.</p> |
| <p>Pupils are physically and mentally healthy so barriers to learning are reduced.</p> <p>Pupils with other barriers such as pastoral needs are also identified and supported through pastoral support programmes</p> | <p>Evaluative data demonstrates positive impact of interventions on pupils in physical and mental health → Evidence of impact (Boxall, SDQ)</p> <p>Evidence of the use of 1:1 and group support improving opportunities for readiness for learning and increased attainment.</p> <p>Evaluative data demonstrates positive impact of interventions on pupils in well being mentor programme.</p> |
| <p>PP children to improve levels of attendance and punctuality.</p> | <p>Disadvantages pupils' rates or attendance and rates of persistent absence are in line with those of non-disadvantages pupils nationally. Disadvantaged pupils have equality of opportunity.</p> <p>Improved attendance for pupils eligible for PP. Reduction in number of recorded 'lates'</p> |
| <p>Increased identification and support for pupils eligible for Pupil Premium (PP) by ensuring a higher percentage of these children with Special Educational Needs and Disabilities (SEND) are identified and supported, compared to non-PP students</p> | <p>Impact of screening in Early year increases identification of Pupil Premium (PP) students with Special Educational Needs and Disabilities (SEND) compared Proportionate Support.</p> <p>Impact of effectiveness of tailored interventions and support mechanisms for PP students with SEND, results in % improvement in their academic and well-being outcomes.</p> <p>Staff Training:</p> <p>Provide training for educators to enhance their ability to identify and support the specific needs of PP students with SEND, fostering a more inclusive learning environment.</p> <p>Increase parental awareness and involvement in the identification and support process for PP students with SEND, aiming</p> |

| | |
|--|---|
| | <p>for a rise in parental engagement compared to the previous academic year.</p> <p>Establish a systematic process for regular monitoring of the academic and social progress of PP students with SEND, ensuring timely adjustments to support strategies based on their evolving needs.</p> <p>Inclusive practices within the school culture, are embedded ensuring that the learning environment is responsive to the diverse needs of PP students with SEND.</p> |
| <p>Improved oral skills and vocabulary is evident in Early years communication and language and in reading results (including phonics) for the disadvantaged across the academy.</p> | <p>Year 1 phonics shows PP are broadly in line with their peers.</p> <p>Data shows the pupils have made good progress from their baselines.</p> <p>Outcomes in reading attainment for disadvantaged shows improvement from their baseline.</p> <p>Where attainment gaps exist, these have been narrowed.</p> |

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: £ 79202

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Embed whole school approach to reading and specifically the teaching of</p> | <p>The school supports the academic research evidence on the importance of reading approaches and the teaching of phonics, and the school will implement these recommendations.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 4</p> |

| | | |
|---|---|------------|
| <p>phonics and reading comprehension.</p> <p>Twinkl Phonics Training Purchase of Accelerated Reader Training and embedding the use of Accelerated reader for diagnostic assessment and targeted</p> | <p>EEF Reading: Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Consistency in phonics approach is expected by the DfE based on research evidence</p> <p>DFE – Phonics provides pupils with the building blocks they need to read fluently and confidently, as well as aiding future learning and giving them the tools they need to express themselves.</p> <p>Reading framework July 2021 –</p> <p>Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.</p> <p>EEF findings Teaching and Learning Toolkit – phonics – low cost, high impact +5</p> | |
| <p>Continued participation in Enigma Maths Hub CPD for staff on Maths's mastery Implementing Mastering Number and engagement with Teacher Work groups</p> | <p>The work of the NCETM and the teaching for mastery approach emphasises key aspects such as keeping the whole class together and ensuring conceptual understanding through physical representation and the use of manipulatives. This benefits all pupils but can be hugely beneficial for children with additional needs.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Teaching mathematics in primary schools - GOV.UK (www.gov.uk)</p> | 1, 4 |
| <p>Develop high quality curriculum delivery through staff development on teaching and learning.</p> | <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>Evidence reviews: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)</p> | 1, 2, 4, 5 |
| <p>Teachers released from class to give one to one and small group support.</p> | <p>One to one tuition EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1, 5, 6 |

| | | |
|---|--|--|
| To maximise progress in phonics | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | |
| Small group/TA/HLTA intervention To maximise progress in phonics Development of 'Time to Talk | Pupil conferencing termly. School data shows that pupils achieving phonics screen in year one are more likely to develop their reading skills achieving a pass in KS1 SATs. EEF findings Teaching and Learning Toolkit – oral language interventions – low cost, high impact +6 EEF findings Teaching and Learning Toolkit – phonics – low cost, high impact +5 | |

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

Budgeted cost: £ 15000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Use data effectively to target PiXL interventions to close the GAP Additional staff to deliver interventions. | Targeted interventions based on robust assessment data can support children to close the gaps in their learning. This can be achieved through small group interventions or 1-1 support. Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) | 1,4,5, 6 |
| To employ Well-being mentor to support children's pastoral needs that may be a barrier to learning | Awareness of the factors that can affect children's readiness to learn include, family breakdown, deprivation, housing, safeguarding, migration, and English as an additional language. Support can be in the form of EHAs, behaviour interventions and work with the attendance officer and Family Support Worker. The Relationship between Children's Wellbeing and their Educational Outcomes (publishing.service.gov.uk) | 3,6 |

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

Budgeted cost: £ 12898

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Employment of sports coaches to deliver wellbeing sessions | The Relationship between Children's Wellbeing and their Educational Outcomes (publishing.service.gov.uk) | 2,6 |
| Ensure that work of the attendance officer implements the good practice set out in government guidance to support attendance for children and families. | Missing school means missing out and the evidence suggests children who attend school regularly achieve better than those whose attendance is lower. Working together to improve school attendance - GOV.UK (www.gov.uk) | 3,6 |
| Introduction of pupil premium passport – support for trips and residential | Children benefit from attending breakfast club, after school club, trips and residential. Association between breakfast consumption and educational outcomes in 9–11-year-old children Public Health Nutrition Cambridge Core The Educational Value of Field Trips: Advantages and Disadvantages Research.com | 2,6 |
| Family Support Worker with Learning Mentor provision | The Relationship between Children's Wellbeing and their Educational Outcomes (publishing.service.gov.uk) | 2,3,6 |

Total budgeted cost: £ 107100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| <p>Gaps in learning in the core subjects of reading, writing and maths are significantly reduced for disadvantaged learners.</p> | <p>PP children attained well in KS2 statutory Tests, and progress for the majority of pupils is line with non disadvantaged children. Attainment for PP children is still too low compared with non PP children.</p> <table border="1"> <caption>Reading</caption> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (16 pupils, Average: EXS)</td> <td>13%</td> <td>6%</td> <td>63%</td> <td>19%</td> </tr> <tr> <td>Not Pupil Premium (36 pupils, Average: EXS)</td> <td>11%</td> <td>25%</td> <td>28%</td> <td>36%</td> </tr> </tbody> </table> <table border="1"> <caption>Writing</caption> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (16 pupils, Average: EXS)</td> <td>13%</td> <td>6%</td> <td>75%</td> <td>6%</td> </tr> <tr> <td>Not Pupil Premium (36 pupils, Average: EXS)</td> <td>25%</td> <td>14%</td> <td>36%</td> <td>25%</td> </tr> </tbody> </table> <table border="1"> <caption>Maths</caption> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (16 pupils, Average: EXS)</td> <td>13%</td> <td>25%</td> <td>56%</td> <td>6%</td> </tr> <tr> <td>Not Pupil Premium (36 pupils, Average: EXS)</td> <td>19%</td> <td>19%</td> <td>39%</td> <td>22%</td> </tr> </tbody> </table> | Group | Well below | Just below | Expected | Above | Pupil Premium (16 pupils, Average: EXS) | 13% | 6% | 63% | 19% | Not Pupil Premium (36 pupils, Average: EXS) | 11% | 25% | 28% | 36% | Group | Well below | Just below | Expected | Above | Pupil Premium (16 pupils, Average: EXS) | 13% | 6% | 75% | 6% | Not Pupil Premium (36 pupils, Average: EXS) | 25% | 14% | 36% | 25% | Group | Well below | Just below | Expected | Above | Pupil Premium (16 pupils, Average: EXS) | 13% | 25% | 56% | 6% | Not Pupil Premium (36 pupils, Average: EXS) | 19% | 19% | 39% | 22% |
|---|--|------------|------------|------------|----------|-------|---|-----|----|-----|-----|---|-----|-----|-----|-----|-------|------------|------------|----------|-------|---|-----|----|-----|----|---|-----|-----|-----|-----|-------|------------|------------|----------|-------|---|-----|-----|-----|----|---|-----|-----|-----|-----|
| Group | Well below | Just below | Expected | Above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium (16 pupils, Average: EXS) | 13% | 6% | 63% | 19% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not Pupil Premium (36 pupils, Average: EXS) | 11% | 25% | 28% | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Group | Well below | Just below | Expected | Above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium (16 pupils, Average: EXS) | 13% | 6% | 75% | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not Pupil Premium (36 pupils, Average: EXS) | 25% | 14% | 36% | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Group | Well below | Just below | Expected | Above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium (16 pupils, Average: EXS) | 13% | 25% | 56% | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not Pupil Premium (36 pupils, Average: EXS) | 19% | 19% | 39% | 22% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Pupils are physically and mentally healthy.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Pupils attend school regularly and do not have sustained periods of absence.</p> | <p>Families and children have benefitted from the pastoral support that is offered in the school, through learning mentors, family support work and SEND support. This has seen a reduction in exclusions and improved behaviour in school.</p> <p>Breakfast club and after school clubs continue to be well attended and this supports attendance and offer for disadvantaged pupils</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Develop a whole school approach to the teaching of reading, to include the teaching of phonics and reading comprehension strategies.</p> | <p>Training and support for the development of phonics has been positively received and implemented in school and is having a positive impact on pupil outcomes although attainment gap still remains between PP and Non PP pupils</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Externally provided programmes

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

| Programme | Provider |
|--------------------|-----------------|
| Twinkl Phonics | Twinkl |
| Accelerated reader | Renaissance |
| Kinetic Letters | Kinetic Letters |
| Kapow Primary | Kapow Primary |