

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	Sunnyside Primary Academy
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Karen Rolf
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 87 429
Recovery premium funding allocation this academic year	£ 8 990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 96 419

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

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

- Widening learning gaps created by partial school closures and national lockdowns (as a response to the Coronavirus pandemic);
- Impact on pupils' physical and mental wellbeing as a result of restrictions put in place as a response to the Coronavirus pandemic;
- Lower levels of regular attendance at school and increased levels of persistent absence;

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	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 evidence
2	Pupils' reduced physical well being, social and emotional wellbeing and increased anxiety as a result of restrictions brought about in response to the Coronavirus pandemic. Children In Need Covid19 impact report
3	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. 2020-21 attendance summary:

		Attendance	Authorised absence	Unauthorised absence	Persistent Absence
	All (290)	95.47%	3.48%	1.05%	10.69%
	Pupil Premium (53)	92.44%	4.46%	3.10%	20.75%
	Non-Pupil Premium (237)	96.10%	3.28%	0.62%	8.44%
4	Disadvantaged pupils' levels of independent reading and interaction with quality texts has been negatively affected as a result of national lockdowns and partial school closures.				

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
Gaps in learning in the core subjects of reading, writing and maths are significantly reduced for disadvantaged learners.	<p>PiXL QLA analysis is used to target pupils for quality intervention in reading, writing and maths.</p> <p>PiXL QLA analysis over time shows a reduction in learning gaps.</p> <p>End of Key Stage outcomes show disadvantaged learners attain in line with non-disadvantaged pupils nationally.</p>
Pupils are physically and mentally healthy.	<p>Individual pupils and groups of pupils are supported by external sports coaches to improve physical and mental wellbeing.</p> <p>Pupils are physically and mentally healthy, so barriers to learning are reduced.</p>
Pupils attend school regularly and do not have sustained periods of absence.	<p>School systems track attendance robustly.</p> <p>Families engage with the academy's Family Support Worker in order to improve attendance.</p> <p>Disadvantages pupils' rates or attendance and rates of persistent absence are in line with those of non-disadvantages pupils nationally.</p>
Pupils have school uniform and access to extra-curricular activities and trips.	<p>Disadvantaged pupils have equality of opportunity.</p>
Develop a whole school approach to the teaching of reading, to include the teaching of phonics and reading comprehension strategies.	<p>The whole academy approach to teaching reading is structured and robust.</p> <p>KS1 phonics assessment scores reduce the attainment gap between disadvantaged pupils and their peers.</p> <p>End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally.</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: £60,549.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of whole school approach to reading and specifically the teaching of phonics and reading comprehension.	<p>EEF phonics, +5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF reading comprehension strategies, +6 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	4, 1

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

Budgeted cost: £2,400 + £8,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of PiXL QLA evidence to identify individual pupil need and intervention.	EEF diagnostic assessment: https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf	1
Employment of additional teaching staff to deliver interventions	<p>EEF Feedback, +6 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF One-to-One tuition, + 5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1

Resources to support intervention and release time for pupil progress meetings to discuss pupil needs in depth and identify strategies in response		1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,479.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of sports coaches to deliver wellbeing sessions	EEF Social and emotional learning, +4 months: EEF One-to-One tuition, + 5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF Behaviour interventions, +4 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
Attendance	EEF Parental engagement, +4 months: EEF One-to-One tuition, + 5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3
Crisis support and equality of opportunity to extra-curricular activities and crisis support		3, 2

Total budgeted cost: £87 429 Pupil Premium Funding

£8 990 Recovery Premium Funding

Part B: Review of outcomes in the previous academic year

This information is published on the previous Pupil Premium template and is available on the Academy website.