

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	356
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£ 96950
Recovery premium funding allocation this academic year	£ 10150
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>	£ 107100

Part A: Pupil premium strategy plan

Statement of intent

At Sunnyside Primary Academy our vision is that 'Together we achieve'. 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 receiving 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	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	Pupils reduced physical well-being, social and emotional wellbeing, and increased anxiety because of restrictions brought about in response to the Coronavirus pandemic. Covid Impact Children in Need Research
3	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance
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.
5	Higher % of PP children also identified as having SEND compared to non-PP.
6	A significant percentage of pupils in the school who are eligible for PP require a high level of additional pastoral support to access learning.

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
<p>PiXL QLA analysis is used to target pupils for quality intervention in reading, writing and maths. PiXL QLA analysis over time shows a reduction in learning gaps.</p> <p>Targeted academic support for individuals and small groups of underachieving disadvantaged children.</p> <p>Identification of children falling behind through formative and summative assessment</p>	<p>Gaps in learning in the core subjects of reading, writing and maths are significantly reduced for disadvantaged learners → Evidence of raised attainment</p> <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>
Children identified as having additional needs, including SEND and EAL are	Vulnerable pupils, those identified with additional pastoral, EAL learners or

<p>supported by the school and external agencies to ensure that they make good progress.</p> <p>Pupils with other barriers such as pastoral needs are also identified and supported through pastoral support programmes or referrals to outside agencies</p> <p>Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources</p> <p>Pupils are physically and mentally healthy so barriers to learning are reduced.</p> <p>Individual pupils and groups of pupils are supported by external sports coaches to improve physical and mental wellbeing.</p>	<p>those with SEND achieve well and make good progress in line with their peers.</p> <p>.</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>Develop a whole school approach to the teaching of reading, to include the teaching of phonics and reading comprehension strategies. The whole academy approach to teaching reading is structured and robust.</p>	<p>The whole academy approach to teaching reading is structured and robust, children read widely, frequently and well in line with expected outcomes.</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>
<p>PP children to improve levels of attendance and punctuality.</p> <p>Pupils have school uniform and access to extra-curricular activities and trips</p>	<p>School systems track attendance robustly. Families engage with the academy's Family Support Worker in order to improve attendance. 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>Evidence of PP children with poor attendance being offered/attending breakfast club.</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>Implement whole school approach to reading and specifically the teaching of 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>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>EEF Reading: Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Continued participation in Enigma Maths Hub CPD for staff on Maths's mastery</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, 5, 6

Develop high quality curriculum delivery through staff development on teaching and learning.	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence reviews: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)	1, 5, 6
Recruitment of additional support staff to deliver interventions (LSA and HLTA)	One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 5, 6

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

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. This now need to be extended further and complemented with the introduction of accelerated reader to see greater benefits for the lower attaining readers in KS2.

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.

Breakfast club and after school clubs continue to be well attended and this supports attendance and offer for disadvantaged pupils.

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