

# Pupil Premium Strategy Statement – Sunnyside Primary Academy

This statement details our school's use of pupil 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	380
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Dale Johnson
Pupil premium lead	Katie Ridnell
Governor / Trustee lead	Vicci Godbold

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£114,125

# Part A: Pupil premium strategy plan

## Statement of intent

At Sunnyside Primary Academy, we recognise that approximately 20% of our pupils are classified as disadvantaged, reflecting the diverse socio-economic landscape of our community. Our dedicated staff team is fully committed to providing the highest level of support to every pupil, ensuring that all learners are engaged, motivated, and involved in their educational journey.

Our objectives for disadvantaged pupils at Sunnyside Primary Academy are:

1. **Academic Achievement:** To ensure that all disadvantaged pupils achieve or exceed age-related expectations in their academic subjects, closing the attainment gap with their peers.
2. **Social and Emotional Wellbeing:** To promote the social and emotional wellbeing of disadvantaged pupils, enabling them to develop resilience, self-esteem, and positive relationships.
3. **Life Skills Development:** To equip disadvantaged pupils with essential life skills that will support their future success, both in their next educational journey and in future employment.
4. **Parental Engagement:** To foster strong partnerships with families, ensuring that parents are actively engaged in their child's education and development.

Our Pupil Premium strategy is designed to achieve these objectives through a comprehensive approach that includes:

- **Quality First Teaching:** Prioritising high-quality teaching in every classroom to ensure that all pupils, particularly those who are disadvantaged, receive the best possible education.
- **Targeted Interventions:** Implementing targeted academic support and interventions tailored to meet the specific needs of disadvantaged pupils, ensuring they receive the additional help required to succeed.
- **Pastoral Support:** Providing pastoral support and access to mental health resources, addressing both academic and non-academic barriers to learning.
- **Enrichment Opportunities:** Offering a range of enrichment activities that broaden pupils' experiences and foster a love for learning, ensuring they have access to opportunities that enhance their educational journey.

- **Professional Development:** Investing in continuous professional development for staff to enhance their skills and effectiveness in supporting disadvantaged pupils.

The key principles guiding our Pupil Premium strategy plan include:

1. **Evidence-Based Approach:** Our strategy is informed by evidence of effective practises and tailored to the specific challenges faced by our disadvantaged pupils, as outlined in the EEF's guide to the pupil premium.
2. **Collective Responsibility:** We believe that all staff share responsibility for the success of disadvantaged pupils and are committed to promoting the principles and ethos of our strategy throughout the Academy.
3. **Data-Driven Decisions:** We utilise a range of data sources, including internal assessments and performance data, to identify challenges and monitor progress, ensuring that our interventions are effective and responsive.
4. **Inclusive Curriculum:** Our curriculum is designed to be inclusive and ambitious, providing all pupils with the opportunity to build knowledge and skills over time, with explicit links between different areas of learning.
5. **Partnership with Families:** We actively engage with parents and families, recognising their crucial role in supporting their child's education and wellbeing.

The details of our Pupil Premium plan will be outlined further, demonstrating our commitment to ensuring that every disadvantaged pupil at Sunnyside Primary Academy has the opportunity to shine.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance and Engagement Issues:</b> Attendance data shows that Pupil Premium pupils attend school less frequently than their peers, exacerbated by the impact of Covid-19. This trend aligns with research indicating that disadvantaged pupils have been disproportionately affected by the pandemic, leading to increased absenteeism and disengagement from learning.
2	<b>Low Entry Baseline and Vocabulary Deficits:</b> Entry baseline assessment data indicates that the majority of Pupil Premium pupils enter school significantly below age-related expectations, particularly in vocabulary development. This lack of language skills hinders their ability to engage with the curriculum and impacts their overall academic progress.

3	<b>Need for Additional Support:</b> Many pupils require additional support to achieve their potential academically, socially, and emotionally. This includes tailored interventions that address individual learning needs and promote resilience and self-esteem.
4	<b>Lower Attainment in Core Subjects:</b> The attainment of pupils eligible for Pupil Premium funding is lower compared to their non-eligible peers. This disparity is across all core subjects with a notable proportion of disadvantaged pupils not meeting age-related standards in many year groups. The persistent attainment gap highlights the urgent need for targeted interventions and high-quality teaching strategies to support these pupils in achieving equitable outcomes..
5	<b>High Incidence of SEND Among Disadvantaged Pupils:</b> A higher percentage of Pupil Premium pupils are identified as having Special Educational Needs and Disabilities (SEND) compared to their non-Pupil Premium peers. This necessitates a focused approach to ensure that these pupils receive the appropriate support and resources to thrive academically and socially.

## 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
<i>Increase the attendance rate of Pupil Premium pupils to at least 95% by the end of the academic year.</i>	Monitor attendance data monthly; implement targeted support strategies for families of Pupil Premium pupils experiencing barriers to attendance; conduct regular engagement surveys to assess pupil and parent satisfaction with school support.
Ensure that 80% of Pupil Premium pupils demonstrate significant progress in vocabulary development by the end of Key Stage 1.	Utilise baseline assessments to track vocabulary growth; implement targeted vocabulary intervention programmes; assess progress through regular formative assessments and observations.
Provide tailored interventions for 100% of Pupil Premium pupils identified as needing additional support, resulting in improved academic and social-emotional outcomes.	Track the number of pupils receiving additional support; evaluate the effectiveness of interventions through pre- and post-assessments; gather feedback from pupils and parents on the perceived impact of support strategies.
Achieve a reduction in the attainment gap between Pupil Premium and non-Pupil Premium pupils in reading, writing, and mathematics by at least 10% by the end of the academic year.	Monitor assessment data to measure progress in core subjects; implement high-quality teaching strategies and targeted interventions; review end-of-year attainment results to evaluate the impact of initiatives.
Ensure that 90% of Pupil Premium pupils identified with SEND make at least expected progress in their individual learning plans by the end of the academic year.	Conduct regular reviews of individual education plans (IEPs); track progress against specific learning targets; provide professional development for staff on

	effective strategies for supporting SEND pupils.
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21280.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of the Reading inc Accelerated Reader, Writing &amp; Maths inc TTRockstar curriculum</i>  £7382	EEF Reading: Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)	
<i>Little Wandle Letter &amp; Sounds Training</i>  £8082.80	Consistency in phonics approach is expected by the DfE based on research evidence 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.	2 & 4
<i>Implement Primary Knowledge Curriculum across the Academy. This will develop vocabulary alongside Writing.</i>  £5816	High-quality, knowledge-rich curriculum materials for Years 1-6 in <b>history, geography, art and science</b> , including lesson plans and resources.  A vocabulary and key people database	2 & 4

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

Budgeted cost: £70,858.49

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p><i>To maximise progress for all in both phonics and reading.</i></p> <p><i>Additional LSA to specialise in Phonics delivering catch-up across the Academy specifically for disadvantaged pupils.</i></p> <p><i>Continue to invest in Accelerated Reader to promote a love of reading as part of our whole school approach to reading. This will produce assessment data to ensure the books are accurately matched to need.</i></p> <p><i>Encourage parental engagement especially with phonics.</i></p> <p><i>£26,410.69</i></p>	<p>EEF – Phonics – low cost/high impact +5 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>EEF – 1:1 tuition – high impact/moderate cost +5 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>EEF – Parental Engagement – low cost/high impact +4 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p><i>Employment of a Learning Mentor to provide Wellbeing and Social, Emotional &amp; Mental Health support.</i></p> <p><i>£10,790.50</i></p>	<p>Increase of Children’s Mental Health needs particularly for those who are disadvantaged. <a href="#">New report from NHS England shows increase in children experiencing mental health difficulties   Place2Be</a></p>	<p>1 &amp; 3</p>
<p><i>Employment of a Family Support Worker to overcome barriers to learning and attendance.</i></p> <p><i>£33,657.30</i></p>		<p>1 &amp; 3</p>
<p><i>Group feedback with the Class Teacher to support the identification of misconceptions and gaps in learning.</i></p>	<p>Feedback with additional support where needed has potential to accelerate learning.</p> <p>Low cost/high impact +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	

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

Budgeted cost: £28,417,30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Lunchtime Support by a trained Sports Coach to provide high-quality games and activities on the playground.</i></p> <p>£6,171.20</p>	<p>Sport can improve children’s confidence and mental health, whilst ensuring pupils are fit and healthy. Ensuring that all pupils have access to high quality PE lessons enables pupils to achieve these important life skills.</p>	3 & 5
<p><i>Lunchtime Club provided by the Family Support Worker and Learning Support Team to support pupils who struggle to regulate during unstructured social times.</i></p> <p>£13,374.90</p>	<p>Internal analysis of behaviour at lunchtime and in the afternoon lessons has shown the positive impact that high quality games and activities through the use of a Sports Coach and Lunchtime Club have had in reducing incidents of negative behaviour and support PP pupils to be better focus during afternoon lessons.</p>	3 & 5
<p><i>Extra-curricular provision to provide high-quality extracurricular provision to ensure that all PP pupils have access to extra-curricular provision.</i></p> <p>£6,171.20</p>	<p>Clubs – during each term we aim to provide clubs to at least 120 pupils each term approx.- 60%</p> <p>Public Health England/Youth Sport Trust Unicef report ‘Getting into the Game: Understanding the Evidence for Child-Focused Sport for Development’ (2019)</p> <p>Arts Council England ‘Equality and diversity in arts and culture’ Point 3.7: Socio-economic status</p>	1, 2 & 5
<p><i>Funding allocated for rewards to celebrate attendance across the Academy.</i></p> <p>£600</p>	<p><a href="#">Attendance interventions rapid evidence assessment   EEF</a></p>	1
<p><i>Funding allocated for rewards to celebrate positive behaviour across the Academy.</i></p>		3

£2100		
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**Total budgeted cost: £120,556.59**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Year Group	Subject	All Pupils	Local/National	Pupil Premium	Non-Pupil Premium
EYFS	GLD	45%	68%	33%	52%
Year 1	Phonics	84%	80%	75%	85%
Year 2	Phonics	89%	91%	25%	71%
Year 2	Reading	73%	71%	50%	73%
	Writing	59%	62%	33%	59%
	Maths	64%	71%	33%	65%
	Combined	59%	57%	33%	59%
Year 4	Multiplication Times Check	15%	34%	0%	20%
Year 6	Reading	77%	74%	69%	88%
	Writing	68%	72%	51%	78%
	Maths	61%	73%	56%	78%
	Combined	54%	61%	44%	70%

### Externally provided programmes

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

Programme	Provider
TTRockstar	Maths Circle Ltd
Accelerated Reader	Renaissance Learning
Collins Big Cat e-Books	Harper Collins Publishers
Little Wandle Phonics	Little Wandle Letters and Sounds
White Rose – Premium	White Rose