

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 (3-year plans are recommended – you must still publish an updated statement each academic year)	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 (<i>enter £0 if not applicable</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>	£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	Attendance and Engagement Issues: 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	Low Entry Baseline and Vocabulary Deficits: 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	Need for Additional Support: 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	Lower Attainment in Core Subjects: 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	High Incidence of SEND Among Disadvantaged Pupils: 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.

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
<p><i>Implementation of the Reading inc Accelerated Reader, Writing & Maths inc TTRockstar curriculum</i></p> <p>£7382</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><i>Little Wandle Letter & Sounds Training</i></p> <p>£8082.80</p>	<p>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.</p>	2 & 4
<p><i>Implement Primary Knowledge Curriculum across the Academy. This will develop vocabulary alongside Writing.</i></p> <p>£5816</p>	<p>High-quality, knowledge-rich curriculum materials for Years 1-6 in history, geography, art and science, including lesson plans and resources. A vocabulary and key people database</p>	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>EEF – Phonics – low cost/high impact +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF – 1:1 tuition – high impact/moderate cost +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</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>£26,410.69</p>	<p>EEF – Parental Engagement – low cost/high impact +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p><i>Employment of a Learning Mentor to provide Wellbeing and Social, Emotional & Mental Health support.</i></p> <p>£10,790.50</p>	<p>Increase of Children’s Mental Health needs particularly for those who are disadvantaged. New report from NHS England shows increase in children experiencing mental health difficulties Place2Be</p>	<p>1 & 3</p>
<p><i>Employment of a Family Support Worker to overcome barriers to learning and attendance.</i></p> <p>£33,657.30</p>		<p>1 & 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. Low cost/high impact +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</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>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>	<p>3 & 5</p>

£6,171.20		
<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>	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.	3 & 5
£13,374.90		
<i>Extra-curricular provision to provide high-quality extracurricular provision to ensure that all PP pupils have access to extra-curricular provision.</i>	Clubs – during each term we aim to provide clubs to at least 120 pupils each term approx.- 60%	1, 2 & 5
£6,171.20	Public Health England/Youth Sport Trust Unicef report 'Getting into the Game: Understanding the Evidence for Child-Focused Sport for Development' (2019) Arts Council England 'Equality and diversity in arts and culture' Point 3.7: Socio-economic status	
<i>Funding allocated for rewards to celebrate attendance across the Academy.</i>	Attendance interventions rapid evidence assessment EEF	1
£600		
<i>Funding allocated for rewards to celebrate positive behaviour across the Academy.</i>		3
£2100		

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

Intended outcome	Success criteria	Impact
<p>Increase the attendance rate of Pupil Premium pupils to at least 95% by the end of the academic year.</p>	<p>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.</p>	<p>In 2024/2025, Sunnyside Primary Academy aimed to increase the attendance rate of Pupil Premium pupils to at least 95%. While the final attendance figure of 94.35% fell slightly short of the target, it represents a notable improvement from the previous year's rate of 92.85%, and importantly, it exceeded the national average of 92.5%.</p> <p>This progress reflects the effectiveness of our strategic approach, which included:</p> <ul style="list-style-type: none"> • Monthly monitoring of attendance data, enabling early identification of pupils at risk of persistent absence. • Targeted support for families, including personalised interventions and strengthened communication to address barriers to attendance. • Regular engagement surveys, which provided valuable insights into pupil and parent perceptions of school support, helping to refine our strategies. <p>The upward trend in attendance demonstrates that our actions are having a positive impact. Continued focus on family engagement and early intervention will be key to achieving and sustaining our 95% target in future years.</p>
<p>Ensure that 80% of Pupil Premium pupils demonstrate significant progress in vocabulary development by the end of Key Stage 1.</p>	<p>Utilise baseline assessments to track vocabulary growth; implement targeted vocabulary intervention programmes; assess progress through regular formative assessments and observations.</p>	<p>To address the vocabulary development needs of Pupil Premium pupils at Sunnyside Primary Academy, a strategic focus has been placed on ensuring that 80% of these pupils demonstrate significant progress by the end of Key Stage 1. This initiative is grounded in the recognition that vocabulary acquisition is a foundational skill for reading comprehension and overall academic success.</p> <p>Baseline assessments have been used to establish pupils' starting points, revealing that while a majority of pupils are meeting expected phonics levels (67% in Year 1 and 75% in Year 2), a notable proportion remain well below expectations. These insights have informed the implementation of targeted vocabulary intervention programmes, tailored to address individual learning gaps and promote accelerated progress.</p> <p>Progress is being monitored through regular formative assessments and observational strategies, allowing for responsive teaching and timely adjustments to interventions. This approach ensures that support remains dynamic and pupil-centred.</p> <p>As a result of this focused strategy, we anticipate a measurable uplift in vocabulary proficiency among Pupil Premium pupils, contributing to narrowing the attainment gap and fostering greater equity in educational outcomes. The emphasis on vocabulary will also enhance pupils' confidence, engagement, and readiness for the next phase of their learning journey.</p>

		<p>The phonics attainment data for Pupil Premium pupils in Year 2 shows that 75% are working at the expected level, which is just below the 80% target. While this reflects strong progress, it does not fully meet the intended outcome. However, it's important to note that phonics scores are a proxy indicator for vocabulary development, not a direct measure. If additional formative assessment data and observational records (as outlined in the success criteria) show that pupils have made significant gains in vocabulary, particularly those who were previously well below expected levels, then the outcome may be considered partially met or on track.</p>
<p>Provide tailored interventions for 100% of Pupil Premium pupils identified as needing additional support, resulting in improved academic and social-emotional outcomes.</p>	<p>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.</p>	<p>Sunnyside Primary Academy committed to providing tailored interventions for 100% of Pupil Premium pupils identified as needing additional support, with the goal of improving both academic and social-emotional outcomes. This was achieved through:</p> <ul style="list-style-type: none"> • Rigorous tracking of pupils receiving support, • Evaluation of intervention effectiveness via pre- and post-assessments, and • Collection of pupil and parent feedback on the perceived impact of support strategies. <p>Key Outcomes</p> <ul style="list-style-type: none"> • All identified Pupil Premium pupils received targeted support, ranging from academic interventions to SEMH strategies. • Feedback from pupils and families indicated increased confidence, engagement, and satisfaction with the support provided. • Pre- and post-assessment data showed measurable improvements in academic performance and emotional wellbeing. <p>Behavioural Impact: Suspensions Below National Average</p> <p>National comparative data shows:</p> <ul style="list-style-type: none"> • Pupil Premium pupils had a 94% positive behaviour ratio, compared to 98% for non-Pupil Premium pupils. • SEND pupils had a 93% positive behaviour ratio, compared to 98% for non-SEND pupils. <p>Despite being below the non-disadvantaged groups, these figures are above national averages, indicating that suspensions and negative behaviour incidents among Pupil Premium and SEND pupils at Sunnyside are lower than national norms.</p> <p>This reflects the success of proactive, personalised interventions and the school's commitment to inclusive practice and early support.</p> <p>The school has successfully implemented a whole-child approach to intervention, ensuring that every Pupil Premium pupil identified as needing support received it. The reduction in suspensions and strong behaviour data, alongside academic and emotional progress, demonstrate the positive impact of these strategies. Moving forward, the school will continue to refine its intervention model,</p>

		strengthen family engagement, and expand staff training to sustain and build on these outcomes.
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.	<p>Sunnyside Primary Academy aimed to reduce 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 2024/2025 academic year. Through consistent monitoring of assessment data, implementation of high-quality teaching strategies, and targeted interventions, the school achieved notable progress in narrowing the gap in most areas.</p> <p>Key Outcomes</p> <ul style="list-style-type: none"> • Maths showed the most significant improvement, with the attainment gap narrowing from 22% in 2023/2024 to just 4% in 2024/2025, exceeding the target and reflecting the impact of focused interventions. • Writing also saw a positive shift, with the gap reducing from 27% to 24%, indicating steady progress. • The combined attainment gap decreased from 26% to 23%, showing modest but meaningful improvement. • However, the reading gap widened from 19% to 33%, highlighting a key area for further strategic focus and support. <p>Interestingly, Pupil Premium pupils outperformed their non-Pupil Premium peers in several areas at the Greater Depth Standard, particularly in:</p> <ul style="list-style-type: none"> • Reading (27% vs 29%) • Writing (7% vs 4%) • Maths (20% vs 7%) <p>This suggests that while some pupils may not have reached the expected standard, those who did often exceeded it, demonstrating the effectiveness of enrichment strategies and challenge-based learning.</p> <p>The school made strong progress in narrowing the attainment gap, particularly in Maths, where the gap was reduced to just 4%, and in Writing and Combined outcomes. While the reading gap widened, Sunnyside's Pupil Premium pupils still performed above the national average, indicating that the school's strategies are having a positive impact. Moving forward, the school will prioritise reading interventions, vocabulary development, and parental engagement to address the widening gap and continue to raise standards for disadvantaged pupils.</p>
Ensure that 90% of Pupil Premium pupils identified with SEND make at least expected progress in their individual learning plans by the	Conduct regular reviews of individual education plans (IEPs); track progress against specific learning targets; provide	Sunnyside Primary Academy aimed to ensure that 90% of Pupil Premium pupils identified with SEND made at least expected progress in their individual learning plans by the end of the academic year. This was supported through regular reviews of Individual Education Plans (IEPs), progress tracking against personalised targets, and

<p>end of the academic year.</p>	<p>professional development for staff on effective strategies for supporting SEND pupils.</p>	<p>professional development for staff on effective SEND strategies.</p> <p>Based on assessment data for 16 pupils with both Pupil Premium and SEND status:</p> <ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> ○ 75% made expected progress ○ 13% made above expected progress ○ Total meeting or exceeding expectations: 88% • Writing: <ul style="list-style-type: none"> ○ 81% made expected progress ○ 6% made above expected progress ○ Total meeting or exceeding expectations: 87% • Maths: <ul style="list-style-type: none"> ○ 88% made expected progress ○ 6% made above expected progress ○ Total meeting or exceeding expectations: 94% <p>These results show that the school met or nearly met the 90% target in all subjects, with Maths exceeding the goal, and Reading and Writing just below.</p> <p>The school achieved strong outcomes for Pupil Premium pupils with SEND, with 94% in Maths, and 87–88% in Reading and Writing making at least expected progress. These figures reflect the effectiveness of targeted support, staff training, and rigorous IEP review processes. To further improve outcomes, especially in Reading and Writing, the school will continue to refine intervention strategies and strengthen staff expertise in supporting complex learning needs.</p>
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