



1. Summary information					
School	Sunnyside Academy				
Academic Year	2020/2021	Total PP budget	£86,080	Date of most recent PP Review	August 2020
Total number of pupils	338	Number of pupils eligible for PP	75	Date for next internal review of this strategy	July 2021

2. Current attainment at Key Stage 2 (Year 6 2018-2019). No data available for 2019/2020 due to shortened school year as a result of Covid-19			
	total	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 6			
% achieving in reading, writing and maths		73%	60%
% achieving age related standards in reading		73%	65%
% achieving age related standards in writing		80%	77%
% achieving age related standards in in maths		87%	70%
Value-added progress in reading			-1.4
Value-added progress in writing			-0.2
Value-added progress in maths			-0.1
Year 2			
% achieving in reading, writing and maths		78%	70%
% achieving age related standards in reading		78%	69%
% achieving age related standards in writing		78%	71%
% achieving age related standards in in maths		78%	77%

3. Barriers to future attainment (for pupils eligible for PUPIL PREMIUM, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	The use of assessment and knowledge of pupil to identify and address academic and social/emotional needs of pupil premium pupils	
B.	Learning gaps and low reading fluency, results in children being unable to access the curriculum fully and enjoy reading for pleasure impacts on end of Key Stage test outcomes	
C.	Use of the curriculum content to engage children and improve attitude to learning.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Pupil attitudes and engagement in learning due to external and parental influence	
E.	Parental perceptions and attitudes to learning has an Impact on pupil attitudes and aspirations.	
F.	Attendance levels – parent’s attitudes to the importance and value of school	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Increased number of children making progress/ narrowing the gap to achieve year-end age-related expectations in reading, writing and maths Teachers are using all forms of assessment and data effectively to identify gaps and track progress Pupil Premium and intervention monitoring evidences outcomes are being met Assessment outcome peer group comparisons within year groups and across year between pupil premium and non-pupil-premium pupils, Evidence of progress is in books - book/intervention monitoring, pupil voice and pupil premium progress meetings with teachers SMSC and enrichment programs are in place to support social and emotional needs of the children Increased engagement by pupils – measured through PASS surveys and pupil voice All staff to complete PIXL Engagement leadership programme to and in developing reading and writing subject knowledge</p>	<ul style="list-style-type: none"> • Learning needs are identified and recorded on PIXL/BI and QFT/interventions in place • Professional dialogue with staff shows knowledge and understanding of pupils and their needs. • Progress recorded at each assessment point reflects targets and required progress • Phonics screening/PIXL/practise paper scores in line with PIXL schools’ summary data/previous Yr group scores at same assessment points • Pupil premium discussions – teachers can show evidence of progress in books and through targeted actions planned with pupils • Assessment/moderation reflects learning in books and assessed levels • Pupil Voice and PASS surveys evidence an improved attitude to learning and ‘positive’ comments.
	<p>Effective, targeted phonics, reading and maths interventions have a positive improvement on the learning and progress of children. Targeted Better Reading program in place to accelerate reading progress where children are not reading fluently. Narrow the gap in school/national attainment for children at the end of Key Stage One/Two and increase the percentage of children achieving ARE in termly and end-of-Key-Stage assessments Use of phonics screening, PIXL and SATs practice paper/ and book monitoring Words per minute reading data and reading stamina interventions Good teaching, learning and joined up assessment results in improved outcomes</p>	<ul style="list-style-type: none"> • PIXL assessments, reading data and phonics screening data validate book evidence • Practice paper, reading data and phonic screening scores improve each assessment point • KS1/KS2 SATs results reflect targets set and teacher assessment data • Children identified, target activities address needs and phonics screening, PIXL and BI data along with intervention monitoring shows progress • Reading words per minute data shows increased ‘words per minute’
C.	<p>Professional Development program for all subject leaders/staff to implement a whole school curriculum intent and develop knowledge expertise Documented curriculum overviews, writing and topic learning journeys – which engage the</p>	<ul style="list-style-type: none"> • Attitude to learning and progress improvement scores due to greater understanding of how to deliver the curriculum to meet needs and engage in learning.

	and learning outcomes for children – reflected in planning and evidence in books	<ul style="list-style-type: none"> • Pupil Voice reflects improvement in engagement and attitude to learning. • Curriculum overviews, planning content, pitch and expectation addresses pupil learning needs • Book scrutiny evidences learning and application of range of skills taught
D.	<p>Pupils and positively engaged in school life</p> <p>Pupils and parents value the role of school as part of education and in equipping pupils for skills to be successful in adult life</p> <p>GAT research project in place - focus on developing self-esteem, well-being and improved life chances for Year 5 and 6 children.</p> <p>Feedback from pupil voice</p> <p>A broad range of enrichment opportunities are being accessed within and outside of school to engage children and improve attitude to learning and aspirations</p>	<ul style="list-style-type: none"> • GAT project implemented and skills learned are evident in the classroom, • Improved attitudes – highlights successes and is measured through data and pupil/ parent voice • Increased range of activities and take-up by parents and children measured by data and pupil voice
E.	<p>Parental feedback received and used to inform pupil and parental engagement opportunities</p> <p>Parents understand the value and importance of being in school to learn</p> <p>Improved communication and engagement between school and parents</p> <p>Increased range and availability of in-school parental initiatives to build relationships and improve attitudes to learning and school of both parents and pupils</p>	<ul style="list-style-type: none"> • Attendance levels at initiatives/programs which have been organised • Positive feedback from initiatives/programs attended • Parent voice • Pupil attitudes to learning
F.	<p>Attendance initiatives in place to support parents – Early Bird Club</p> <p>Out of school club availability – attendance monitored</p> <p>Attendance levels in line with school data for non-pupil premium children</p> <p>Reducing number of pupil lates/non-attendance - levels monitored and data reviewed</p> <p>Reduction in the number of meetings/referrals due to non/late attendance</p>	<ul style="list-style-type: none"> • Increase in attendance where pupil data shows concerns • Parents and pupils engaged in support provided • Attendance initiatives being attended by the pupils • Pupil and parent feedback

5. Planned expenditure					
Academic year		2020/2021			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increased percentage of children making progress and gap narrowing to achieve year-end age-related expectations</p> <p>Children are emotionally ready to and have a positive attitude to learning.</p>	<p>CPD program for subject leaders and staff to develop subject knowledge expertise, pupil wellbeing and data wisdom</p> <p>Introduction of Trust wide streamlined assessment system – Power BI</p> <p>Use of PIXL transition packages for learning and wellbeing</p>	<p>Loss of learning and to support wellbeing due to early school closure as a result of COVID 19</p> <p>T & L outcomes and Teacher feedback</p> <p>PIXL data, year-end outcomes and book scrutinies</p> <p>Pupil attitudes to learning and behaviours</p> <p>Progress data, and subject trackers for reading, writing and maths</p>	<p>SLT will lead the development of the whole school curriculum intent and support the professional development of Subject Leaders and staff.</p> <p>Regular CPD sessions held to develop subject knowledge, understand pupil social/emotional needs, and to analyse learning outcomes and PIXL data</p> <p>SLT and subject leaders will complete monitoring of data, books and interventions as well as carrying out pupil voice and pupil premium progress meetings with teachers</p>	Jackie Normanton – Deputy Principal	May 2021
Total budgeted cost					£13,006.10
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Effective, targeted interventions, which have a positive outcome on the learning and progress	PIXL targeted interventions both in/out of class: Phonics and reading fluency and teaching by phase not age	<p>Whole school reading fluency and phonics baseline/screening assessments</p> <p>PIXL learning gaps and Writing moderation</p>	<p>Monitoring and tracking process</p> <p>Sample checking of interventions</p> <p>Book scrutinies</p> <p>TA tracking</p>	Jackie Normanton – Deputy Principal	January 2021

Children to receive social, emotional and pastoral support.	1:1 and group S & E interventions to meet individual needs.	Teacher/SEND observations and Professional assessment outcomes such as Boxall /Social communication, S& L PASS survey results I Impact of COVID 19 on pupil learning and well-being-teacher and parent feedback	Professional Assessments completed Interventions in place; monitoring and measure impact for effectiveness. Review specific programs in place to support needs	Laura Atkinson inclusion lead	January 2021
Motivation and engagement in learning	Embed Cornerstones and work with subject leaders and teams to ensure learning is engaging for children.	Theme planning and outcomes – and subject leader development to maximise pupil outcomes and motivate disengaged children. Progress data and pupil voice	Review curriculum themes and evaluate introduction of Cornerstones Planning and book monitoring Pupil voice	Subject leaders	January 2021

Total budgeted cost **£57,037**

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children have access to school uniform, and this improves attendance.	School uniform budget available for parents to access.	Children may be reluctant to come to school if they do not have or cannot afford pieces of uniform. We want to ensure that these children are happy to come to school. Some parents have taken advantage of this.	Children's school attire spot checks to ensure appropriate and sufficient dress Attendance is monitored	Mel Scott/Sue Marsh	Quarterly
Children will be ready for their learning at the start of each school day.	Provision of Breakfast and after school Club – where parents struggling to drop/pick up after school	To ensure children are attending school and ready to learn and make progress, we provide the opportunity for children to come in from 8.00am and have breakfast. Also to have a safe place before and after school	Club activities are planned to engage children so they are ready to learn. Range of healthy food options are available	Mel Scott/Jackie Normanton	Quarterly
LAC children to have access to a full, enriched wider curriculum.	Provide a wide range of Enrichment opportunities	Enrichment boosts learning, self-esteem and engagement. To ensure children have access to a range of enriched life experiences.	Seek pupil/teacher/parent feedback and provide opportunities for the children to engage in and support them in taking part.	Nicola Sayers/Jackie Normanton	May 2021
Curriculum enrichment opportunities to be regular and powerful.	Funding for curriculum enrichment opportunities in all year groups.	To support engagement in learning, our children require regular, quality enrichment opportunities such as trips or in-school impact days and visits. These opportunities are not likely to be experienced at home.	Subject leaders to monitor and evaluate the impact of opportunities and obtain pupil and parent feedback.	Jackie Normanton	May 2021
Children to be able to take part in a residential visit.	Enable pupils to attend a residential when run in their academic year.	Some children have been unable to attend residential visits due to a lack of financial support from home. We aim to enable all children have access to at least one residential during their primary school years.	Our residential visits and venues are selected to meet our children's needs. Evaluate the visit and obtain pupil feedback.	Jackie Normanton	June 2021

Attendance to be in line with non PP children	Continue to provide attendance initiatives, rewards and incentives.	To ensure that children make the most of their learning opportunities, we have a high-profile whole-school attendance focus	Attendance rates are closely monitored Weekly whole school communication Meetings are held where levels dip End-of-term attendance prizes are high-profile and desirable.	Sue Marsh*	May 2020
				Total budgeted cost	£29,936.32
Total budget available: £86,080 (*overspend to be taken from previous year PP residue.				Overall budgeted cost	£99,979.42*

Pupil Premium Evaluation 2019/2020

6. Review of expenditure 2020.				
Previous Academic Year		2019 - 2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £12390.50
<p>Increased percentage of children making progress and gap narrowing to achieve year end age related expectations</p> <p>Children are emotionally ready to, and have a positive attitude to learning.</p>	<p>PIXL Engagement Leadership Program to develop data wisdom and teacher understanding of how to analyse data and evidence.</p> <p>SLT support all English and Maths planning sessions with teams</p>	<p>Learning needs are being identified and addressed with dialogue now taking place within year groups which shows understanding of knowledge required to progress. Targeted teaching activities in reading have shown an increase in pupils' reading fluency and the gap had reduced in some year groups between pupil premium and the non-pupil premium attainment. Book scrutinies evidence supports this.</p>	<p>The focus has been continued to be on reading and developing reading fluency. PIXL is now embedded and is now being used to develop teachers' knowledge and understanding of diagnostic assessment to further forensically analyse data and address learning gaps and next steps in learning.</p>	
<p>Embed Cornerstones and work with teams to ensure learning is engaging for children.</p> <p>Documented curriculum overviews, writing and topic learning journeys – which engage the children and achieve progress</p>	<p>Staff CPD programme delivered on PIXL Data Wisdom and in developing reading and writing subject knowledge.</p> <p>SLT guidance given to support development of curriculum topics</p>	<ul style="list-style-type: none"> • Curriculum overviews are in place, planning content, and pitch and expectation addresses pupil learning needs <p>Improved teaching practice and learning outcomes for children – reflected in planning and evidence in books</p> <ul style="list-style-type: none"> • Book scrutiny evidences learning and application of range of skills taught • Pupil Voice reflects improvement in engagement and attitude to learning. 	<p>Teaching practice has improved and adapting and continually evaluation the curriculum has led to increased engagement in learning. Monitoring has been more effective as a result of SLT involvement in the curriculum development.</p> <p>Attitude to learning and progress improvement scores due to greater understanding of how to deliver the curriculum to meet needs and engage in learning still need to be fully assessed to evaluate impact over a full academic year.</p>	

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £27713.88
Effective, targeted interventions, which have a positive outcome on the learning and progress	<p>PIXL targeted interventions both in/out of class: phonics/reading stamina focus and teaching by phase not age 1:1/group S & E interventions to meet individual needs.</p> <p>A Better Reading programme in place for struggling readers. Reading project set up to engage children in reading for pleasure. Year group interventions to address gaps identified in PIXL assessments and phonics screening</p>	<p>PIXL assessments, reading data and phonics screening validate book evidence Practise paper and phonic screening scores increased by term with impact clearly evident in December 2019 data. Reading words per minute data shows increased 'words per minute'</p>	<p>Implementation of teaching interventions has resulted in some progress and also highlighted development opportunities to further develop teachers knowledge and understanding of the use of PIXL and data analysis to close gaps. Due to COVID the full impact cannot be measured however the approach will continue throughout the next academic year with a close focus on ensuring learning gaps are addressed especially in light of lost learning due to school closure.</p>	
Children to receive specialist social, emotional and pastoral support.	<p>1:1 and group S & E interventions to meet individual needs.</p>	<p>One to one and small group interventions have continued as well as pre and after school activities in place specifically for pupil premium children to attend</p> <p>Can Do Project introduced in Key Stage 2 to develop life skills and emotional literacy with a focus on skills such as resilience and team work with vulnerable children. .</p> <p>SMILE PSHE curriculum embedded in school</p>	<p>Continue to provide the activities and look to expand the opportunities which are provided (pupil voice to provide an insight into suggestions) Especially in light of COVID which could have resulted in even greater limitation of life experiences during lock down.</p>	

	Review learning themes with school council to ensure learning is engaging for children. Whole school approach to enthusing maths learning.	New themed curriculum has been introduced and initial feedback has been positive. An outdoor learning lead has also been introduced and activities planned specifically to support PP children which has had a positive impact on attitudes to school and learning. The Can Do project also received positive feedback and improved attitudes from the pupils who attended	Continue with active engagement of activities. Next step is to identify further enrichment opportunities to develop motivation and engagement, which can be maintained beyond an initial block of activities. .	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £13570.20
Children have access to school uniform and this improves attendance.	Parents made aware of support and attendance/children's school attire monitored	All children who were eligible were provided with ample uniform and staff proactively contacted parents to ensure this was so. Attendance levels monitored and parental contact to ensure not an issue	Continue to share access to uniform information with parents when engaging with parents and electronically e.g. at EYFS opening evenings.	
Children will be ready for their learning at the start of each school day.	Provision of Breakfast, Early Bird and Late Arrival Club – where parents struggling to pick up after school	Children are attending out of school club and also taking up the offer of Early Bird/late arrival club and engaging in a range of free-play activities with children and adults	Continue to provide the provision. Late Gate maintained as an early intervention strategy to engage with parents prior to formal attendance communications.	
LAC children to have access to a full, enriched wider curriculum.	Provide opportunity for all PP children to have access to extra curricular clubs on and off site. Seek pupil/teacher/parent feedback to engage in and support them in taking part.	A proportion of children took part in clubs until the school closure in March.	Aim to expand the offer to all PP children and identify a wider range of opportunities for the coming academic year.	
Curriculum enrichment opportunities to be regular and powerful and opportunities for all PP children to attend residential when available	Funding for curriculum enrichment opportunities in all years groups..	Curriculum topics were reviewed and new trips planned such as the Silverstone visit. t Year 5 & 6 children commenced a whole school reading project to develop reading for pleasure and engage a story teller – has had to be carried over into this academic year.	Continue to offer visits that engage the children and consider other opportunities which will do the same. Use pupil voice to evaluate visits and obtain suggestions.	

Attendance to be in line with non PP children	Continue to provide attendance initiatives, rewards and incentives. Daily/weekly monitoring of attendance takes place and where required, meetings are held with parents to offer support and improve attendance and punctuality.	Attendance broadly in line with non PP children.	Maintain existing approach and use opportunities outlined above to engage learners where attendance is a concern. Due to COVID, need to monitor closely on return to ensure attendance levels do not dip.	
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