Pupil premium strategy statement for Sunny Bank Primary School

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	210
Proportion (%) of pupil premium eligible pupils	44%
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)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Head of School
Pupil premium lead	Nicole Hyett
Governor / Trustee lead	Mark Gillyon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,170
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*	£149,170

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is an allocation of funds to support groups of children for whom historic national data shows are vulnerable to under achievement. The main aim of this funding is to: • Reduce the attainment gap between the highest and lowest achieving pupils; • Enable more pupils from disadvantaged backgrounds to access the best education; • Increase social mobility; • Provide pastoral support. At Sunny Bank Primary School we use this funding in the following ways: • To provide staff training; • To provide specific intervention programmes for under achieving pupils, including but not limited to: 1:1 reading support, group interventions, nurture/behaviour mentoring, pastoral support, e.g. drawing and talking, sand play, ELSA, multi-family group; • To fund breakfast club and after school club for targeted pupils; • To provide enrichment activities for individual pupils (clubs, trips and visits; • To fund staff employed for family support.

Challenges

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

Challenge number	Detail of challenge
1	PP children have historically low entry points in comparison to non-PP children and, in general, are lower than/significantly lower than the 'Expected' standard. PP children need to make accelerated progress in all areas to 'catch-up'. The attainment of non-PP children on entry to Sunny Bank is higher. PP children's exposure to a wide range of vocabulary and opportunities to deepen their understanding are often limited which results in speech and language presenting as a barrier to PP children making progress in school.
2	In KS1, the attainment gap needs to be closed rapidly with children making good or accelerated progress. The barrier to accelerated progress continues to be speech and language which impacts phonics pronunciation and knowledge (correct pronunciation is not replicated outside of school). In KS2, the attainment gap needs to continue to diminish with children making accelerated progress every year. The barrier to accelerated progress continues to be a broad knowledge and understanding of vocabulary as well as spelling. In maths, the gap needs to be diminished by improving number fluency – particularly in relation to times tables – and mastery of the curriculum. Our PP children have the barrier of speech and language when it comes to explaining their reasoning for depth and breadth of the curriculum.

3	There are 91 children on the SEND register and 59% of these pupils are in receipt of Pupil Premium funding. There are 13 children in the school that have EHCPs (with an additional 3 children who have been 'agreed to assess' and a further 6 awaiting a response from County) and 67% of these are Pupil Premium. Teachers' ownership of SEND provision needs to be embedded so that provision is consistently high across the school and children make accelerated progress from their starting points throughout their time at Sunny Bank.
4	82% of the vulnerable families, who are open to multi agencies, are receiving Pupil Premium funding. Environmental circumstances have a significant impact on the emotional wellbeing of these children in school. Historically, PP children are more likely to have a challenging home life. Progress for these children is significantly lower than that of other children.
5	Average attendance rates for our PP children are significantly lower than the average for non-PP children: 92.3% compared to 95.3%. The lower attendance rate for our PP children leads to missed learning opportunities which leads to gaps in learning and impacts on consistent progress (KPI target).
6	Mobility is a barrier to attainment with casual admissions. Children who come within this category tend to be those in receipt of PP funding, have high levels of SEND, safeguarding concerns and lower attainment than the 'Expected' standard.
7	Aspirations of our PP children and role models (outside of school) for our PP children are not typically as high as for our non-PP children and this can have an impact on their characteristics of effective learning (including their resilience towards tasks and positive learning behaviours). Historically, in some year groups, this has led to attainment gaps. There is a lack of support with home learning for our PP children.
8	A combination of Covid isolations and lack of technology to access learning has had a significant impact on particular year groups. The attainment for children in years 4 and 5, who have missed out on either nursery or EYFS, is very low and both SEND and PP are higher in these year groups than any others at Sunny Bank.

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
In EYFS there is a key focus on 'prime areas' in the autumn terms to improve oral language skills and remove speech and language barriers so that accelerated progress can be evident in the term 1 & 2 data. Implementation of the 5 a day reading diet so that children's oral rehearsal is developed and extended with wide ranging vocabulary and story language.	The gaps identified at Baseline have diminished by the end of EYFS and the attainment of PP children is at least in line with the national average for GLD.
To ensure that attainment and progress gaps and barriers to learning between PP and non-PP children are identified. To implement	Gaps are incrementally reduced in size (i.e. accelerated progress of PP children). Outcomes at the end of KS2 show that PP

actions which will reduce these gaps over the time our children are at Sunny Bank. To ensure all children have a solid understanding of basic skills in order to make progress, particularly in phonics and reading.	children perform in line or better than national average.
The SENCo and Senior Leadership Team support staff to deliver high quality SEND provision and identified pupils across the school make accelerated progress. To identify pupils for targeted interventions in reading and phonics if working at 'just below age-appropriate level'.	Teachers' targeting of 'next step' learning is improved through CPD and support from SENCo and SLT. Provision is consistently high across the school.
The Pastoral Team works closely with our vulnerable families to quickly remove environmental barriers to learning and increase engagement with the school. Improved social and emotional skills of pupils across the school. CPD for support staff is frequent so that all children can be supported.	SEMH development is tracked through Boxall profile and Thrive. The Safeguarding log and MyConcern chronologies monitor the progress of families referred by the school to external agencies.
Whole school attendance is in line with national and there is increased attendance of PP children.	Attendance KPI shows 95% attendance for all children.
The Pastoral Team supports casual admissions and works closely with families to quickly remove barriers to learning and increase engagement with school. Mobile children settle quickly, receive a baseline check and their needs are met as effectively as possible. Teachers follow the school policy for casual admissions.	Children regularly attend school and make at least 'Expected' progress. Any attainment gaps are identified quickly and addressed rapidly by the school team.
To develop learners who are reflective and resilient through promotion of growth mindset, a focus on wellbeing and positive social, emotional mental health techniques.	PP children have access to tailored support for wellbeing and SEMH to develop their resilience and capability to learn.

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: £130,243.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. A TA in every class to ensure that (i) basic skills are taught to support progress; (ii) reactive interventions take place to address gaps in learning and misconceptions; (iii) guided groups take place to ensure 'next steps' are being specifically planned for and taught in a small group setting. **(£69,949.33) (N.B. TAs in place due to HNF have been deducted. TA additional hours for wrap around care have been deducted.)** 2. Additional TA in EYFS to support pupil welfare needs (e.g. toilet training, attachment and separation) and ensure foundations for learning are prioritised. **(£17,442.83)** 3. Additional TA in Y1 (10 PP) for mornings only to ensure that gaps in early reading (via phonics) are narrowed through interventions. **(£9,935.48)** 4. Additional TA in Y4 (19 PP/ 13 PP & SEN) to ensure that children are supported	Evidence from EEF Teaching and Learning Toolkit + 6 months impact Evidence from EEF Early Years intervention +5 months impact Evidence from EEF Teaching and Learning Toolkit + 5 months impact for phonic and reading interventions to develop children's understanding of phonics, GPC correspondence and segmenting and blending Evidence from EEF Teaching and Learning Toolkit +2 months for 'in class attainment grouping' / + 7 months for 'reading comprehension strategies. To develop a reading for pleasure culture, improving	1, 2, 7 & 8

in smaller groups to make accelerated progress. **(£15,473.48)** 5. Additional TA in Y5 (19 PP/ 13 PP & SEN) to ensure that children are supported in smaller groups to make accelerated progress. **(£17,442.83)**	children's background knowledge and inference skills Evidence from EEF Teaching and Learning Toolkit +2 months for 'in class attainment grouping' / + 7 months for 'reading comprehension strategies. To develop a reading for pleasure culture, improving children's background knowledge and inference skills	

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

Budgeted cost: £42,516.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
TT Rock Stars/NumBots Accelerated Reader MyOn Talk Blast All facilitated within year groups as required **(£4,353.00)**	Evidence from EEF Teaching and Learning Toolkit + 5 months impact	1, 2, 3 & 6
Learning mentors x 2 (one further Learning mentor is paid via HNF) – targeting PP children, those with limited home support or limited progress and attainment. To deliver personalised interventions including Speech and Language programmes. To support successful reintegration from bespoke curriculum and learning environment back into whole class learning. To deliver social and emotional therapy programmes to ensure children are ready to learn. To deliver forest school for children that respond well to outdoor learning and to develop essential play skills. **(£37,138.45)**	Evidence from EEF Teaching and Learning Toolkit +1 months impact for reduced class size / +3 months impact for social and emotional learning / +4 months for individualised instruction	1, 4, 5, 6, 7 & 8
EAL and Speech and Language support to ensure	Evidence from EEF Teaching and Learning Toolkit + 5 months impact	1, 2, 7 & 8

children's next steps are targeted during phonic/reading tuition. Individualised teaching can support accelerated progress in ability to access curriculum. **(costed within TA support in previous table)**		
Use of CLICKER and 'Reading Pens' to promote independent reading, writing, and to scaffold writing **(£650)**	Wider range of interventions can be offered as part of our early intervention offer	1, 2 & 3
Speech and Language Link used for baseline screening in EYFS enabling early identification and direct support for 'next step' progress **(£375)**	Evidence from EEF Teaching and Learning Toolkit + 5 months impact	1, 2 & 3

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

Budgeted cost: £65,466.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Worker and FLO employed to work closely with our vulnerable families to quickly remove environmental barriers to learning and increase engagement with the school. Improved social and emotional skills of pupils across the school. **(£46,591.49)**	Prior outcomes. High focus and accountability of families for attendance. Pupils that attain 100% attendance are 1.3 times more likely to achieve the 'Expected' standard than those that miss 10-15% of sessions (The Key).	4, 5, 6 & 7
Magic Breakfast initiative offering a free breakfast club. Free after-school club. The free wrap around care for families is to support working families on minimum wage and/or reduce the impact of environmental factors on	Prior outcomes indicate that children who attend breakfast club are regulated and ready for learning, haven eaten.	4, 5, 6, 7 & 8

our children. Staffed by familiar adults. **(£15,874.88 – staffing costs and Magic Breakfast initiative)**		
Pupil mentoring Teachers offer a 'meet and greet' to vulnerable children at the start of the day and at key transition points during the day. **(no additional cost)**	Evidence from EEF Teaching and Learning Toolkit + 5 months impact for Metacognition and self-regulation +8 months Evidence suggests that allowing children to offload at the start of the day provides a stable starting point for learning and sustainable progress	4, 5, 7 & 8
School trips and visitor's subsidy **(£3,000)**	Evidence from EEF Teaching and Learning Toolkit + 4 months impact	1, 2, 4, 5, 6 & 7
Programme to implement school vision and values. Learning values taught and celebrated. Growth mindset culture is actively taught. **(no additional cost)**	Evidence from EEF Teaching and Learning Toolkit + 5 months impact for Metacognition and self-regulation +8 months Metacognitive talk develops children's deeper thinking skills across the curriculum	1, 2, 5 & 7

Total budgeted cost: £238,226.77

Projected overspend: £89,056.77

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children historically come into EYFS with gaps in knowledge and experience; this is particularly evident for our PP children. Over time, these gaps narrow as PP children demonstrate good progress/accelerated progress from their starting points. Children 'catch up' by the time they leave us in Key Stage 2 but attainment is still significantly lower than the national average for Key Stage 1 as, due to their low start points, our children take longer to catch up.

Attendance for PP children: 2022-2023: 89%; 2023-2024: 91%; 2024-2025: 92% (an increase of 3%)

Persistent Absence for PP children: 2022-2023: 38%; 2023-2024: 27%; 2024-2025: 33% (a decrease of 5%)

GLD: the gap has stabilised this year (2024-2025: GLD was 53% but only 33% for PP children).

At the end of KS1 during 2024-2025 (a cohort of 23 children who remain at Sunny Bank, due to high mobility), 74% of children achieved the 'Expected' standard or above in Reading; 60% of our PP children achieved this standard (a **14% difference**). In Writing 61% of children achieved the 'Expected' standard or above; 40% of our PP children achieved this standard (a **21% difference**). In Maths 64% of children achieved the 'Expected' standard or above; 60% of our PP children achieved this standard (a **4% difference**). This indicates that the gap is decreasing in R and M but not in W. **N.B. There are less PP children in the Y2 cohort this year so each child is worth more of a % meaning that one or two children not achieving can make a larger difference.**

At the end of KS2 during 2024-2025 (a cohort of 28 children), 75% of children achieved the 'Expected' standard or above in Reading; 67% of our PP children achieved this standard (an **8% difference**). In Writing 82% of children achieved the 'Expected' standard or above; 80% of our PP children achieved this standard (a **2% difference**). In Maths 75% of children achieved the 'Expected' standard or above; 67% of our PP children achieved this standard (an **8% difference**). This indicates that, by the end of KS2, the gap is also decreasing in W. **N.B. There are less PP children in the Y6 cohort this year so each child is worth more of a % meaning that one or two children not achieving can make a larger difference.**

KS2	PP July 2023 22 pupils; 69%	PP July 2024 20 pupils; 63%	PP July 2025 15 pupils; 54%
% KS2 children achieving expected standard or above in reading, writing and maths	36%	73%	67%
% KS2 children achieving expected standard or above in reading	68%	95%	67%
% KS2 children achieving expected standard or above in writing	45%	75%	80%
% KS2 children achieving expected standard or above in maths	45%	80%	67%
KS1	**PP July 23 18 pupils; 62%**	**PP July 24 19 pupils; 66%**	**PP July 25 10 pupils; 43%**
% KS1 children achieving expected standard or above in reading, writing and maths	39%	45%	40%
% KS1 children achieving expected standard or above in reading	39%	66%	60%
% KS1 children achieving expected standard or above in writing	39%	52%	40%
% KS1 children achieving expected standard or above in maths	44%	55%	60%

Phonics	PP July 23 16 pupils; 67%	PP July 24 9 pupils; 39%	PP July 25 12 pupils; 41%
% Y1 children achieving the required standard in the PSC	62%	63%	67%
EYFS	PP July 23 18 pupils; 66%	PP July 24 12 pupils; 40%	PP July 25 9 pupils; 35%
% EYFS children achieving GLD	38%	33%	33%

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Providing full wrap around care for the child; in class support by way of smaller group work, guided groups and reactive interventions; wellbeing support.
The impact of that spending on service pupil premium eligible pupils
Child continues to achieve at or above the 'Expected' standard.