

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sunny Bank Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 24
Date this statement was published	16 th September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Head of School
Pupil premium lead	Sarah Riggs
Governor / Trustee lead	Tim Pye

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,230
Recovery premium funding allocation this academic year	£16,530
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	£294,160

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 programs for under achieving pupils: 1:1 reading support, group interventions, nurture/behaviour mentoring, pastoral support (this is not an exhaustive list)
- to fund breakfast club for targeted pupils
- to provide enrichment activities for individual pupils (clubs, trips and visits)
- to partly 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) and in general are behind/well behind the expected standard. Children need to make accelerated progress in all areas to catch up. Non- PP pupil's attainment was higher on entry. PP children exposure to high level/range of vocabulary and opportunities to deepen understanding are often limited. As a result, speech and language is often a barrier in school to children making progress.
2	In KS2 the gap in attainment needs to diminish and pupils need to make accelerated progress this year. The barrier to accelerated progress continues to be spelling and a broad vocabulary. In Maths the gap needs to be diminished by improving number fluency and mastery of the curriculum.
3	There are 68 pupils on the SEND register and 78% of these pupils are in receipt of Pupil Premium funding. There are 11 pupils in the school that have EHCPs (with an additional 4 children awaiting final plans) and 55% of them 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 school.
4	80% of the vulnerable families, open to multi agencies, are receiving Pupil Premium funding. Circumstances in the home have an impact on the pupil's emotional wellbeing in school. Historically, PP children are more likely to have to deal with challenging home circumstances. This is a barrier to progress.
5	Attendance rates for PP pupils are much lower than school average. This impacts on consistent progress (KPI target)
6	Mobility is a barrier to attainment with causal admissions. Pupils are mostly in receipt of Pupil Premium funding, have high SEN needs, safeguarding concerns, are school refusers or low attainment.
7	Aspirations of children and role models for PP children are not as high typically as non-pp children and this can have an impact on their characteristics of effective learning (including their resilience

towards tasks and positive learning behaviours) – in some year groups historically this has led to attainment gaps. Lack of support with home learning particularly for PP pupils.
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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	
That the Prime Areas are a focus in the Autumn terms, to improve oral language skills and remove speech and language barriers, so that accelerated progress is evident in T1 and 2 data. That the 5 a day reading diet is implemented so that pupil's oral story telling skills are developed. A S&L therapist is now working with the school when needed.	That the gap is diminished by the end of the Reception year and attainment of PP pupils is at least in line with national average for GLD	PPG pupils did not do as well as other pupils in R and W. Speech, language and early reading is vitally important and this will continue as it will ensure that there is impact overtime and this will diminish the difference over time.
To ensure that attainment & progress gaps between PP /non-PP children are identified & actions are implemented to reduce these gaps over time and by the time children end their time at Sunny Bank school. To ensure all children have a solid understanding of basic skills in order to make progress particularly phonics and reading	Gaps are incrementally reduced in size (meaning accelerated progress of PP children). Outcomes at the end of KS2 show pp children perform in line or better than national average	PPG pupils did not do as well as other children in RWM. this will continue as it will ensure that there is impact overtime and this will diminish the difference over time.
The SENCO and SLT support staff to deliver high quality SEND provision and focus pupils across the school make accelerated progress. To identify pupils for targeted reading interventions if just below age appropriate .	Teachers' ownership of SEND provision needs to be embedded so that provision is consistently high across the school.	The foundations for this were realised by July 22 and this needs to be embedded so that staff members have ownership of the SEND across the school. We will continue to ensure that targeted reading interventions take place.
That the well-being team works closely with the vulnerable families to quickly remove barriers to learning and engagement with school. Improve the social and emotional skills of pupils across the school.	SEMH development is tracked through Boxall profiles. The Safeguarding log and My Concern monitors progress of families referred by the school to multi agencies. Behaviour incidents monitored, patterns identified and action taken.	The wellbeing team have had a significant impact on all children including PPG children. This is evidenced through case studies on specific children, their preparedness to learn and the progress they have made in emotional literacy.
Whole school attendance is in line with national and increased attendance of Pupil Premium pupils.	Attendance KPI shows 96.5% attendance for all.	This has not had the desired impact this year and the challenge has been significant. We have reviewed the

		attendance strategy and will be making changes to improve this.
That the well-being team supports casual admissions and works closely with families to quickly remove barriers to learning and engagement with school. Pupils settle quickly and their needs are met. Teachers follow the school policy for casual admissions.	Pupil's regularly attend school and make at least expected progress. Any gaps in learning are identified and addressed rapidly.	Progress outcomes across the school generally showed good or better progress for all children including PPG children. Attendance still needs improvement.
To develop reflective and resilient learners through promoting growth mind-set, wellbeing and positive mental health.	PP children have access to any specific needs to support their wellbeing and mental health and develop their resilience.	More needs to be done this year to develop positive mental health and a growth mind-set for our children

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: £152,673

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
TA in every class to ensure: <ul style="list-style-type: none"> reactive intervention Adult led GR Basic skills teaching in order to make progress (£108,280)	Evidence from Teaching and Learning toolkit (EEF) (+6 months impact)	1,2,7,8	Interventions were effective and led to children making accelerated progress in year and in most year groups. This will continue next year with targeted teaching assistant training.
Pupil welfare needs are met Additional TA support in EYFS to ensure foundations of learning are solid (£15,468)	Evidence of early years intervention (EEF) (+5 months impact)	1,2,7,8	Pupil welfare needs were met this year. The additional TA will remain in Year R to continue with the focus on developing good foundations to learning and attitude to learning.

Additional TA support in Y6 to ensure that COVID gaps are narrowed (£15,468)	Reading lessons, reading interventions and reading for pleasure culture develop pupil's background knowledge and inference skills.	1,2,7,8	Given the children's starting points in Year 6, outcomes demonstrate that this was effective and will continue next year.
PPG have pre teaching of vocabulary for writing lessons so they start from a position of knowledge. (£13457.20)	Writing lessons, writing interventions and writing for pleasure culture develop pupil's background knowledge and writing skills.	1,2,7,8	Given the children's starting points in Year 6, outcomes demonstrate that this was effective and will continue next year.

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

Budgeted cost: £103,626

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
TTRock Stars/NumBots/AR/MyOn/Talk Blast are facilitated within year groups as required (£4353)	Evidence from Teaching and Learning toolkit (EEF) (+5 months impact)	1,2,3,6	Some online interventions were more successful than others, AR for example had an impact on children's fluency of reading, whereas more focus needed to be placed on TT rock stars for certain year groups. These will continue this year with a renewed focus.

<p>1:1 reading in KS1 and KS2 targeting PPG pupils those with limited home support, poor progress or attainment in reading (£13280)</p> <p>2 x I-pads per class (£5000)</p>	<p>Evidence from Teaching and Learning toolkit (EEF) (+5 months impact)</p>	<p>1,2,7,8</p>	<p>AR home reading system and ipads to quiz has had a significant impact on the progress made across the curriculum and the outcomes in reading. This will continue and will help to close the gap over time.</p>
<p>Learning mentors to target PPG pupils, those with limited home support, poor progress or attainment, Learning Zone provision (£42803)</p> <p>Learning mentors conduct 'daily check-ups'. Talk Tokens provided to children who may need to talk at any time.</p>	<p>Evidence from Teaching and Learning toolkit (EEF) (+1 months impact)</p> <p>Evidence from Teaching and Learning toolkit (EEF) (+4 months impact)</p>	<p>4,6,7,8</p> <p>1, 4,5,6,7</p>	<p>Children in the learning zone have made significant progress in terms of their preparedness to learn and all but one are reintegrated back into class this year.</p>
<p>EAL and S&L support (£32793)</p>	<p>Evidence from Teaching and Learning toolkit (EEF) (+5 months impact)</p>	<p>1,2,7,8</p>	<p>Speech and language support has been effective in bridging the gaps for our children. This will continue, with the S and L therapist training other staff members, to deliver some of the programs.</p>
<p>Use of CLICKER to promote independent writing and scaffolding writing (£1000)</p>	<p>Wider range of intervention can be offered from an early stage</p>	<p>1,2,3,</p>	<p>Has been effectively used as a resource to support children with communication and will continue to use this next year.</p>
<p>Speech and Language therapy (£3960)</p>	<p>Evidence of early years intervention (EEF) (+5 months impact)</p>	<p>1,2,3,</p>	<p>Speech and language support has been effective in bridging the gaps for our children. This will continue.</p>
<p>Language and Speech Link used for baseline screening in EYFS and TA to supply support (£437)</p>	<p>Evidence from Teaching and Learning toolkit (EEF) (+5 months impact)</p>	<p>1,2,3,</p>	<p>Speech and language support has been effective in bridging the gaps for our children. This will continue.</p>

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

Budgeted cost: £37,861

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Provision of Pastoral Support & FLO (£20,037), SOL Tracker (£500), attendance rewards (£1000) and role of attendance officer (£5839)	Previous year's outcomes. High focus & accountability of parents for attendance. Pupils with no absence are 1.3 times more likely to achieve the expected standard, than pupils that missed 10-15% of all sessions (The Key)	4,5,6,7	In terms 5 and terms 6 of last year the attendance was significantly improved as a result of this support.
Breakfast Club attendance – 15 pupils (£5700) Magic Breakfast initiative (£1784)	Previous year's outcomes, children that attend breakfast club are more regulated and ready to begin learning	4,5,6,7,8	Breakfast club attendance has increased gradually and children who attend are able to access AR and TT rockstars education programs. This will continue next year.
Pupil mentoring Teachings 'meet and greet' vulnerable pupils at start of the day and at key transition points during the day.	Evidence of metacognition and self regulation (EEF) (+8 months) Evidence suggests that allowing pupils to offload at the start of the day provides a stable starting point for learning and progress can be sustained	4,5,7,8	Case studies indicate good evidence of children that have been successfully reintegrated back into class following mentoring and transition support programs. This will continue
School trip subs (£3000)	Evidence from Teaching and Learning toolkit (EEF) (+4 months impact)	1,2,4,5,6,7	For our children these experiences have been invaluable for providing impetus and engagement in learning.
Programme to implement school vision and values Learning values taught and celebrated Growth mind set culture is actively taught	EFF metacognition and self-regulation - high impact for low cost) Metacognitive talk develops pupil's deeper thinking skills across the curriculum	1,2,5,7	This will be refreshed and driven next year

Total budgeted cost: £294,160

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<ul style="list-style-type: none"> Children historically come into EYFS with PP gaps. Over time gaps narrow as PP children demonstrate good progress from their starting points. However attainment is still significantly lower than the national. 		<ul style="list-style-type: none"> 		
1. Outcomes				
KS2 (March - Sep 20 & Jan – March 21 out of school)	PPG pupils (July 2019)	National average of pupils (July 2019)	PPG (July 2021) (15 Pupils @ 6.7% each)	PPG (July 2022) (15 Pupils @ 3.1% each)
% KS2 pupils achieving expected standard or above in reading, writing and maths	25%	65%	33.3%	33%
% KS2 pupils achieving expected standard or above in reading	42.9%	73%	46.7%	50%
% KS2 pupils achieving expected standard or above in writing	39.3%	78%	46.7%	40%
% KS2 pupils achieving expected standard or above in maths	35.7%	79%	33.3%	47%
KS1 (March - Sep 20 & Jan – March 21 out of school)	PPG pupils (July 2019)	National average of pupils (July 2019)	PPG (July 2021) (17 Pupils @ 5.9% each)	PPG (July 2022) (10 Pupils @ 4.5% each)
% KS1 pupils achieving expected standard or above in reading, writing and maths			23.5%	20%
% KS1 pupils achieving expected standard or above in reading	33.3%	75%	35.3%	40%
% KS1 pupils achieving expected standard or above in writing	29.2%	69%	29.4%	20%
% KS1 pupils achieving expected standard or above in maths	45.8%	76%	29.4%	30%
	PPG pupils (July 2019)	National average of pupils (July 2019)	PPG (July 2021) (10 Pupils @ 10% each)	PPG (July 2022) (21 Pupils @ 4.7% each)
% Y1 pupils achieving the required standard in phonics screening	60%	85%	70%	43%
EYFS (March - Sep 20 out of nursery & Jan – March 21 out of school)	PPG pupils (July 2019)	National average of pupils (July 2019)	PPG (July 2021) (20 Pupils @ 5% each)	PPG (July 2022) (15 Pupils @ 4.3% each)
% EYFS children achieving GLD	64.3%	72%	35%	47%

<p>Attendance 21 20 PPG attendance is 86% non PPG attendance 94% gap of 8%. This is worse than previous year, despite the considerable intervention from the attendance team.</p> <p>PPG PA (56%) is significantly higher than non PPG PA (16%). There a particularly challenging families, that live a distance away from the school and some that are still on role, these have been supported and robustly challenged by Flo and Trust Flo as have KCC for intervention Following government guidance there is a more rigorous strategy including, refocusing the Flo duties to spend more time on attendance, overseen by HOS to tackle poor attendance.</p> <p>The gap at KS2 has diminished generally overtime in RM, but has increased in writing. RWM combined outcomes is on an upward trajectory.</p> <p>The gap at KS1 has diminished generally in R overtime, but widened in WM.</p> <p>The gap in phonics has widened over time.</p> <p>The gap in EYFS has widened overtime but is on an upward trajectory</p>	
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Providing well-being support
What was the impact of that spending on service pupil premium eligible pupils?	Exceeded end of key stage outcomes