



## Pupil Premium Strategy Statement 2020-21 Sunny Bank Primary School

### What is Pupil Premium Grant (PPG)?

**Pupil Premium is an allocation of funds to support groups of children for whom historic national data shows are vulnerable to under achievement. Target groups include:**

- ✚ Pupils who are, or who have ever been eligible for Free School Meals (FSM)
- ✚ Pupils who are in the care of the Local Authority (CIC)
- ✚ Pupils who were in the care of the Local Authority but have now been adopted (POST CIC)
- ✚ Pupils whose parents serve in the armed forces

**The main aim of this funding is to:**

- ✚ Reduce the attainment gap between the highest & lowest achieving pupils
- ✚ Enable more pupils from disadvantaged backgrounds to access the best education
- ✚ Increase social mobility

**Use of the PPG:** The DfE have given schools freedom to decide how to use this funding, based upon their knowledge of individual pupil needs but ensuring the above principles remain at the heart of all expected outcomes of spending. Schools are required to report on:

- ✚ The amount of funding they receive
- ✚ How the Pupil Premium has been spent & the impact of this
- ✚ Details of how the current year's funding will be allocated

**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 to 1 reading support, group intervention, behaviour mentoring, play therapy, pastoral or behaviour support (this is not an exhaustive list)
- ✚ To fund breakfast club for targeted pupils
- ✚ To provide enrichment activities for individual pupils (clubs, trips & visits)
- ✚ To partly fund staff employed for family support (PSL & FLO)

1. Summary Information (Sept 2020)					
Total number of pupils	245	No of pupils eligible for PP	131	Date of most recent PP review	September 2020
Total PP budget received	£176,195	Total PP spending	£97 207	Date for next review of this strategy	July 2021

2. Current Attainment/Outcomes end of July 2019 (No Outcomes for July 2020)		
KS2	PP pupils at school	National average
% KS2 pupils achieving expected standard or above in reading, writing & maths	25%	65%
% KS2 pupils achieving expected standard or above in reading	43%	73%
% KS2 pupils achieving expected standard or above in writing	39%	78%
% KS2 pupils achieving expected standard or above in maths	36%	79%
KS1 (24 pupils 4% each)		
% KS1 pupils achieving expected standard or above in reading	33%	75%
% KS1 pupils achieving expected standard or above in writing	29%	69%
% KS1 pupils achieving expected standard or above in maths	46%	76%
% Y1 achieving the required standard in phonics screening (10 pupils 10%)	60%	85%
EYFS		
% EYFS pupils achieving GLD (14 pupils 7%)	64%	72%

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In –school barriers

- |           |   |
|-----------|---|
| <b>A.</b> | 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. |
| <b>B.</b> | In KS2 the gap in writing attainment is widening 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.  |
| <b>C.</b> | There are 70 pupils on the SEND register and 73% of these pupils are in receipt of Pupil Premium funding. There are 4 pupils in the school that have EHCPs and 25% 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.   |

#### External barriers

- |           |  |
|-----------|--|
| <b>D.</b> | 81% 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.  |
| <b>E.</b> | Attendance rates for PP pupils are lower than school average. This impacts on consistent progress  |
| <b>F.</b> | 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. This will continue to be a barrier as year groups, throughout the school, are not at full capacity   |
| <b>G.</b> | 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<br>Lack of support with home learning particularly for PP pupils. |

4. Desired outcomes		Success criteria
<b>A.</b>	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 consultant is now working with the school.	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
<b>B.</b>	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 (handwriting, spelling, times tables).	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
<b>C.</b>	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.
<b>D.</b>	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 monitors progress of families referred by the school to multi agencies. Behaviour incidents monitored, patterns identified and action taken.
<b>E.</b>	Whole school attendance is in line with national and increased attendance of Pupil Premium pupils.	Attendance KPI shows 96.5 attendance for all.
<b>F.</b>	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.
<b>G.</b>	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.

## Allocation of Pupil Premium Funding for 2020-2021

### 1. Quality of Teaching for All (In addition to Quality First Teaching)

In order to ensure that our staff have the skills, knowledge and understanding to provide the best possible education for all children, including the most disadvantaged, Pupil Premium funding is allocated towards CPD.

Bespoke training is delivered, by Lead Practitioners and Trust leads, ongoing professional development based on the key priorities of the Academy Development Plan. Reading, writing, maths and Curriculum training is based on the latest research.

Middle leaders and Senior leaders are trained so that they can effectively track PP children and ensure rapid intervention is provided when required to accelerate progress.

External experts have trained and supported teachers in delivering interventions to meet the needs of vulnerable children in the areas of SEMH, Speech and Language, SEN and communication.

Desired Outcomes	Chosen Action/Approach	Evidence, Rationale for this choice	Ensuring Quality Implementation	Staff Lead	Review of Implementation
<p><b>To ensure that attainment &amp; progress gaps between PP /non-PP children are identified through rigorous monitoring.</b></p> <p><b>To ensure that actions are implemented to reduce these gaps over time and by the time children end their time at Sunny Bank school</b></p>	<p>TA in every class to ensure:</p> <ul style="list-style-type: none"> <li>• reactive intervention</li> <li>• Adult led GR</li> <li>• Basic skills teaching in order to make progress (£46,237)</li> </ul> <p>Pupil welfare needs are met</p> <p>Additional TA support in EYFS to ensure foundations of learning are solid. (£7,635)</p> <p>That Talk for Writing is implemented and the 5 a day reading diet</p>	<p>Evidence from Teaching and Learning toolkit (EEF) (+5 months impact)</p> <p>Evidence of early years intervention (EEF) (+5 months impact)</p>	<p>Staff training</p> <p>Half termly PPMs</p> <p>Lesson observation.</p> <p>Book looks.</p> <p>Work scrutiny</p> <p>Staff training</p>	<p>SLT</p>	<p>Termly PPM</p> <p>Lesson observation.</p> <p>Work scrutiny</p> <p>Provision maps</p>

	<p>TAs to allow PPG have pre teaching of vocabulary for writing lessons so they start from a position of knowledge. (£ as above)</p> <p>Bespoke CPD to ensure that staff use consistent QFT strategies (£16,852)</p>				
<p><b>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</b></p>	<p>Language and Speech Link used for baseline screening in EYFS and TA to supply support (£7,635)</p> <p>Speech and Language consultant (£3960 )</p> <p>EYFS TA to deliver Speech and language intervention as well. (£7635)</p>	<p>Evidence from Teaching and Learning toolkit (EEF) (+5 months impact)</p> <p>Evidence of early years intervention (EEF) (+5 months impact)</p> <p>Wider range of intervention can be offered from an early stage</p>	<p>Half termly PPMs.</p> <p>Lesson observation.</p> <p>Book looks.</p> <p>Work scrutiny</p>	<p>SLT</p>	<p>Data</p> <p>Termly PPR</p>
<p><b>The climate and culture of the school &amp; classroom builds confidence and a can do attitude to enable all children to recognise themselves as capable learners</b></p>	<p>Programme to implement school values including Effort and Aspiration. (£5,000)</p>	<p>Staff training</p> <p>Lesson observations</p> <p>Classroom displays/Resources</p> <p>Book looks</p> <p>Pupil interviews and questionnaires</p>	<p>Termly PPMs</p> <p>Termly classroom audits</p>	<p>SLT</p>	<p>Termly PPMs</p> <p>Termly diary, website evidence, classroom audits</p>
<p><b>To develop reflective and resilient learners through promoting growth mind-set, wellbeing and positive mental health</b></p>	<p>Growth mind-set culture is actively taught</p> <p>Impact on self-awareness and self- esteem evidence through feedback (£2,000)</p>	<p>Evidence of metacognition and self regulation (EEP)(+8 months)</p>	<p>Staff training</p> <p>Lesson observations</p> <p>Classroom displays</p> <p>Pupil interviews and questionnaires</p>	<p>SLT</p>	

		through pupil interviews and questionnaires.			
--	--	--	--	--	--

<b>Budgeted cost</b>	<b>£ 96,954</b>
----------------------	-----------------

**2. Targeted Support**

Where there are gaps in the achievement of any children, in particular between Pupil Premium and all children, these are identified rapidly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching.

Pupil Premium funding is used to provide the interventions needed to accelerate progress and diminish the gap.

We passionately believe in the development of the ‘whole child’ and have built a team around the child to achieve this holistic approach.

The team consists of the Head Teacher, class teacher, SENCO, Parent Support Advisor, Family Liaison Officer and Trust Safeguarding Lead. This team approach is the most effective way of addressing the social, emotional and mental health barriers that affect many of our vulnerable families. Therefore, a significant amount of the Pupil Premium funding is located towards helping remove these complex barriers that impact on family engagement with school, attendance and subsequently children’s progress.

Desired Outcomes	Chosen Action/Approach	Evidence, Rationale for this choice	Ensuring Quality Implementation	Staff Lead	Review of Implementation
<b>To ensure that attainment &amp; progress gaps between PP /non-PP children are identified through rigorous monitoring.</b> <b>To ensure that actions are implemented to reduce these gaps over time and by the time children end their time Sunny Bank school</b>	1-1 reading in KS1 and KS2 Targeting PPG pupils, those with limited home support, poor progress or attainment in reading	Identification of pupils that would benefit from Catch Up intervention.	PPMs monitor progress and show at least good progress for all groups. Increased numbers of PP pupils attain GLD	SLT	Termly PPMs  Termly PPG review
	PPG have pre teaching of vocabulary for writing lessons so they start from a position of knowledge. (£6690) Ensure PP have access to quality books during lockdown (£945)			Book scrutiny  Pupil conference	SLT
<b>Whole school attendance is in line with national and increased attendance of Pupil Premium pupils.</b>	Provision of FLO (£17,133), SOL Tracker (£3,400) and attendance rewards (£1000).	Previous year’s outcomes High focus & accountability of parents for attendance	Ongoing FLO/AO meetings  Connection meetings  Letters to inform	AO/ FLO & HT	Weekly review of SOL tracker  Termly PPM  Termly KPI report

	Breakfast Club attendance (5 children) (£1675)  Learning mentors to target PPG pupils, those with limited home support, poor progress or attainment (£37621 )	Support via FLO & SLO to identify barrier	Weekly sharing of attendance data		
<b>Provision enables PP pupils to complete homework &amp; attain well despite poor support home</b>	TTRock Stars/NumBots/AR are facilitated within year groups as required (£12,888)	Evidence from Teaching and Learning toolkit (EEF) (+5 months impact)	Data shows all pupils are engaged and supported with home learning	Maths and English leads	Termly PPMs  Termly PPG review
<b>Improved outcomes for pupils with SEMH</b>	Pupil mentoring (£ as above)  Teachings 'meet and greet' vulnerable pupils at start of the day and at key transition points during the day.  Learning mentors conduct 'daily check-ups'. Talk Tokens provided to children who may need to talk at any time. (£ as above)	Evidence of metacognition and self regulation (EEF) (+8 months)  Evidence suggests that allowing pupils to off-load at the start of the day provides a stable starting point for learning, and progress can be sustained.	Staff training:  An emotionally literate response to behaviour management  Attachment theory and trauma training  Pupil interviews and questionnaires	AHT & Y leaders	Termly PPMs  Impact on self-awareness and self-esteem evidenced through feedback through pupil interviews and questionnaires.  Termly classroom audits  Fewer interruptions to social and learning times  Fewer exclusions: fixed term & internal exclusions
<b>Budgeted cost</b>					<b>£101,352</b>

### 3. Other: Enrichment

We understand that, in order to ignite the spark of lifelong learning, children need to be exposed to a wide range of experiences that broaden and enrich the curriculum. Therefore, we frequently invest in trips, visitors and other 'wow' moments which will act as stimuli to the children's learning. These experiences have an impact on the

engagement and enthusiasm of all children, as well as allowing our most disadvantaged children the opportunity to experience things, which they might otherwise not encounter.

<b>Breakfast Club attendance</b>	Offer free places at breakfast club (£ as above)	Children often come to school unfed and hunger stems their ability to learn so ensuring they are fed has a positive impact on learning.	Monitor attendance Gaps diminish	FLO and SLT	Termly PPMs
<b>School club attendance</b>	Covid 19 has prevented this				
<b>School trip subs</b>	Covid 19 has prevented this so far however this will continue as soon as possible (£2,000)				
<b>Welfare payments</b>	(£1000)	Provision of uniform	Confidence and self esteem	FLO	FLO report
<b>Budgeted cost</b>					<b>£3000</b>
<b>Total budgeted cost (1+2+3) =</b>					<b>£181,306</b>
<b>Total PP budget received</b>					<b>£176,195</b>

# The Island Learning Trust