



## Sunnyhill Primary School

### Pupil premium strategy statement

1. Summary information (correct at 15.10.2020)					
School	Sunnyhill Primary School				
Academic Year	2020/21	Total PP budget	£256,895	Date of most recent PP Review	2019/20
Total number of pupils	384	Number of pupils eligible for PP	191	Date for next internal review of this strategy	Sept 2021

2. Current attainment (2018/19) Most recent data available		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP - AT (national average)</i>
% achieving in reading, writing and maths	68%	82% (65%)
% at ARE reading	86%	82% (73%)
% at ARE writing	73%	82% (78%)
% at ARE maths	76%	82% (79%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
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<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Early language skills and phonics	
<b>B.</b>	Gaps in learning as a result of school closure	
<b>C.</b>	Attendance as a result of school closures, periods of isolation and parental anxiety around covid	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	support for issues relating to poor housing - active working with family support worker Social care difficulties - deputy head who is DSL has a particular focus on attendance and social care.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils are able to access phonics learning as measured by PSC for Y2 children; Pupils in EYFS develop language and vocabulary skills as measured by progress from baseline to FSP	PP pupils achieve key measures at least as well as peers
<b>B.</b>	Gaps are identified and a clear programme of catchup is implemented	PP pupils have access to a programme of study which helps them address gaps
<b>C.</b>	Robust and rigorous attendance monitoring systems reintroduced and drive good school attendance	school attendance returns to >95%
<b>D.</b>	Families most in need of support are identified and appropriate early help is delivered	An effective early help strategy supports most vulnerable families of PP pupils

5. Planned expenditure					
academic year					
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?
Disadvantaged children are prioritised for small group work with the class teacher	focus group intervention	Children learning in mixed groups make good progress  Wave 1 teacher intervention is most effective in securing good progress	termly monitoring pupil progress meetings termly data analysis	DHT; subject leader monitoring 2 days DHT 2 days SENDCo	termly
Adaptations made to curriculum focused on highest value teaching areas	whole school INSET  adjustments made to curriculum based on what has been missed	DFE & Ofsted guidance	curriculum reviews book looks	DHT 3 days	termly
More time spent on phonics, writing and maths to assess and address gaps in learning	Adjustments made to class timetables to accommodate heavier weighting on core subjects	DFE & Ofsted guidance	regular reviews of implementation to ensure that the approach is sustainable	HT DHT 1 day English & Maths SLs 3 days	termly
<b>Total budgeted cost</b>					6,555
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?
Increase % of children achieving expected standard in phonics Y2	increase phonics teacher to x2 daily with a focus on PP pupils not on track to meet standard	Evidence of importance of good phonics knowledge in order to access reading. Reading is the basis of all curriculum learning so must be prioritised.	Reading leader to monitor, regularly assess and regroup children	English (reading) subject leader 2 days	November 2020 phonics check
Address gaps in learning as a result of school closures in Yrs 2, 3 & 4	Employ teacher 0.6 to cover classes so that	Effectiveness of 1:1 and small group teaching approaches.	through pupil progress meetings and monitoring of ongoing assessments; pupil voice	DHT & phase leader 1 day	review December 2020 and decide way forward

	teachers can work with targeted groups			supply - Autumn term 3x days/wk	
Address gaps in learning as a result of school closures for children in Y6 not on track to meet expected standard	Employ teacher 0.8 to work with groups, prioritising PP, in English & Maths  Class teacher - Autumn term	Effectiveness of small group targeted teaching based on assessment of pupil needs.	Regular PiXL assessments - low stakes regular testing	HT	termly review of groups
1:1 and small group phonics support Sep-Feb teacher - 2 days Feb-May teacher- 5 days (Mar-Apr)					
<b>Total budgeted cost</b>					29,603.85
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Focus on providing Early Help support for vulnerable families as a result of pandemic	deploy FSW to providing counselling support for PP pupils in particularly vulnerable circumstances  FSW - 4 days p/w	a focus on wellbeing to ensure good access to learning	review access and participation regularly and target individuals as necessary	HT, DHT, HT, 2xDHTs 5x days each  FSW	bespoke reviews for pupils
Increase availability of counselling to PP pupils in the event that pastoral needs become apparent	Increase time spent on counselling caseloads for qualified staff members 2 day p/w	Removing emotional barriers to learning	Case studies of impact	HT, DHT, SENDCO 1x day each HT, DHT, SENDCo	bespoke reviews for pupils
maintain focus on PP attendance and punctuality	re-establish SAP meetings  Attendance officer 1 day p/w DHT 6 days	DFE research on the link between attendance and attainment	review of PA termly to ensure PP attendance remains high	DHT AO	July 2020
<b>Total budgeted cost</b>					56,176.94

## 6. Additional detail

Progress and attainment for PP children have been consistently above National and in line with their peers. The 3-year trend to Summer 2019 shows the following:

PP children make progress in line with or better than their peers in all subjects

PP children have a lower average scaled score than non-disadvantaged children

PP children have been less likely to reach the higher standard either singly or combined

PP attendance is good and is in line with or better than national. This is a result of a planned approach of SAP meetings to address both lateness and absence. A dedicated member of the admin team monitors attendance closely, particularly disadvantaged and those in identified groups.