

Pupil Premium Strategy Statement

2019 – 2020

Rationale

At Sunnybrow Primary School, we firmly believe that all children have the capacity to reach their full potential and are entitled to a high quality education. We are firmly committed to ensuring that teaching and learning meets the needs of all of our pupils. The attainment and progress of all vulnerable groups of pupils, including disadvantaged pupils, is carefully tracked and monitored. We ensure that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated. Our aim is to close the gap in attainment between disadvantaged and non-disadvantaged pupils.

Caution should be exercised when interpreting the differences in attainment between groups of pupils. The majority of our cohorts are very small and only a minority of the children in the cohort are non-disadvantaged pupils. Therefore, one child can represent a large proportion of the year group.

Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
51	22	29	0	0

Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
N/A	N/A	N/A	N/A	N/A

Pupil Premium Summary Information			
Total Number of Pupils (Inc. FTE)	78	Number of Pupils Eligible	51
Total Pupil Premium Budget	£67,320	% of Pupils Eligible	65%

2019 - Outcomes															
KS1	PP Pupils			Other			SCH GAP	KS2	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD	75%			77%			-2%	Expected Standard Reading	50%			50%	73%	-23%	0%
Year 1 Phonics	83%			88%			-5%	Expected Standard Writing	91%			88%	78%	+10%	+3%
Expected Standard Reading	90%			75%			+15%	Expected Standard Maths	75%			69%	79%	-10%	+6%
Expected Standard Writing	90%			75%			+15%	Expected Standard GPS	67%			69%	78%	-9%	-2%
Expected Standard Maths	90%			75%			+15%	Expected Standard R/W/M	25%			38%	65%	-27%	-13%

Attainment at end of previous year									
Cohort	Subject	Current Baseline Data %				Aspiration at End Of Next Year %			
		All	Disadvantage	Other	Difference	All	Disadvantage	Other	Difference
Year 6 2 non-PP pupils	Reading	38%	20%	67%	-47%	87%	80%	100%	-20%
	Writing	25%	20%	33%	-13%	87%	80%	100%	-20%
	Maths	50%	20%	100%	-80%	87%	80%	100%	-20%
Year 5 1 non-PP pupil	Reading	80%	78%	75%	+3%	80%	78%	100%	-22%
	Writing	70%	78%	75%	+3%	80%	78%	100%	-22%
	Maths	80%	78%	75%	+3%	80%	78%	100%	-22%
Year 4 Big change in cohort	Reading	76%	66%	75%	-9%	91%	83%	100%	-17%
	Writing	84%	66%	75%	-9%	91%	83%	100%	-17%
	Maths	84%	66%	75%	-9%	91%	83%	100%	-17%
Year 3	Reading	75%	90%	0%	+90%	83%	89%	50%	+49%
	Writing	75%	90%	0%	+90%	83%	89%	50%	+49%
	Maths	75%	90%	0%	+90%	83%	89%	50%	+49%

Year 2	Reading	75%	66%	100%	-34%	87%	83%	100%	-17%
	Writing	63%	49%	100%	-51%	87%	83%	100%	-17%
	Maths	63%	50%	100%	-50%	87%	83%	100%	-17%
Year 1	Reading	75%	75%	75%	0%	83%	75%	100%	-25%
	Writing	75%	75%	75%	0%	83%	75%	100%	-25%
	Maths	83%	75%	100%	-25%	83%	75%	100%	-25%
EYFS	Reading								
	Writing								
	Number								

Early Years Pupil Premium Current Attainment		
Baseline Assessment – Age Expected Level Emerging 30-50 Months	Pupils Eligible For EYPP	Pupils Not Eligible For EYPP
% achieving age expected levels on entry in Communication and Language		
% achieving age expected levels on entry in Reading		
% achieving age expected levels on entry in Writing		
% achieving age expected levels on entry in Number		
% achieving age expected levels on entry in Shape, Space & Measure		

		Barriers to Future Attainment	Desired Outcomes
Internal Barriers	A	Inconsistent quality of teaching in previous years for the 2019-2020 Year 6 cohort resulted in limited progress being made in those years.	Progress to be accelerated in Year 6 so that 80% of PP pupils reach the expected standard in reading, writing, GPS and maths.
	B	Lack of pupil confidence and support from home means that, despite good quality teaching, a small number of PP pupils did not reach the expected standard in Year 1.	Progress to be accelerated so that in Year 2 the gap between PP pupils and non-PP pupils narrows in reading, writing and maths
External Barriers	C	Attendance for PP pupils is significantly lower than that of non-PP pupils (92.94% compared to 96.42%). Persistent absence rates for PP pupils is also high (83% of persistent absentees are PP pupils).	Attendance for PP pupils to increase to 95%. Persistent absence rates for PP pupils to fall.
	D	Life experiences and enrichment activities can be limited for PP pupils.	PP pupils will experience a range of enrichment opportunities throughout the year.
	E	Social, emotional and mental health difficulties that the children experience has an impact on their ability to engage in learning and therefore limits their attainment and progress.	PP pupils will have access to interventions to support their social, emotional and mental health. Prosocial behaviour scores will improve and outcomes from SDQs will improve.

Desired Outcomes	Action	Expenditure	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
Progress to be accelerated in Year 6 so that 80% of PP pupils reach the expected standard in reading, writing, GPS and maths.	Monitor and track the attainment and progress of PP pupils. Plan, monitor and evaluate interventions to address specific areas for development. Provide in-class support during literacy and numeracy lessons.	£19,000	At the end of Y5 only 20% of PP pupils reached the expected standard in reading, writing and maths. For non-PP pupils 67% achieved in reading, 33% in writing and 100% in maths.	40% of PP children are now working at or within age related expectations in reading, writing and maths compared to only 20% at the end of last year. 100% of pupils are making at least expected progress.		
Progress to be accelerated so that in Year 2 the gap between PP pupils and non-PP pupils narrows in reading, writing and maths	Monitor and track the attainment and progress of PP pupils. Plan, monitor and evaluate interventions to address specific areas for development. Provide in-class support during literacy and numeracy lessons.	£10,000	At the end of Y1, 66% of PP pupils reached the expected standard in reading, 49% in writing and 50% in maths. This compares to 100% of non-PP pupils in all areas.	In reading, writing and maths, 83% of PP pupils are on track to reach ARE compared to 100% of non-PP pupils. This shows that the gap is on track to narrow by the end of the year.		
Attendance for PP pupils to increase to 95%. Persistent absence rates for PP pupils to fall.	HT to monitor PP pupils attendance and liaise with parents. PSA to support parents	PSA to support with attendance £3,000	Attendance for PP pupils is significantly lower than that of non-PP pupils (92.94%	Attendance for PP pupils in the Autumn term is 94.3% compared to 96.7% for non-PP pupils. This		

	with difficulties which impact attendance. Rewards for children and families for good attendance.	Attendance prizes/rewards £200	compared to 96.42%). Persistent absence rates for PP pupils is also high (83% of persistent absentees are PP pupils).	does show a narrowing of the gap from the previous academic year. 76% of persistent absentees this term are PP pupils which is a decrease from the previous academic year.		
PP pupils will experience a range of enrichment opportunities throughout the year.	Non-educational trips to the beach and pantomime alongside educational trips to be arranged.	£3000		Pantomime trip was attended in November 2019.		
PP pupils will have access to interventions to support their social, emotional and mental health. Prosocial behaviour scores will improve and outcomes from SDQs will improve.	SLA for counsellor for 2 hours per week. Nurture provision to run for 3 afternoons per week. Lego Therapy, Therapeutic Story Writing and Listening Matters sessions held weekly.	TA to lead SEMH interventions £19,000 Counsellor £3000 PSA to provide 1 to 1 support and support to families £12,000		6 children accessed nurture provision 3x per week. 2 children accessed Listening Matters. 6 children accessed Lego Therapy. 6 children accessed Therapeutic Story Writing. 2 children received 1 to 1 support from the PSA. 7 children attended Friendship Formula sessions. 2 children accessed the counsellor. 7 children completed weekly Relax Kids sessions.		

Budget Summary		
Desired Outcome		Cost
A	Progress to be accelerated in Year 6 so that 80% of PP pupils reach the expected standard in reading, writing, GPS and maths.	Additional Teaching Assistant to provide support and precisely targeted interventions for Year 6 pupils £19,000
B	Progress to be accelerated so that in Year 2 the gap between PP pupils and non-PP pupils narrows in reading, writing and maths	Targeted support and intervention from a Teaching Assistant £10,000
C	Attendance for PP pupils to increase to 95%. Persistent absence rates for PP pupils to fall.	PSA to support with attendance £3,000 Attendance prizes/rewards £200
D	PP pupils will experience a range of enrichment opportunities throughout the year.	Cost of trips to enrich and enhance pupils' life experiences £3,000
E	PP pupils will have access to interventions to support their social, emotional and mental health. Prosocial behaviour scores will improve and outcomes from SDQs will improve.	TA to lead SEMH interventions £19,000 Counsellor £3000 PSA to provide 1 to 1 support and support to families £12,000
Total Budget Spent		£69,200

Additional Funding Supporting Provision

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Committee Members: Neil Boyd and Pauline Northcott

Pupil Premium Monitoring Visit

Autumn: 14.11.19

Spring: Week beginning 6th January

Summer: Week beginning 20th April

Autumn Summary

Governors have supported the appointment of a Teaching Assistant to run SEMH interventions across the school. This has been in place since September 2019. CPD has been accessed to support her in this role. She has completed training in Therapeutic Story Writing, Lego Therapy and Nurture Provision. She has just commenced Forest School Training which will take a year to complete. An additional Teaching Assistant is running Listening Matters sessions which is being overseen by the Assistant Headteacher/SENCO.

Children can access a school counsellor for one hour session per week.

One to work to support the emotional well-being of pupils is being carried out by the PSA who is also running Relax Kids sessions in school.

The PSA is supporting the school in improving attendance by working directly with parents and providing them practical support and advice.

By the end of KS2 Pupil Premium Pupils achieved in line with non-Pupil Premium pupils.

Spring Summary

Summer Summary

Review Date

July 2020