

Sunning Hill Primary School Pupil Premium Strategy Statement (2024-2025)

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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	Sunning Hill Primary School
Number of pupils in school	528 N – Y6 (September 2024)
Proportion (%) of pupil premium eligible pupils	Sept 24 - 96
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027 (focus on 2023 – 24)
Date this statement was published	October 2024 to be ratified at full governors.
Date on which it will be reviewed	February 2025 June 2025
Statement authorised by	Resources Committee/FGB
Pupil premium lead	Claire Whalley
Governor / Trustee lead	Resources Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	96 FSM ever 6 x £1480 = £142,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for pupil premium 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	£142,080

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children despite their background are provided with the best possible education so they achieve well, make good progress and are successful within society. The focus of our pupil premium strategy is to support all pupils to achieve these goals. In order to do this, the key principles of our Pupil Premium Strategy are:

- All staff within school are committed and responsible for meeting the social, emotional and academic needs of all our pupils.
- To provide a balanced curriculum and high quality teaching and learning which meets the needs of all our pupils to close the attainment gap.
- Use accurate data to identify early, pupils who need additional provision which includes ensuring the needs of disadvantaged pupils are adequately assessed and addressed.
- To work closely with families to offer support and raise expectations.

In making provision for disadvantaged pupils, we recognise that not all pupils who are disadvantaged are registered or qualify for free school meals (94% of our pupils live in a disadvantaged area). Therefore this funding is used to support any pupil or groups of pupils the school has identified as needing additional support to close the gap.

Challenges

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

Challenge number	Detail of challenge
1	Some children start our school or nursery with limited experiences beyond the home environment which impacts on their overall development. On entry data into 2 year olds and three year olds shows the majority of children are working well below age related expectations.
2	73% of our children speak English as an Additional Language and some parents do not have fluent skills in English which can impact on support at home.
3	Language acquisition, for some children, is often delayed and/or underdeveloped, with pupils demonstrating limited vocabulary which impacts on phonics, reading and writing attainment.
4	The environment around school comprises predominantly of Victorian terraced housing, with limited access to parkland and green space.
5	A growing number of children are entering nursery/reception provision with a range of additional needs.
6	Some children have limited experiences outside of school which impact on their cultural capital.
7	When additional needs are identified, access to other agencies can sometimes be resisted by parents and where school feels a special needs school would be able to meet their child's needs parents choose mainstream.
8	Children often have commitments outside of school time.
9	The ability of some parents to support their children has resulted in gaps leading to pupils falling further behind age-related expectations.
10	Evidence and observations show that children's mental Health and Well Being has been impacted by the pandemic.

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
All children receive quality first teaching and additional support where required resulting in improved outcomes for underachieving pupils.	Identified children demonstrate positive progress at the end of each year/ key stage.
Progress & Attainment data by the end of KS2 show that all children have made expected progress or more.	KS2 outcomes will be in line with or above national data for pupil premium children.
Increased language and communication skills for children in EYFS.	% of children achieving ELG in Communication and Language increases.
All children in KS1 make accelerated reading progress.	Phonics outcomes are above national averages for pupil premium children.
Children with social & emotional barriers are given targeted support to increase their engagement in learning resulting in increased progress and overall attainment.	Identified children show greater engagement in lesson resulting in positive progress at the end of each key stage.
Pupils experience a range of learning opportunities within and outside of school that develops their aspirations, knowledge, understanding and cultural capital resulting in increased progress and overall attainment.	KS2 outcomes will be in line with or above national data for all groups of learners as a result of effective pupil engagement.

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: £127,431

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
3 Additional teachers employed across school to support all children, including pupil premium children, to achieve positive outcomes and progress.	£123,999	EEF guidance (small group tuition rated as +4)	1,2,3
1 x teacher NPQSL 1x teacher NPQLT (cover provided by using additional teachers above)	Inc as above	NPQSL Leadership program provided by DFE. Research led.	1,2,3
Technology to support high quality teaching and learning LBQ TT Rockstars (Maths Circle) Spelling Shed (Edshed).	£1190.00 £226.30 £616.25	Technology through the use of identified programs (apps) supports children with maths, reading and spelling.	1,2
Coaching for ECT from DHT	£1400	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.	1, 2, 3, 5,

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

Budgeted cost: £40,714

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
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Speech & Language therapist employed	£2047	EEF Oral Language Intervention +6	1, 2,3,5
Additional TA3 employed to deliver S & L activities through role play.	£20,919	EEF Oral Language Intervention +6 Children require additional support in KS1 to support their communication and language skills.	1,2,3,6
Redeployment of TA to nursery 3 year olds to support the delivery of Wellcomm	£16,198	EEF Teaching Assistant Interventions +4	1,2,3,5
TA3 deliver group support before school to identified pupils. (90 hours)	£1550	EEF Teaching Assistant Interventions +4	2,8,9
Lego Therapy (TA delivery)		EEF Social & Emotional Learning +4	10

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

Budgeted cost: £8,495

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
ASPIRE support programmes for children with social and emotional needs.	£6495	EEF Behaviour Interventions +4	10, 7,
Subsidise enrichment activities e.g. coaches, visitors, trips.	£1000	EEF guidance Social & Emotional learning rated as +4 and Physical Activity +1	6
Provide breakfast bagels for identified children	£1000	Children who have breakfast are more ready to learn.	

Total budgeted cost: £176,640

Additional £34,560 funded from school budget.

Part C; Further information (optional)

Externally provided programmes

Programme	Provider
Healthy Relationships	Fortalice
Achievement & Resilience	CORAM Life Education
Spelling Shed	The Literacy Shed
White Rose	White Rose Maths (NCETM)
TT Rock stars	TT rock stars