

## 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	Sunningwell CE Primary
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	January 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Anita Leech
Pupil premium lead	Anita Leech
Governor / Trustee lead	Anthea Pearson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12105
Recovery premium funding allocation this academic year	£3695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15800

# Part A: Pupil premium strategy plan

## Statement of intent

Sunningwell CE Primary will ensure that our Pupil Premium children have as equal chances to learning and experiences from the wider world as possible. We will give them opportunities to develop cultural capital and support them to build wide and profound, embedded schema so that their learning development and outcomes are equal to or better than their peers.

Children in receipt of Pupil Premium, like many children, are subject to a range of **barriers to learning**. Sunningwell aims to use the Pupil Premium to give children

- quality first teaching
- support to overcome specific learning difficulties including oral language deficiencies and low attainment in reading, writing and mathematics
- rich learning experiences for example, visits, musical tuition and sports activities
- support to become emotionally resilient and tackle social barriers
- support to overcome behavioural issues

## Challenges

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

Challenge number	Detail of challenge
1	Lack of engagement of parents in their children's learning
2	Social and emotional neglect
3	Lack of wider cultural experiences on which to base learning
4	Low self-efficacy in PP children
5	Poor behaviour leading to lack of engagement in learning

## 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
Children are confident, engaged learners	High engagement in learning resulting in good progress and outcomes
Children are involved in a broad, rich curriculum which enables them to gain	Children know, remember and can do more

cultural capital which supports learning and the development of schema	
Children and their families are supported to be happy and settled	Children attend school and arrive settled and ready to learn
Parents are encouraged and supported to engage with their children's learning	Evidence that parents are supporting children's learning

## 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: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide quality first teaching – all children Children achieving AREs and making progress at least in line with peers.	EEF ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.’ <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1, 2, 3, 4, 5
Develop skills of staff to support children in class – all children CPD for teachers, HLTAs and TA	Related to providing Quality First Inclusive Teaching	1, 2, 3, 4, 5
Encourage engagement and build skills through the use of online learning tools	COVID has required that some learning is carried out online. We will continue to support and encourage this form of learning to enable all children to access high-quality learning. Regular online activities, for example Times tables rockstars, enable practice so children become fluent in some aspect of their learning.	3, 4

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

Budgeted cost: £ 3750

Activity	Evidence that supports this approach	Challenge number (s) addressed
Support reading for PP children	Ensuring fluency so that children enjoy reading and comprehension can take place. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a> Benefits of reading for pleasure:	4, 5

	<ul style="list-style-type: none"> <li>• There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</li> <li>• Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</li> <li>• Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</li> <li>• There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).</li> <li>• Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).</li> <li>• International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).</li> <li>• Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</li> <li>• Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006)</li> </ul> <p><a href="https://readingagency.org.uk/about/impact/002-reading-facts-1/">https://readingagency.org.uk/about/impact/002-reading-facts-1/</a></p>	
Targeted programmes of support for PP children in Maths	<p>Give children time to practice, build fluency and develop metacognitive thinking to improve schema</p> <p>Mathematics, a universal language that enables understanding of the world, is an integral part of the curriculum. Beyond the study of numbers, shapes and patterns, it also provides important tools for work in fields such as engineering, physics, architecture, medicine and business. It nurtures the development of a logical and methodical mindset, as well helping to inculcate focus and the ability to solve all manner of problems. Attainment in the subject is also the key to opening new doors to further study and employment.</p> <p><a href="https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics">https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics</a></p>	4
Small group tutoring in maths for PP and vulnerable children	As previous	4
Additional support to give children immediate, targeted feedback in class to support and extend learning	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Dylan William – Short cycle formative assessment</p>	1, 4

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Insight Assessment to monitor progress and attainment of children and as assessment for learning - all children	It is self-evident that teachers should assess children's abilities and their progress to enable the teachers to reflect on the effectiveness of their teaching strategies. Assessment should be formative and summative.	3, 4
Monitor attendance – all children	...pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1039223/School_attendance_guidance_for_2021_to_2022_academic_year.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1039223/School_attendance_guidance_for_2021_to_2022_academic_year.pdf</a>	3, 5
Provide additional financial support for school trips, swimming and of music and sports for pupil premium/service family children	...research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility July 2019	3
Provide pastoral support for children and families - all years	<a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>	1, 2, 4, 5
Work with children experiencing bereavement, domestic violence, family breakdown, neglect and/or trauma - all years		

**Total budgeted cost: £ 18250**

## 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.

Over the academic year 2020-2021 we began to reintegrate children back into school after the spring lockdown. All children had returned in June and the summer and autumn 2020 were spent in 'bubbles'. This limited some school activities, particularly wider events such as sports and inter-school programmes. The administration worked hard to keep COVID at bay so that children could benefit from face-to-face teaching.

In Jan 2021 the school was closed to all but 'essential' workers. Many PP and SP children were included in the group who returned to school at that time with over a third of the school regularly being taught face-to-face. Teachers used Google Classroom to create online lessons for children at home and offered online face-to-face lessons every day. Assembly time was also put online, and most children 'attended' daily. Staff spent time each week contacting parents and children to ensure they had all they needed to participate in learning. Our IT support company offered support to both teachers and families to enable online learning. Laptops, iPads or Chrome books were provided to families who had need of them and all PP and SP parents were offered support to ensure that children could access online learning.

On the day that school reopened to all children we had 100% attendance.

Formal assessments were not carried out during summer 2020, however, teachers used formative and summative assessments to ensure that teaching was appropriately matched to children's needs.

Across Reading, Writing and Maths 88% of the children were working towards the expected standard. All PP children have been given additional support in class and with specific interventions including additional reading support, Maths and Literacy small group activities.

PP and SP children have benefitted from attendance at school whilst others have had to stay at home. The impact, however, may not be fully seen in academic terms but rather in the social and emotional welfare of this group.

Due to a COVID outbreak Dec 2021 75% of the PP children spent the final days of term at home with COVID or shielding.

### 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
Space Makers	ODBE

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Giving children social and emotional support</p> <p>Involving group in Little Troopers activity morning</p> <p>Supporting families where one or more parents were deployed</p> <p>Creating Christmas cards for deployed troops</p>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> <li>- high attendance (particularly during COVID)</li> <li>- socially and emotionally supported children</li> <li>- children whose development matches that of their non-service peers</li> </ul>