

Sunningwell CE Primary School's 3 Year Pupil Premium Strategy 2022-2025



SUMMARY INFORMATION			
Pupil premium strategy	<p>Children in receipt of Pupil Premium, like many children, are subject to a range of barriers to learning. Sunningwell CE Primary School aims to use the Pupil Premium to give children:</p> <ul style="list-style-type: none"> - 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. 		
CURRENT PUPIL INFORMATION 2023			
Total number of pupils:	67	Total pupil premium budget:	£8070
Number of pupils eligible for pupil premium:	6	Amount of pupil premium received per child:	£1345

COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	3	50%
Girls	3	50%
SEN support	2	33%
EHC plan	0	
EAL	0	

Assessment data

END OF EYFS						
	Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
				2017/18	2018/19	2021/22
At the expected level of development	N/A					
Not yet at the expected level of development ('emerging')						

YEAR 1 PHONICS SCREENING CHECK						
Pupils eligible for pupil premium	All pupils	National average		Data from previous years		
				2017/18	2018/19	2021/22
100%	86%	75.5%		100%	N/A	0

END OF KS1						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2017/18	2018/19	2021/22
% achieving expected standard or above in reading, writing and maths	0%			0%	N/A	0%
% making expected progress in reading	0%	77%	67%	33%	N/A	0%
% making expected progress in writing	0%	54%	58%	0%	N/A	0%
% making expected progress in maths	100%	77%	6%8	33%	N/A	100%

END OF KS2			
	Pupils eligible	Pupils not eligible for pupil premium	Data from previous years

END OF KS2						
	for pupil premium	School average	National average	2017/18	2018/19	2021/22
% achieving expected standard or above in reading, writing and maths	0%	33%	59%	100%	100%	0%
% making expected progress in reading	100%	67%	75%	100%	100%	100%
% making expected progress in writing	0%	58%	69%	100%	100%	0%
% making expected progress in maths	0%	42%	71%	100%	100%	0%

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	Data shows that PP children have a high rate of attendance. Children enjoy coming to school and non-attendance is usually due to illness.	Some of our PP children have medical needs which require hospital visits – low attendance is usually due to this.
Behaviour data	All our PP children have good behaviour and are not the subject of behaviour plans. We have included PP children in nurture groups when needed.	Smaller issues may not be reported.
Safeguarding referrals	One child has been referenced in a family referral but is not the subject of it.	There is a concern about Operation Encompass not informing the school of DV incidence. School not knowing, therefore, when a child needs support.

LONG-TERM PLAN (3-YEAR TIMESCALE):

- 1) Lack of support from home – particularly with reading. Identifying that a child may not have the support from home to fully develop either socially, emotionally or academically can enable us to put support in place to address the need. We can, where appropriate, support parents in this too. We hope that the outcome will be that the children are reading for pleasure and at a level comparable with their peers.
- 2) Low self-efficacy in children – this is something that we begin to address from the beginning of the school year and continue in building a growth mind set and supporting children to ‘break into’ problems, to persevere (a school value) and to solve them. Teachers and (HL)TAs will promote a can-do attitude from targets in English and Maths to Art and PE lessons and in conflict resolution.
- 3) SEMH challenges for some children. To provide safe spaces for children to talk to a trusted adult about concerns. To provide support to parents when needed.
- 4) Lack of enrichment activities beyond school

CHALLENGE 1

Member of staff responsible: AL

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when (include review dates)	Resources needed	Progress indicators
1. Encourage greater parental support of reading	Children reading more regularly at home and completing homework/projects	Meet with parents and encourage support. Send out emails re reading. Update website with information for parents.	https://literacytrust.org.uk/blog/reading-children-so-powerful-so-simple-and-yet-so-misunderstood/ National Literacy Trust	AL/class teachers	Termly reviews Pupil progress meetings	Time/ Reading records £750	Phonic screening Comprehension assessments KS2 SAT

2. Provide reading books and resources to enable work to take place	Children reporting that they are enjoying reading and that there are a good range of books in school	Audit of books and purchasing of new Provide 'spaces' for children to read		AL	Jan 2024 On-going reviews	£1000	
3. Provide additional support for reading in school	Children are seen to be making good progress in phonics, de-coding and/or comprehension	Include children in additional reading activities with TAs and volunteers			On-going	£500	

CHALLENGE 2

Member of staff responsible: AL

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when (include review dates)	Resources needed	Progress indicators
1. Develop growth mindset in children	Children will have a positive attitude towards learning	Class activities based on how we learn and positive attitudes	Nov 22 Nuffield research into children's academic well-being and attitudes to learning. https://www.nuffield.ac.uk/media/Research/2022/11/2022-11-20-Wellbeing-and-Attitudes-to-Learning-Report.pdf	Class teachers	Termly reviews Pupil progress meetings	Jigsaw £200	Formative and summative assessments
2. Help children build 'problem solving skills'	Children have a 'can-do' attitude to unfamiliar tasks.	Work with partnership schools to enable children to encounter new tasks in different environments.		Class teachers/TAs Subject leads		Transport/ Time £500	Feedback from activities
3. Give children opportunities to encounter new challenges.	Children are willing to work through challenges.	Arrange class/school trips and activities to enable challenging encounters. Music/Science/PE/ Drama etc.		Class teachers/TAs Subject leads	On-going	Transport/ Time Partnership links £500	Observations Pupil progress data

CHALLENGE 3

Member of staff responsible: AL

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when (include review dates)	Resources needed	Progress indicators
1. Support children who have social, emotional or mental health needs	That children are settled, have emotional resilience and are ready to learn. Low/no exclusions	Provide time, space and an appropriately trained adult to support children. Teachers have training related to SEMH needs and supportive measures	Conflicts in professional concern and the exclusion of pupils with SEMH in England https://www.tandfonline.com/doi/abs/10.1080/13632752.2021.1898769	LJ/JC/ED AL Class teachers (HL)TAs	On-going	Jigsaw Staff time £2500	No or low exclusion rates. Children are ready to learn. Outcomes in formative and summative assessments are in line with those of non-PP peers.
2. Train teachers and TAs in a range of support formats.	That there are adults ready to support children in need	Maintain training and seek new support mechanisms (Lego Therapy)		ED/AL/PG	As needed	Training/ resources £1000	
3. Support parents to help children with SEMH	That children are supported with SEMH needs beyond school	Carry out Strengths and Needs Assessments when required. Direct and connect parents to external agencies		ED/AL	As needed	Time £500	

CHALLENGE 4

Member of staff responsible: AL

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when (include review dates)	Resources needed	Progress indicators
1. Provide culturally rich activities	Children are able to draw on experiences to inform reading/writing and the wider curriculum. PP children from culturally diverse backgrounds feel included.	Build links with organisations. Seek opportunities. Draw on school and local community to provide culturally diverse opportunities.	https://www.eyalliance.org.uk/cultural-capital-efl-what-you-need-know/#--text=The%20framework%20states%3A_start%20to%20their%20early%20education. Early Years Alliance	AL/Teaching staff	Annually	Time £300 Funding for activities and transport £500	Children's progress and their ability to access learning.
2. PP children are thought of first when choosing groups and teams.	PP children are seen to be part of groups and teams for culturally rich activities.	Teachers are aware of who their PP children are.		AL/Teachers	Review each term		Progress and outcomes are in line with peers.