

Sunningwell CE Primary Pupil Premium Strategy Statement



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	Novemeber 2023
Date on which it will be reviewed	June 2024
Statement authorised by	<i>Anita Leech</i>
Pupil premium lead	<i>Anita Leech</i>
Governor	<i>Anthea Pearson</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8070
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years	N/A
Total budget for this academic year	£8070

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils generally, for example young carers and those needing social support. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality, responsive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest our pp children generally have greater difficulties with reading than their peers. They are less well supported by their parents than other children.

	With QFT, interventions and promoting reading activities, like DEAR at school and reading at home we have managed to close the gap for many of our pupil premium children but recognise that this support is a continued need.
2	Observations and discussions with children indicate that some of our pp children are not self-efficacious and need support to develop a 'growth mindset'. This can significantly affect the children's ability to access learning, to retain information and apply it to other situations. Class, small group and whole school activities will encourage children to develop a growth mindset and become self-efficacious learners.
3	We note that due to a range of circumstances, including displacement and family situations that our pp children's social, emotional and mental health wellbeing is not as robust as that of non-pp children. This affects our pp children's ability to access learning successfully and results in significant knowledge gaps leading to pp children falling further behind age-related expectations.
4	Our pp children do not always have access to a broad range of extra curricular activities and experiences. This can lead to children not having concrete examples to base their learning on and therefore impeding understanding and knowledge acquisition. Children who have a broad range of experiences are able to build on and draw on these to understand other aspects of their lives.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills in English and vocabulary gaps among many pupil premium (pp) children. These gaps are more prevalent and significantly lower among many of our pp children as English is not their first language.

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
1. Improved reading attainment among disadvantaged pupils.	That assessment indicates that our pp children's reading levels are progressing at an accelerated rate relative to their peers to enable fluency of reading and comprehension of texts read.
2. Improving children's attitudes to learning and readiness to learn.	That children are able to access learning successfully, that they have a good understanding of barriers to their own learning, particularly their attitude to challenging themselves in their learning.
3. To achieve and sustain improved	Sustained high levels of wellbeing by 2024/25 demonstrated by:

wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - teachers report that children are settled and ready to learn - qualitative data from student voice, student and parent surveys and teacher observations
4. Ensuring that pp children have access to extra-curricular activities and experiences.	Ensure that our children have a curriculum rich in cultural and meaningful activity to support our pp children to embed learning across the curriculum. Children can talk about their learning meaningfully, knowledge harvests at the beginning and end of learning indicate that children's learning is embedded.
5. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among our pp children. This is evident when triangulated with other sources of evidence, including engagement in and contribution to lessons, book scrutiny and ongoing formative assessment.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching, targeted academic support and wider strategies.

Budgeted cost: **£8070**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all staff are aware of who pp children are and that additional teaching support in the classroom is focused around these children.	The pupil premium raises the profile of disadvantaged pupils and encourages schools to consider what support needs to be put in place to enable these children to thrive. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 2, 3, 4,5
When planning extra-curricular activities and experiences ensure that pp children are supported to attend.	Evidence shows that enriched cultural activities give children experiences that enable deep learning as it is based on what is already known and understood. https://www.eyalliance.org.uk/cultural-capital-eif-what-you-need https://www.eyalliance.org.uk/cultural-capital-eif-what-you-need#:~:text=The%20framework%20states%3A.start%20to%20their%20early%20education. Early Years Alliance	2, 4, 5
Carry out programmes to improve listening, narrative	Oral language interventions can have a positive impact on pupils' language skills. Approaches that	4, 5

<p>and vocabulary skills for pp children who have relatively low spoken language skills.</p>	<p>focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Evidence also suggests that reading to children has a significant impact on life chances. Oral language interventions Teaching and Learning Toolkit EEF https://literacytrust.org.uk/blog/reading-children-so-powerful-so-simple-and-yet-so-misunderstood/</p>	
<p>Inform children and parents of opportunities for reading and stress the value of this activity. Add interventions with teacher/HLTA for reading. Purchase books to inspire pp children to read.</p>	<p>Teacher phonics in Class 3 to support word reading. Phonics Teaching and Learning Toolkit EEF One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups: Small group tuition Teaching and Learning Toolkit EEF</p>	1
<p>Run SEMH activities to support social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF https://www.tandfonline.com/doi/abs/10.1080/13632752.2021.1898769</p>	3
<p>Run programmes to improve listening, narrative and vocabulary skills for pp children who have relatively low spoken language skills or EAL needs.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 4

Total budgeted cost: £8070

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data has to be considered carefully as other factors, for example, the low numbers in this cohort and the age of the children in the cohort, can affect the percentage outcomes significantly. Qualitative factors, like a rise in confidence, were noted and quantitative outcomes were generally good particularly in KS2 where our disadvantaged children achieved expected standards in Reading, Writing and Maths SATs. Our children in receipt of pupil premium made good progress.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. The data demonstrates that our disadvantage children progress and achieve inline with our non-disadvantaged children.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance which was inline with non-disadvantaged pupils, behaviour and wellbeing.

The data demonstrated that our disadvantaged children, when all factors are considered, are served well at Sunningwell and have good outcomes.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that

- the inclusion of children in lesson where high quality, responsive teaching was practiced
- where support for was given the children's social and emotional welfare
- where planned, specific interventions were given

impacted effectively to enable children to access learning, make good progress and achieve good outcomes.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Little Troopers Events	Little Troopers
Six week wellbeing course	Oxford Discovery College
Festival of Friends/Pupil Voice Conference	OCC
Poetry workshop	Never Such Innocence
Drama workshop	Never Such Innocence

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>Staff, including the headteacher and an HLTA work with children from service families to ensure that their unique circumstances are recognised and supported. Children attend external activities like the Service Children’s Pupil Voice, The Festival of Friends and nature groups as needed.</p> <p>We contact schools where information about in year transferred children has not been passed on quickly and assess children as they join the school to enable teachers to address any learning gaps with targeted support either delivered by teachers, HLTAs or TAs.</p>
The impact of that spending on service pupil premium eligible pupils
<p>We note that some of our service children are among our most disadvantaged and our most in need of SEMH and academic support. Others, by contrast, appear not to have these needs and are among our most able children. Initial and continual assessment of both academic and social needs are in place to ensure that we are able to react quickly to changes in rates of progress that arise as a result of turbulence in these children’s lives.</p> <p>Assessments have demonstrated good progress and outcomes for many of our Service children where additional focused support was provided. 100% of our KS2 service children achieve expected standards in their Reading, Writing and Maths SATs. As with Pupil Premium, caution must be exercised when considering numerical data as it is sometimes based on very small numbers which can be affected significantly by factors such a child’s age in year.</p>

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- continuing to develop feedback practices in class. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- try to ensure that both pupil and service premium children have a voice on our School Parliament
- ensuring that staff have the skills and time to support the SEMH needs of our vulnerable children. A staff member is undergoing training using the DfE grant to support welfare.