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	78
Proportion (%) of pupil premium eligible pupils	15% PP 20% SP
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)	Oct 2025
Date this statement was published	Oct 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	*Anita Leech/Anthea Pearson*
Pupil premium lead	*Anita Leech*
Governor	*Anthea Pearson*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP 12 x £1480 - £17760 SP 16 x £340 - £5440 £22860
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	£ 22860 (as per Oct 2025 census) £24720 (May '26)

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 good progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils generally, for example refugees, 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, inclusive and responsive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has 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 Language skills.	Almost 60% of our Pupil Premium and 12.5% of our Service Premium children are currently pupils with English as an Additional Language. To support some of these children we initiated a daily activity based

English as an additional language	upon the Twinkle Phonics programme. It is carried out for 15-20 minutes 1-1 each afternoon. During this time children speak, read and write to build language skills. Packs have been created which contain books and sound cards so that children can read and practice these at home. Time is taken to explain to parents what is required so that children can also be supported at home. Teachers report that without additional support some of our EAL pupils struggle to access lessons, particularly written material in class.
2 SEND	A significant proportion, 46%, of our vulnerable children present with special educational needs or disabilities. Conditions include physical disabilities, autism, ADHD and social, emotional, mental health concerns. These effect our pp children's ability to access learning successfully and can result in knowledge gaps leading them falling behind age-related expectations. The head, deputy (SENDCo), teachers and admin staff spend time meeting with parents, reaching out to external agencies and completing documents and referrals to ensure that these children have access to the support that they need to thrive.
3 Reading skills	Assessments, observations, and discussions with pupils suggest that some of our pp children have greater difficulties with reading than their peers. Due to a range of factors they can be less well supported at home. With QFT, interventions and promoting reading activities, like DEAR (Drop Everything And Read) at school and encouraging reading at home we have managed to close the gap for many of our pupil premium children but recognise that this is a continued need.
4 Self-efficacy	Observations and discussions with children indicate that some of our pp children are not as self-efficacious as their peers 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 encourage children to develop a growth mindset and move towards becoming self-efficacious learners.
5 Development of cultural capital	Our pp children do not always have access to a broad range of extracurricular 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 can build on and draw on these to understand other aspects of their lives.

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. Support is in place for PP/SP pupils with English as an	Triangulation of evidence indicates that those PP/SP children with English as an Additional

Additional Language to increase their progress and ensure fair access to learning.	Language have made good or better progress in English (speaking, reading and writing) compared to their non-PP/SP peers. That these children are more able to access the curriculum successfully.
2. That our disadvantaged pupils who have SEND are assessed and referred as needed to ensure that they have support to integrate as fully as possible into the life of the school and its learning opportunities.	Children who have SEND are making good or better progress in their learning and can engage as fully as possible with the life of the school.
3. Support for PP and SP children to develop their reading and a love of the written word.	That our PP/SP children have been given the support needed to become successful readers and develop a love of reading. Assessments indicate that these children are making good or better progress in reading English and in their phonological awareness.
4. Improving children's attitudes to learning and readiness to learn.	That children can access learning successfully, that they have a good understanding of barriers to their own learning, particularly their attitude to challenging themselves in their learning.
5. Ensuring that pp children have access to extra-curricular activities and experiences.	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 and assessments indicate that children's learning is embedded.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £14500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all staff are aware of who pp children are, that they have considered any additional needs that these pupils have and that teaching support in the classroom is focused on 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
Ensure that teachers are supported and trained to deliver high-quality responsive and inclusive teaching.	Educational Endowment Fund research and resources related to inclusive teaching and learning. https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support	1, 2, 3
Inform children and parents of opportunities for reading and stress the value of this activity. Add interventions with teacher/HL(TA)s/ volunteers for reading. Purchase books to inspire pp children to read.	Teach phonics in Reception, KS1 and KS2 (as needed) to support word reading. Phonics | Teaching and Learning Toolkit | EEF One to one tuition | Teaching and Learning Toolkit | EEF Include alongside this comprehension skills learning.	1, 4

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

Budgeted cost - £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carry out programs to improve listening, narrative and vocabulary skills for pp children who have relatively low spoken language skills or EAL needs.	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 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. https://literacytrust.org.uk/blog/reading-children-so-powerful-so-simple-and-yet-so-misunderstood/	1, 4, 5
Small group or one-to-one tutoring in Maths and Reading.	From experience and evidence, we know that small groups can increase a child's confidence and self-efficacy and so lead to rapid progress towards age related expectations. Small group tuition | Teaching and Learning Toolkit | EEF	1, 2

Wider strategies

Budgeted cost - £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Run SEMH activities to support social and emotional learning (SEL). SEL approaches will be embedded into routine educational practices and supported by	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	2, 4

professional development and training for staff.	EEF research also indicates that supporting children to be self-efficacious can lead to increased rates of progress. https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies	
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://nationalcollege.com/news/an-expert-overview-of-pupil-premium	1, 2, 3, 4, 5

Total budgeted cost: £24720

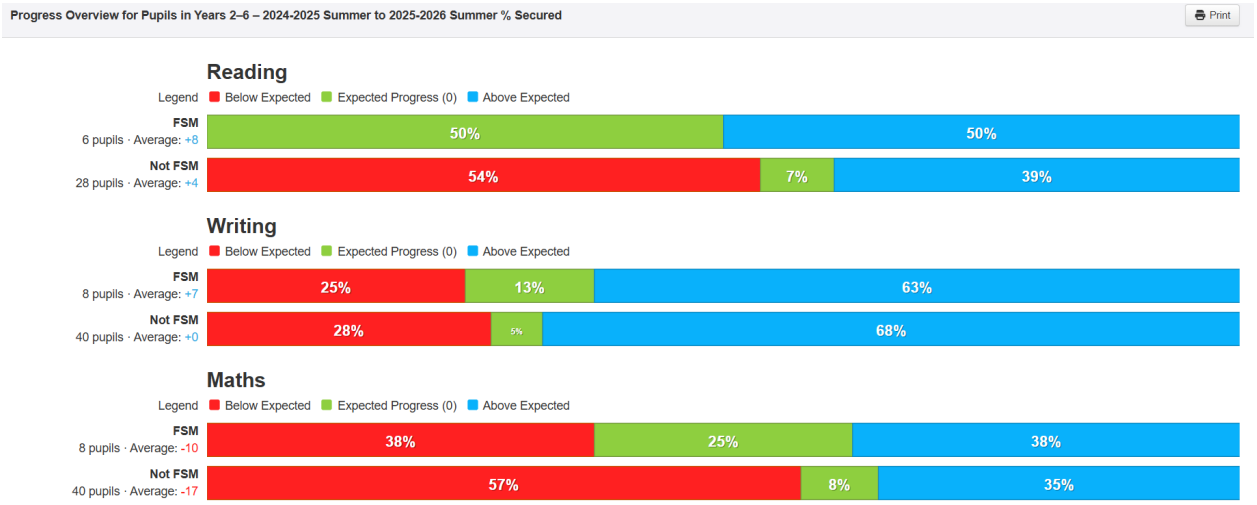
Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

Review July 2026

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data, our own internal summative and formative assessments and qualitative information. The data should be considered carefully as other matters, for example, the low numbers in the cohort, the age of the children in the cohort and co-occurring factors (SEND and EAL) can affect the percentage outcomes significantly. Qualitative factors, like a rise in confidence, have also been consider and noted.

To help us gauge the performance of our disadvantaged pupils we compared their progress and outcomes to those of non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. Accelerated progress is needed to enable some of the PP/SP children to achieve in line with our non-disadvantaged children.

Please see below for data known to-date



Reading – data indicates that 100% of our PP children* and 75% of our SP children are making expected or better progress. This compares favourably with their non-PP/SP peers 46% of whom have made good or better progress. This is pleasing as accelerated progress is needed for some children who have high mobility and/or are disadvantaged.

Writing – a greater proportion of our disadvantaged children than our non-disadvantaged children made expected or above expected progress. As we know it is important for these children to sometimes be making increased progress compared to their peers. However, we need also to take into consideration the small cohort of disadvantaged children that this data is based on.

Maths – as with writing a greater proportion of disadvantaged children than non-disadvantaged children made good or better progress. Above expected progress for disadvantaged children is also above their non-disadvantaged peers.

*Some of our PP children are not included in this data as they joined mid-year or are Reception/Year 1 children who do not have previous data which would indicate progress.

However, statutory assessments (details of which are given below) indicate that our PP/SP children in Reception and Year 1 are attaining comparable outcomes to their non-PP/SP peers.

Reception GLDs 2026

	School	National
Whole cohort (11 pupils)	91%	68.3 (2025 data)

Phonic screening (Year 2) 2026

	School	National
Whole cohort 8	91%	80%

Multiplication Tables Check (Year 4) 2026

	School average score	National average score
Whole cohort (13 pupils)	22.9	21.9

Year 6 SATs Outcomes 2026

	School % at expected standard or above			Combined	National % at expected standard or above		
	Writing	Reading	Maths		Writing	Reading	Maths
Whole cohort (10 pupils)	100%	100% 10% GD	100%	100%	73%	75%	75%

100% expected level or above (20% GD) was achieved in Grammar, Punctuation and Spelling.
100% expected level was achieved in Science.

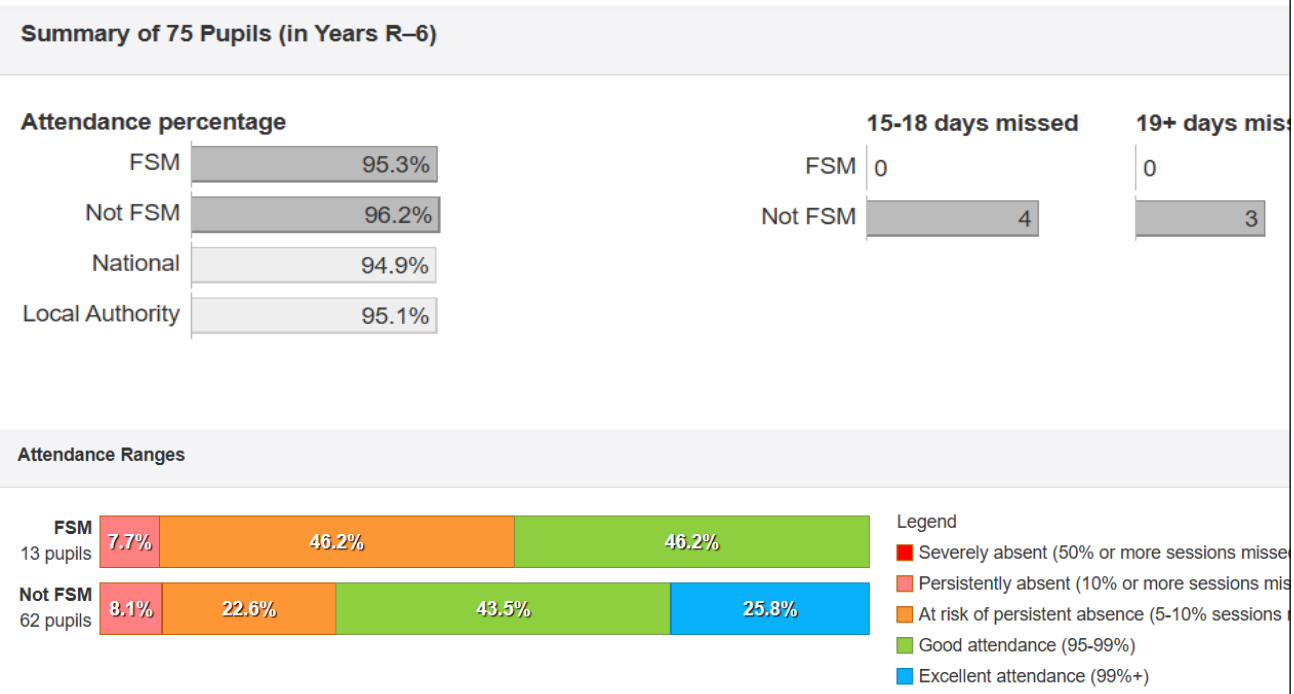
We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance

Whilst attendance of our disadvantaged children is just a little lower that our non-disadvantaged children, analysis indicates that the reasons for this are extraordinary, and any issues continue to be addressed to improve attendance. Data also indicates that our PP children's attendance is above reported National and LA attendance for PP children.

Annual attendance for disadvantage children, 95.3% compares favourably against LA figure where Sunningwell is ranked 16th out of 242 schools and against national figure where our disadvantaged children are in decile 1, the top 0 -10% of schools.

Year Sept 2025- July 2026



Evidence indicates that our PP and SP children are the majority of those in need of nurture to ensure wellbeing. Many have been involved in a range of support including internal small group/individual support and external provision. Staff also maintain contact with parents of the children to understand the wider context and direct families to support beyond the school.

This year we have funded a range of activities for the PP/SP children including football clubs, activity days, and trips, and provided funding to enable children to attend fixtures. Whilst the children have benefitted from the funding to allow them to participate, the school has benefitted from some wonderful ambassadorial behaviours from the children. PP children have been specifically chosen to participate in activities which encourage oral language skills, including presenting in class and to the whole school.

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

Our evaluation of the approaches delivered last academic year indicates that the following strategies impacted effectively to enable children to access learning, make good progress and achieve good outcomes.

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

- supported to attend extra-curricular activities, to be part of sports teams and represent their class or the school in activities where oral skills were developed, self-efficacy and self-confidence built.

We will review the needs of our PP/SP children in September and adapt this plan to support the groups specific needs.

Externally provided programmes

Programme	Provider
SEMH support (weekly programme)	MOD
EAL support	Volunteers/SENDCo
Thriving Live Toolkit	Service Children's Progress Alliance
Relationship and Sex Education Programme	Abingdon School Outreach
Sports coaching	Internal
Football training	Inspire Coaching
Little Troopers Activity Information	Little Troopers

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
- Weekly nurture group attendance (MOD funded support worker) school liaison - Quality First Inclusive Teaching – focus on service children to address any learning gaps identified with targeted support either delivered by teachers, HLTAs or TAs. - Staff support for SP children through lunchtime/breaktime groups - Assessment and support put in place for transferring SP children (1 EHCP completed this year) - SP children represented on School parliament - SP children chosen for sports teams to represent the school at local and county level building confidence and self-efficacy - Ensuring we contacted schools when information about in-year transferred children not passed on quickly. - SP children included in small, focus groups to accelerate progress - Liaison and building relationships with parents – high priority - This helped us to better understand the children as they join the school and enabled teachers to target support and adapt learning for the children.
The impact of that spending on service pupil premium eligible pupils
July 2026 We note that some of our seventeen 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, independent

and stable children. Initial and regular assessment of both academic and social needs are in place to ensure that we can react quickly to changes in rates of progress that arise as a result of turbulence in these children's lives.

Over the last year we have noted the following highlights for our Service Pupil Premium (SP) children

- Our two SP children in Year 6 making huge strides in confidence and self-efficacy and expected to achieve expected outcomes in Reading, Writing and Maths
- two out of the three children scoring 25/25 for the MTC being service pupils – average score for our five SP children in Year 4 = 23.5/25
- both SP children in Reception achieving their GLDs (one very young in year socially very well adapted, the other has very good understanding of the world and a broad vocabulary)
- a number of our SP children have shown increased confidence and oracy skills

Year Group	**Service children achieving expected or above standard Summer 2026**		
	W	R	M
Reception	-	-	-
Year 1	-	-	-
Year 2	2/5	4/5	3/5
Year 3	0/2	0/2	0/2
Year 4	3/5	3/5	3/5
Year 5	0/1	0/1	0/1
Year 6	2/2	2/2	2/2

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 co-occurring factors including SEND, EAL, SEHM issues, a child's age, etc.

Further information

Additional activity

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

- continuing to develop feedback practices in class and targeting our PP/SP children first. 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.
- trying to ensure that both PP and SP 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. Staff members have undergone training in supporting the welfare children with a range of needs.
- dedicated support for our service children from a skilled professional who will meet with groups and individuals each week.