

Sunning Hill Primary School Pupil Premium Strategy Statement (2023-2024)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	518 N – Y6 (September 2023)
Proportion (%) of pupil premium eligible pupils	Oct 22 census 98 (used to calculate funding allocation)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026 (focus on 2023 – 24)
Date this statement was published	October 2023 to be ratified at full governors.
Date on which it will be reviewed	February 2024 June 2024
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	98 (October Census 2022 FSM ever 6 x £1455 = £142,590)
Recovery premium funding allocation this academic year	98 x £145 = £14,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for pupil premium and recovery 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	£156,800

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.

Our strategy is also integral to wider school plans for education recovery. Our use of school led tutoring will further support those pupils whose education has been worst affected.

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 often start school or nursery with limited experiences beyond the home environment which impacts on their overall development. On entry data into 2 year olds shows the majority of children are working well below age related expectations.
2	Over 2/3 of our children speak English as an Additional Language and some parents do not have fluent skills in English which impacts 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.
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 all groups of learners.

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 all groups of learners.
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: £126,159

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
3 Additional teachers employed across school to support pupil premium children to achieve positive outcomes and progress.	£123,999	EEF guidance (small group tuition rated as +4)	1,2,3
3 x teachers NPQSL (0.5 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, Spelling Shed)	£760	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: £39,164

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
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
Additional full time TA in reception.	£16,198	EEF Teaching Assistant Interventions +4	1,2,3,5
Lego Therapy (TA delivery)		EEF Social & Emotional Learning +4	10

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

Budgeted cost: £8,295

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
ASPIRE support programmes for children with social and emotional needs.	£6295	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: £173,618

Additional £16,818 funded from school budget.

Part B: Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes

Impact of expenditure on language and communication skills for children in EYFS.

	Baseline		End of reception	
	Not achieved standard	achieved standard	Not achieved standard	achieved standard
Listening, attention and understanding	75%	25%	28%	72%
Speaking	78%	22%	28%	72%

Impact; Pupil progress outlined above, shows that interventions and quality first reaching has a positive outcome for all children.

Impact of expenditure on Phonics 2023 & trends over time.

End of Year 1 Phonics data

	2019 school	2019 national	2022 school	2022 national	2023 school	2023 national
All	87	82	83	76	80	79
Not disadvantaged	88	84	86	79	83	82
PPG	82	71	67	63	63	67

Impact; Pupil Premium pupils are 4% below the national data for the same comparative group at the end of KS1 in 2023 but exceed national in all other years

End of KS1 Phonics data

	2019 school	2019 national	2022 school	2022 national	2023 school	2023 national
All	98	91	93	91	95	89
Not disadvantaged	98	93	96	93	96	91
PPG	100	85	83	85	91	81

Impact; Pupil Premium pupils are 2% below the national data for the same comparative group at the end of KS1 in 2022 but exceed national in all other years.

Impact of expenditure on outcomes KS1 and trends over time

Reading	2019 EXP school	2019 GD School	2019 EXP national	2019 GD national	2022 EXP school	2022 GD School	2022 EXP national	2022 GD national	2023 EXP school	2023 GD School	2023 EXP national	2023 GD national
All	75	20	75	25	70	20	67	18	73	27	68	19
Not disadvan	76	22	78	28	73	19	71	21	80	29	73	22
PPG	70	10	62	14	58	25	52	8	45	18	54	9

Impact; Pupil Premium pupils exceed the national data for the same comparative group at the end of Year 2 in reading apart from GD in 2019 and exp 2023.

Writing	2019 EXP school	2019 GD School	2019 EXP national	2019 GD national	2022 EXP school	2022 GD School	2022 EXP national	2022 GD national	2023 EXP school	2023 GD School	2023 EXP national	2023 GD national
All	75	15	69	15	62	2	58	8	70	10	60	8
Not disadvan	76	18	73	17	63	2	63	9	76	12	65	10
PPG	70	0	53	7	58	0	41	3	43	0	45	3

Impact; Pupil Premium pupils exceed the national data for the same comparative group at the end of Year 2 in writing apart from GD in all years and exp 2023.

Maths	2019 EXP school	2019 GD School	2019 EXP national	2019 GD national	2022 EXP school	2022 GD School	2022 EXP national	2022 GD national	2023 EXP school	2023 GD School	2023 EXP national	2023 GD national
All	73	23	76	22	70	17	68	15	73	27	70	16
Not disadvan	74	26	79	24	73	17	73	18	78	29	75	19
PPG	70	10	62	12	58	17	52	7	55	18	56	8

Impact; Pupil Premium pupils exceed the national data for the same comparative group at the end of Year 2 in maths apart from GD in 2019 (2%) and exp 2023 (1%).

Impact of expenditure on Ks2 outcomes

KS2 data 2023 (comparative with Bolton as national data not available for non/disadvantaged groups)

	All Pupils NOR 60			Pupil Premium pupils NOR 16			Non disadvantaged pupils NOR 44			Progress Pupil Premium			Progress Non disadvantaged		
	School	Nat	Diff	School	National	Diff	School	National	Diff	School	Bolton	Diff	School	Bolton	Diff
Reading	85%	73%	+12%	81%	60%	+19%	87%	78%	+9%	1.5	0.1	+1.4	1.6	0.4	+1.2
Writing	78%	71%	+7%	75%	58%	+17%	82%	77%	+5%	1.7	0.8	+0.9	3.2	1.3	+1.9
Maths	93%	73%	+20%	87%	59%	+28%	89%	79%	+10%	5.0	0.7	+4.3	4.8	1.4	+3.4
RWM combined	78%	59%	+19%	75%	44%	+31%	78%	66%	+11%						

Impact; Pupil Premium pupils exceed the national data at the standard for the same comparative group at the end of Year 6 in all subjects. Progress in all areas is well above Bolton for 2023.

KS2 2019-2023

KS2	Reading, writing & maths			Reading			Writing			Maths		
	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Overall school EXS	87	70	78	87	80	85	92	75	78	97	85	93
Overall Bolton	63	63	63	70	75	73	78	73	73	78	75	77
Overall national	65	59	59	73	75	73	79	69	71	79	71	73
Disadvantaged school EXS	89	47	75	89	60 -2	81	100	53 -2	81	100	73	87
Disadvantaged Bolton	51	51	53	61	67	67	69	63	58	70	65	67
Disadvantaged nat	51	43	44	62	62	60	68	55	60	67	56	59

Outcomes for the last 3 years shows that the pupil premium strategy has been very effective as PPG children have consistently performed above national.

Summary

The above data shows the pupil premium strategy is very effective and school target priorities are achieved

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