

Pupil premium strategy statement - Sunnydown School - 2021 to 2022

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.

What is Pupil Premium?

The government introduced a fund called Pupil Premium (PP) which allocates money to schools for all students who receive free school meals (FSM). This money provides additional per student funding on top of the existing funding provided to schools. Schools are free to spend this additional funding as they choose to raise the achievement of students. Schools are required to publish details of how they will be spending the money.

Who is eligible for Pupil Premium?

- Pupils in year groups reception - year 6 recorded as Ever 6 free school meals (FSM)
- Pupils in years 7 - 11 recorded as Ever 6 FSM
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
- Children who have ceased to be looked after by a local authority in England or Wales because of adoption, a special guardianship order, a child arrangement order or a residence order.

At Sunnydown we are committed and determined that all of our students will achieve and thrive during their time at school. Pupil premium is used to provide focussed support and pastoral care to children that require it so that they are able to achieve their full potential. The school considers how to allocate pupil premium money on an annual basis following data analysis and careful consideration of the needs of the children within this group with all key staff in school. We believe through a robust process, Pupil Premium makes a positive impact on the lives of students who receive it. To enable us to support students we consider the barriers our students face to succeeding and achieving their aspirations.

School overview

Detail	Data
School name	Sunnydown School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paul Jensen - Headteacher
Pupil premium lead	Jo Wermig - Assistant Head
Governor / Trustee lead	Kevin Webster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,590 (inc PPG+)
Recovery premium funding allocation this academic year	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,360

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Sunnydown is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across the curriculum. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will take into account the challenges faced by vulnerable pupils, including LAC students and those working with social services as our intent is also to support their needs also, regardless of whether they are disadvantaged or not.

Our strategy is also integral to the wider school plans for education recovery following the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs rooted in diagnostic assessment and not assumptions about the impact of disadvantage. This is so staff can decide to:

- adjust the level of challenge or activity
- reteach specific concepts
- differentiate the curriculum content
- provide feedback to students to empower them to address their own areas of development
- which students need additional academic and/or pastoral support.

To ensure these are effective we will:

- ensure disadvantaged students are challenged and supported academically and pastorally
- using Maslow's Hierarchy of Need and our mission of RICE3 to act early and 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	All students at Sunnydown have EHCPs and so have Special Educational Needs
2	At Sunnydown School the overwhelming criteria of those eligible for Pupil Premium are those in receipt of Free School Meals and therefore, for the majority, an economic disadvantage
3	Attendance issues with some of our students

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
To support our students and their families to overcome challenges and in turn enable ALL students to reach their full potential	We have exceptionally high expectations for all our students. A clear School Development Plan reflects this focus.
Our main priority is to improve the progress of our students and to close the attainment gap between disadvantaged students and their peer group	Through our effective tracking system the students progress is measured on regular intervals and the impact on progress is measured using an effective assessment process.

We have made decisions to allocate funding on resources we feel will have the maximum impact on the academic progress, attainment and mental well-being on our students	A variety of essential intervention, especially through our Pastoral and Academic support Team is used effectively so it will have a positive impact on learning and developing
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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: 75% of allocated funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching , assessment and a curriculum which responds to the needs of the pupils	A review of the quality of the curriculum across all subjects taught now reflects the needs of all students. Friday Curriculum allows students to develop skills (RICE3) needed to prepare them for life skills outside Sunnydown	Whole staff team
<i>Professional Development - National College online CPD resources</i>	The National College provides training across all aspects of school life for ALL staff and Governors	All staff and Governors
Retention and recruitment of teaching staff	Our students all have specific needs and require additional support than is often in mainstream. There is a high pupil-teacher ratio needed in order to maintain progression and development	All students and staff
Google Classroom Practice in school	Live lessons enable pupils who are unable to travel to school. Online platform used for homework and classroom learning. Live training for staff means less time off site and less need for cover staff etc	All students and staff

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

Budgeted cost: 20% of allocated funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1-1 academic support in class and in small groups in the academic hub	Disadvantaged students with SEND have the greatest need for excellent teaching and support	All students
Targeted 1-1 pastoral support in class and in 1-1 sessions such as: Learning Space (Bought in) Thrive Programme	Disadvantaged students with SEND have the greatest need for strong pastoral support to meet social, emotional and mental health. Not looking after emotional well being is a barrier to learning. Many of our students come with additional diagnosis to COIN.	All pastoral staff

Cycle Maintenance (Greenhouse) RICE3	All these approaches meet the SEMH needs of all our students and require regular training by pastoral staff These in turn support academic support	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 5% of allocated funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunity to access all resources	Chromebooks provided to pupils to enable access to online learning through Google Classroom.	All PPG students
Trips/extra curricular activities	Sunnydown offers many opportunities to access the wider community and represent the school on trips. This inturn feeds into our RICE mission - to prepare them for life post Sunnydown. Any extra curricular trips are paid	All PPG students
To ensure students are provided with pastoral support to meet their needs so they are ready to learn	All students have access to pastoral support. Some may need 1-1 sessions with trained pastoral staff	All PPG students Pastoral Staff
Ensure students' sensory and basic care needs are met and they are physically healthy	Students have access to toast, soup and fruit at morning break time. Any additional uniform/shoes/kit is provided for.	All students
EWO service (half Termly)	To assist persistent absence The EWO meets each half term to perform a registration check and to set targets to address attendance issues	2 PPG students

Total budgeted cost: £35,360

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.

School Attendance Data				
PPG	94%			
Non PPG	94.4%			
School Performance Data KS3				
%	Below	Expected	Exceeding	Total (students)
PPG	8%	84%	8%	13
Non-PPG	0%	95%	5%	43
School Performance Data KS4 (Year 10)				
%	Below	Expected	Exceeding	Total (Students)
PPG	14%	72%	14%	7
Non-PPG	12%	63%	25%	8
School Performance data GCSEs - See table below				
Three PPG students were not able to access any GCSE exams due to high anxiety and mental Health. Substantial pastoral support was in place for all three students. The analysis below shows the achievements of the PPG cohort compared to the total student body when the three students are included and are also taken out of the analysis.				

School Performance data GCSEs - 2022

	All students (18)		All PPG Students (9)		PPG students who sat exams (6)	
	Number	Percentage	Number	Percentage	Number	Percentage
% of students who achieved the key threshold measure of five or more GCSEs at A* - C / 9 – 4	8	44.4	2	22.2	2	33.3
% of students who achieved 9 – 4 for English and Maths	9	50.0	3	33.3	3	50.0
% of students with 9-4 in Science	9.5	52.8	3	33.3	3	50.0
% of students with 5 GCSEs 9-1	8	44.4	2	22.2	2	33.3
% of students with 3 GCSEs 9-1	15	83.3	6	66.7	6	100.0