



# SUNNYDOWN SCHOOL

## Pupil Premium Strategy Statement 2025 to 2026

*Every Day. Every Lesson. Every Student. A Better Future.*

### Publication Details

Academic Year	2025 to 2026
Three-Year Strategic Cycle	2026 to 2029
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Pupil Premium Lead	Deputy Headteacher / SENCO
Governor Lead	Safeguarding and Disadvantaged Pupils Governor
School Name	Sunnydown School
Number of Pupils on Roll	91
Percentage Eligible for Pupil Premium	31%
Total Pupil Premium Allocation	£37,880

### Statement of Intent

At Sunnydown School, we believe that disadvantage should never define destiny. Every student matters. Every student belongs. Every student is supported to succeed.

Our Pupil Premium Strategy is rooted firmly within the Sunnydown Framework of Intent and reflects our core values of being Safe, Respectful, Ambitious, Resilient and Ready. It is designed to support disadvantaged pupils through a coherent, ambitious and highly personalised approach that combines excellent teaching, exceptional pastoral care, ambitious curriculum pathways and meaningful preparation for adulthood.

Sunnydown School is a specialist setting where all pupils have Education, Health and Care Plans. Many disadvantaged pupils experience multiple overlapping barriers including literacy difficulties,

disrupted educational experiences, emotional regulation needs, low confidence, attendance challenges and limited access to enrichment opportunities outside school.

We are determined that disadvantaged pupils should experience the same ambition, aspiration and opportunity as every other pupil within our school community. We do not believe in narrowing the curriculum or reducing expectations. Instead, we aim to remove barriers so that pupils are able to thrive academically, socially and emotionally.

Our approach is aligned closely with the wider strategic direction of the school, including the curriculum redesign, literacy strategy, Friday Curriculum, co-curricular journey, adaptive teaching priorities and trauma-informed pastoral systems.

- feel safe, valued and included
- attend regularly and engage positively with school
- develop strong literacy and communication skills
- make sustained academic progress from their starting points
- access ambitious curriculum pathways
- participate fully in enrichment and co-curricular opportunities
- build confidence, resilience and independence
- leave school prepared for successful post-16 destinations and adulthood

# Part A: Pupil Premium Strategy Plan

## Understanding the Challenges Faced by Our Pupils

Leaders have identified a number of significant barriers that can affect the achievement, wellbeing and life chances of disadvantaged pupils at Sunnydown School.

One of the most significant challenges relates to literacy and communication. Many disadvantaged pupils arrive at Sunnydown with low reading ages, weak vocabulary knowledge and difficulties accessing academic language across the curriculum.

A number of pupils have also experienced disrupted educational journeys prior to joining Sunnydown School. Some pupils arrive having experienced repeated periods of absence, negative school experiences or significant gaps in learning.

Emotional wellbeing also remains a significant factor. Many disadvantaged pupils experience anxiety, emotional regulation difficulties or trauma-related barriers which can affect attendance, relationships and readiness to learn.

Attendance remains another important priority. Although attendance at Sunnydown School remains comparatively strong for a specialist setting, disadvantaged pupils are still more likely to experience persistent absence linked to emotional wellbeing, transport difficulties, medical appointments or wider family circumstances.

Leaders also recognise that many pupils have limited access to enrichment opportunities, cultural capital and wider life experiences beyond school. Financial barriers may also affect access to residential visits, educational experiences, revision materials, technology, uniform and extracurricular activities.

## Intended Outcomes

The overarching aim of this strategy is to improve long-term outcomes and future life chances for disadvantaged pupils.

By 2029, leaders aim to demonstrate improved attendance, stronger engagement and increased readiness to learn for disadvantaged pupils across the school. We also expect to see measurable improvements in literacy, reading engagement, vocabulary development and communication skills.

Disadvantaged pupils should make strong progress from their individual starting points across the curriculum and increasingly access ambitious and appropriate pathways at Key Stage 4 and beyond.

Alongside academic outcomes, we want disadvantaged pupils to feel increasingly safe, valued and included within the school community. We expect to see stronger emotional regulation, improved wellbeing and greater participation in leadership, enrichment and wider school life.

Ultimately, success will be measured not only through attainment data, but through the extent to which pupils leave Sunnydown School prepared for successful, independent and fulfilling adult lives.

# Part B: Current Activity and Planned Expenditure

## Overview of Spending

Priority Area	Focus	Approximate Allocation
Teaching and Learning	Adaptive teaching, curriculum access and intervention	75%
Targeted Academic Support	Literacy, intervention and mentoring	20%
Wider Strategies	Attendance, wellbeing and enrichment	5%

## High Quality Teaching

The largest proportion of pupil premium funding will continue to be invested in high-quality teaching and adaptive classroom practice.

At Sunnydown School, leaders are continuing to embed adaptive teaching approaches across all curriculum areas. Staff are being supported to use assessment information, CAT4 profiling, literacy data and SEND knowledge to plan learning that is ambitious, accessible and responsive to pupil need.

The school's curriculum redesign also forms a central part of this work. Increased curriculum time for English and Mathematics, alongside clearer sequencing and refined pathways, aims to improve curriculum access and ensure pupils build secure knowledge, skills and confidence over time.

Literacy remains a major whole-school priority. The implementation of Bedrock Learning, the development of the new school library and the use of Reading Cloud are intended to strengthen vocabulary acquisition, reading engagement and academic language across subjects.

Professional development is another key priority. Staff continue to access coaching, evidence-informed CPD and trauma-informed training through organisations including SAFE, PiXL and the National College.

Research from the Education Endowment Foundation demonstrates that high quality teaching has the greatest impact on closing the disadvantage gap. Leaders also draw upon evidence relating to literacy, metacognition, implementation and adaptive teaching when evaluating provision and designing school improvement priorities.

## Targeted Academic Support

Alongside whole-school teaching priorities, disadvantaged pupils receive carefully targeted support based on individual need.

Leaders use assessment information, literacy data, attendance monitoring and pastoral review systems to identify pupils who require additional intervention.

Targeted literacy support forms a significant part of this work. Some pupils receive small-group or individual intervention focused on reading fluency, vocabulary development, comprehension and communication skills.

Academic mentoring and intervention are also used to support pupils with identified gaps in learning, revision skills or examination preparation.

Technology is also used strategically to remove barriers. Chromebooks and online learning platforms support pupils with homework, revision and access to learning beyond the classroom.

## **Wider Strategies and Removal of Barriers**

Leaders recognise that improving outcomes for disadvantaged pupils requires more than academic intervention alone. Wider barriers relating to wellbeing, attendance, participation and life experiences must also be addressed.

Sunnydown School therefore invests significantly in wider strategies that help pupils feel included, engaged and ready to succeed.

Financial support is provided where necessary to ensure pupils can access educational visits, residential experiences, extracurricular activities, equipment and wider curriculum opportunities.

The co-curricular curriculum and Friday Curriculum play a particularly important role in this area. Through carefully sequenced experiences across Years 7 to 11, pupils develop communication, teamwork, independence, resilience and leadership skills.

Attendance support also remains a key priority. Pastoral teams work closely with families, external agencies and pupils to identify and remove barriers affecting attendance and engagement.

# Part C: Review of Outcomes and Impact

## Attendance Overview

Group	Attendance	Commentary
Pupil Premium Pupils	85.76%	Attendance remained below non-pupil premium peers and continued to be a priority area
Non-Pupil Premium Pupils	95.85%	Strong attendance across the wider cohort

Attendance mentoring and family partnership work improved engagement for many disadvantaged pupils. However, persistent absence continued to affect a small number of pupils experiencing significant anxiety, medical needs and emotional regulation difficulties.

## Academic Outcomes

Leaders continued to monitor the progress and attainment of disadvantaged pupils closely throughout the academic year. Many pupils demonstrated positive progress from their individual starting points, particularly where adaptive teaching, targeted intervention and pastoral support were implemented consistently.

Although GCSE threshold outcomes for disadvantaged pupils remained lower than leaders would want, pupils continued to access appropriate qualifications and demonstrated significant growth in confidence, resilience, engagement and preparation for adulthood during their time at Sunnydown School.

Leaders identified that pupils who received consistent literacy support, mentoring and adaptive teaching demonstrated stronger engagement and improved curriculum access over time.

## Wider Impact of Pupil Premium Funding

Area	Impact
Pastoral Support	Improved emotional regulation, wellbeing and readiness to learn
Technology Access	Improved access to homework, revision and online learning
Enrichment	Increased participation in educational visits and wider school experiences
Preparation for Adulthood	Improved independence, resilience and confidence
Attendance Support	Improved family engagement and targeted intervention

Pupil voice and pastoral monitoring demonstrated that many disadvantaged pupils increasingly felt safe, included and positively connected to school life.

## Monitoring, Evaluation and Accountability

Leaders are committed to ensuring that pupil premium funding is used effectively, strategically and transparently.

The impact of the strategy is monitored throughout the year using a range of evidence sources including attendance data, assessment information, literacy assessments, behaviour information, safeguarding analysis, participation rates, pupil voice, parental feedback and destination data.

The Senior Leadership Team, Pupil Premium Lead and Governors review the strategy regularly to ensure funding continues to address the most significant barriers faced by pupils.

Evaluation focuses not only on attainment, but also on wider indicators including engagement, confidence, emotional wellbeing, independence, participation and preparation for adulthood.

## **Conclusion**

Sunnydown School remains fully committed to ensuring disadvantaged pupils receive ambitious, personalised and high-quality educational experiences. Through strong relationships, adaptive teaching and a relentless focus on removing barriers, the school will continue striving to ensure every disadvantaged pupil can thrive and succeed.

This annual strategy statement forms part of Sunnydown School's wider three-year disadvantaged pupil strategy cycle from 2026 to 2029.

This strategy statement is published in accordance with Department for Education guidance on using pupil premium funding and fulfils the school's statutory responsibility to publish information about pupil premium expenditure and impact.