



# Sunnyside Spencer Academy - Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 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	Sunnyside Spencer Academy
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2023
Date this statement was published	October 2021
Date on which it will be reviewed	July 2023
Statement authorised by	L.Baczynski
Pupil premium lead	L.Baczynski/Alix Edwards



Governor / Trustee lead

Laura Wood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,230
Recovery premium funding allocation this academic year	£14,341
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£155,571

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding we to considered the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality



issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

**Our ultimate objectives are:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

**Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.



### Ultimate Objective

- *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils*
- *For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of year 6*

## Challenges

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

Challenge number	Detail of challenge
1	<p>Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited</p> <p>Children typically enter Sunnyside with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.</p> <p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Our pupil premium children as a group are not making as rapid progress as non-pupil premium children across reading/writing/maths</p> <p>Our assessments, observations and discussions with families show that many of our disadvantaged pupils's education has been disproportionately impacted</p>



	by partial school closures. These findings are backed up by a number of national studies on partial school closures.
4	<p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>Attendance of disadvantaged children is below other children and below the National average In addition, the % of disadvantaged pupils who were persistently absent has risen significantly)</p>
5	<p>Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.</p> <p>Some disadvantaged children arrive in school not ready to learn due to high levels of deprivation, various child protection issues including parents with mental health issues, domestic violence and drug abuse.</p>

## 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
<p><i>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</i></p> <p><i>To ensure fallen behind children receive targeted high-quality intervention monitored by phase leaders.</i></p>	<p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>



	Achieve above national average progress scores in KS1 and KS2.
<i>Disadvantaged pupils to achieve above national % in Phonics screening at year 1/2</i>	- 100% of disadvantaged children achieve phonics screening
<i>To improve the vocabulary and spoken word used by all disadvantaged pupils across the full curriculum using early intervention and precise teaching opportunities.</i>	-A reduction in the attainment gap between disadvantaged pupils and non-PP.  -Disadvantaged pupils to achieve Age- related expectation in speaking, understanding, listening and attention within the Early Years, inline with National expectations.
<i>Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in their programmes of study, preparing them for success in their next phase of education and in life outside/beyond school. Children have high aspirations for themselves and others</i>	- A significant proportion of children achieve the expected standard across foundation subjects.  - The gap between PP and other children is closing rapidly.
<i>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</i>	- Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).  - Monitoring of attendance by Principal and Attendance Lead brings about an increase in PP pupils' attendance and a decrease in persistent absence.
<i>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</i>	-SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.  -The tiered PSHE curriculum addresses need at the whole school, class and individual level, this leading to improved learning behaviours.



	<ul style="list-style-type: none"> <li>-Nurture provision addresses the needs of disadvantaged pupils and is regularly reviewed.</li> <li>- Identified children to attend regular Nurture, Lego Therapy, mental health &amp; anxiety support workshops, art/music therapy sessions</li> <li>- Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible</li> <li>- Key vulnerable families will be accessing a comprehensive offer of extended services through Early Help.</li> </ul>
<p><i>To increase parental support and strengthen the home/school relationships for our disadvantaged families</i></p>	<ul style="list-style-type: none"> <li>- parents attend parent conferences</li> <li>- parents reading regularly (at least 3 times weekly) with children at home</li> </ul>

## 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: £ 53,750

Activity	Evidence that supports this approach	Challenge number(s) addressed



<p><i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/school-themes/literacy/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Language%20and%20Literacy">https://educationendowmentfoundation.org.uk/school-themes/literacy/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Language%20and%20Literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a> (+5 months)</p>	<p>1</p>
<p><i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils - RWI</i></p> <p><i>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge.</i></p> <p><i>This will include professional development from RWI, instructional coaching and teacher release time working with external expertise from RWI and English Hub.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	<p>1,2</p>
<p><i>Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths. This includes cover costs and resources for: RWI Participation in the NCETM 'Mastering Number' programme</i></p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Mastery Learning (+ 5 Months) Phonics (+5 months) Reading Comprehension Strategies (+5 months)</p> <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit': Early Numeracy Approaches =+6 months Early Literacy Approaches = +4 months Communication and Language Approaches = +6 months</p>	<p>1,2</p>
<p><i>High quality maths mastery teaching across school– Power Maths resources needed</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://www.pearsonschoolsandcolleges.co.uk/primary/subjects/mathematics/power-maths#case-studies">https://www.pearsonschoolsandcolleges.co.uk/primary/subjects/mathematics/power-maths#case-studies</a></p>	<p>3</p>
<p><i>High quality instructional coaching to be delivered weekly to improve T&amp;L</i></p>	<p>High quality staff CPD is essential to follow EEF principals.</p> <p>Teaching staff have a coach who delivers weekly coaching using leadership leverage model and uses walkthru's to develop pedagogy.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a></p>	<p>1,2,3</p>





<p><i>Implementation of a robust strategy for bottom 20% of readers, low attainers.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> (+5 months)</p>	<p>1,2,3</p>
<p><i>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</i></p> <p><i>- Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</i></p>	<p>High quality teaching in all classes every day.</p> <p>Provision of interventions and challenge teaching for children identified as needing to catchup</p> <p>Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	<p>1,2,3</p>
<p><i>Use of IT improve teacher feedback</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>3</p>
<p><i>Funding to cover Forest schools teacher and provide training and resources for forest schools teacher.</i></p> <p><i>Forest schools teacher to support Pupil Premium children during forest schools' sessions.</i></p>	<p><a href="https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf">https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf</a></p> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	<p>5</p>

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

Budgeted cost: £ 46,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading Plus used to build fluency and comprehension in years 5/6</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a></p>	<p>3</p>



	<a href="#">learning-toolkit/reading-comprehension-strategies</a>	
<i>Speech and Language Therapist to screen children and create bespoke programmes are put in place</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a>	1,2
<i>Nuffield early language intervention.</i>	<a href="https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</a>	1,2,3
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   Education Endowment Foundation   EEF <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	1,2
<i>Engaging with the National Tutoring Programme for small group reading tuition targeted at specific needs.</i>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a> <a href="https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf">https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf</a>	3
<i>Introduce therapies art/dance/music for children with high emotional needs</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5
<i>Nurture model which provides groups and individual high quality provision. This includes: Counselling, forest school, cooking, brain groups, ELSA, lego therapy, musical interaction, circle of friends, creative arts therapy, music therapy</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a> (+7 months)	5

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

Budgeted cost: £80,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free Breakfast club place for key pupils and families who need support with attendance and punctuality.</i>	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/</a>	4,5
<i>All children in school to be given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through WOW funding for each year group to plan enriching experiences and activities, after school club funding for pupil premium children (3 clubs per year) and access to the residential for year 6 PP children at a reduced cost.</i>	<p>Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</a>. Education Endowment Trust Toolkit</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils</p>	1,2,3,5
<i>Embedding a model nurture and forest schools timetable to ensure that children have access to high quality nurture teaching</i>	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	5
<i>Reading at home / Phonics / Maths skills workshops planned and delivered to parents to boost understanding, skills and build relationships</i>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,2,3
<p><i>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</i></p> <p><i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i></p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

**Total budgeted cost: £ 179,850**



# 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Desired outcome	Impact 2021 – 2022
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by phase leaders.</p>	<p><b><u>Year 2 (End of KS1) 2021 – 2022</u></b>            RWM PP 38% EXS (FFT National ALL 54%)            RWM PP 0% GDS (FFT National ALL 6%)            Reading PP 63% EXS, 0% GDS            Writing PP 36% EXS, 0% GDS            Maths PP 63% EXS, 0% GDS</p> <p><b><u>Year 6 (End of KS2) 2021 - 2022</u></b>            RWM PP 64% EXS above (FFT National ALL 60%)            RWM PP 6% GDS (FFT National ALL 7%)            Reading PP 94% EXS, 53% GDS            Writing PP 71% EXS, 6% GDS            Maths PP 76% EXS, 24% GDS</p>
<p>Disadvantaged pupils to achieve above national % in Phonics screening at year 1/2</p>	<p>Phonics screening 2021/2022 –            Year 1 PP 50%, whole cohort 82%            Year 2 PP 75%, Whole cohort 91%</p>



To improve the vocabulary and spoken word used by all disadvantaged pupils across the full curriculum using early intervention and precise teaching opportunities.

Speech and Language groups successfully set up successfully in school. Children accessing specialised report and making good progress.

78% FS2 PP children achieved Communication & Language (81% FS" whole)

Year 6			Year 5			Year 4		
Subject	Overall	PP	Subject	Overall	PP	Subject	Overall	PP
History	93.3%	88.2%	History	86.7%	80.0%	History	86.7%	80.0%
Geography	93.3%	88.2%	Geography	86.7%	80.0%	Geography	86.7%	86.7%
Science	90.0%	82.4%	Science	76.7%	66.7%	Science	100.0%	100.0%
D&T	90.0%	82.4%	D&T	90.0%	86.7%	D&T	100.0%	100.0%
Art	90.0%	82.4%	Art	83.3%	73.3%	Art	93.3%	93.3%
Music	86.7%	82.4%	Music	86.7%	80.0%	Music	93.3%	93.3%
Computing	96.7%	94.1%	Computing	96.7%	100.0%	Computing	96.7%	100.0%
PE	86.7%	88.2%	PE	83.3%	80.0%	PE	86.7%	86.7%
RE	93.3%	94.1%	RE	86.7%	80.0%	RE	86.7%	86.7%
PSHE	96.7%	100.0%	PSHE	93.3%	93.3%	PSHE	93.3%	86.7%

  

Year 3			Year 2			Year 1		
Subject	Overall	PP	Subject	Overall	PP	Subject	Overall	PP
History	73.3%	66.7%	History	65.5%	62.5%	History	72.4%	52.9%
Geography	66.7%	60.0%	Geography	69.0%	68.8%	Geography	72.4%	52.9%
Science	76.7%	66.7%	Science	69.0%	68.8%	Science	82.8%	70.6%
D&T	76.7%	80.0%	D&T	82.8%	81.3%	D&T	82.8%	70.6%
Art	70.0%	66.7%	Art	86.2%	81.3%	Art	82.8%	70.6%
Music	93.3%	93.3%	Music	89.7%	87.5%	Music	82.8%	70.6%
Computing	93.3%	93.3%	Computing	89.7%	87.5%	Computing	82.8%	70.6%
PE	80.0%	80.0%	PE	89.7%	87.5%	PE	79.3%	64.7%
RE	90.0%	93.3%	RE	72.4%	68.8%	RE	79.3%	64.7%
PSHE	93.3%	93.3%	PSHE	75.9%	75.0%	PSHE	79.3%	64.7%

Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in their programmes of study, preparing them for success in their next phase of education and in life outside/beyond school. Children have high aspirations for themselves and others

Trip to University trip – development day was a huge success and attended by 60 families

University workshops and a visit to Nottingham University for year 5

Year 4 & Year 6 residentials – 100% attended

All disadvantaged pupils will meet national expectations for attendance/persistent absence.

Disadvantaged 7.1% Nat 5.9% 2018-19 and above FFT averages currently (PA 26.2% Nat 17.6%)



<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> <li>- Number of EHAFs have increased significantly – work with family support</li> <li>- Food parcels given out regularly</li> <li>- MHST working closely with parents – delivered workshops on anxiety etc</li> <li>- Relationships continue to develop</li> </ul>
<p>To increase parental support and strengthen the home/school relationships for our disadvantaged families</p>	<p>86% of PP families attended Parent's evening and all staff ensured that those that did not attend received a telephone call.</p> <p>Trip to University trip – development day was a huge success and attended by 60 families</p> <p>Breakfast with a book 56/67 that attended were PP families</p> <p>EYFS parent taster sessions were planned and delivered during Summer 2 – these were a great success and allowed families to learn about SSA and meet other Parents</p> <p>18 Parents attended Maths Mastery Course facilitated by D. Oyston</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
NELI	Nuffield Early Language Intervention

## Service pupil premium funding (optional)



For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

*When planning for our Pupil Premium strategy we used the EEF's families of schools database to look at the performance of disadvantaged pupils in school similar to ours. We contacted schools with high-performing disadvantaged pupils to learn from their approach.*

*We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address educational disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.*

*In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the scale of impact of this identified by the EEF Toolkit.*

*We have used the EEF's implementation guidance to set out our plans, and put in place a robust evaluation framework for the duration of our three year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.*



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