



Sunningdale School

Pupil premium strategy statement

This statement details Sunningdale'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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sunningdale School
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	15/12/2022
Date on which it will be reviewed	15/12/2023
Statement authorised by	James Waller
Pupil premium lead	Jonathan Moffatt
Governor / Trustee lead	Viv Ingleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,555
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£119,555

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment.
- Development of communication skills.
- Development of interpersonal and self-regulation skills.
- Attendance.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Ipsative assessments show that without interventions, disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, without additional support their overall academic progress tends to be lower in most areas compared to non-disadvantaged pupils. This academic year, this trend is most recognisable in Thinking, Problem Solving and Maths and Physical and sensory outcomes.
2	Our assessments, observations and discussions with other professionals show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers.
3	Our assessments and observations show that disadvantaged pupils are generally more likely to have difficulties in self-regulation compared to non-disadvantaged pupils in our school.
4	Our assessments, observations and discussions with families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
5	Our data shows that disadvantaged pupils have lower attendance than the whole school average. Observations and discussions with carers and professionals have demonstrated that absence from school has a particularly high impact for these disadvantaged pupils and their families.

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
Improved attainment for disadvantaged pupils in all areas of learning relative to their starting points as identified through baseline ipsative assessments.	<p>Through achievement of improved performance, as demonstrated by ipsative assessments and achievement of EHC Plan outcomes at the end of our strategy in 2024/25.</p> <p>Disadvantaged pupils making improved progress in area of learning identified as greatest area of need during baseline ipsative assessment.</p> <p>An increase in the number of disadvantaged pupils making excellent progress in all learning areas.</p>
Improved communication skills for disadvantaged pupils so that they can express their needs effectively in their chosen manner in a variety of contexts.	Through achievement of termly communication and interaction outcomes, broken down from EHC plan.
Pupils to build executive function and be better able to self-regulate –including emotional and sensory regulation.	Disadvantaged pupils demonstrate improved engagement and emotional wellbeing, evidenced by ipsative assessments, engagement profiles and behaviour plans.
Disadvantaged pupils to develop improved emotional wellbeing in order to recover from the lasting effects of the pandemic on their mental health.	<p>An increase in the number of disadvantaged pupils making excellent progress in Social, Emotional and Mental Health.</p> <p>Increased achievement of termly Social, Emotional and Mental Health targets, broken down from EHC Plan outcomes.</p>
Disadvantaged pupils to have improved attendance and to be supported through periods of absence to minimise impact on progress and wellbeing.	<p>An increase in average attendance for disadvantaged pupils.</p> <p>Ipsative assessment shows progress maintained during periods of prolonged absence.</p> <p>Parent surveys report satisfaction with home learning activities and holistic support.</p>

Activity in this academic year: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£44,041**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of Pathway Lead TLR posts to improve curriculum delivery across each pedagogical pathway within school, improving outcomes for disadvantaged pupils and their peers.</p>	<p>A strong middle leadership team, expert in the pedagogy of their respective curricula and able to guide and monitor its implementation is essential in ensuring that individual needs are met effectively and that outcomes are aspirational, challenging and relevant to the lives of every pupil.</p> <p>“Middle leaders are the engine room of the school, sitting at the heart of school improvement. They lead teams of teachers and turn senior leadership strategy into outstanding classroom practice on a daily basis. Having these kind of high-performing middle leaders within your schools can drive consistent teacher quality through curriculum leadership, enable better data analysis to identify pupil under-performance, improve lesson observations, and better capability in holding staff to account and developing them.” – Ambition Institute, 2022</p> <p>Studies such as Li, Poon, Lai & Tam (2018) indicate that middle leadership exerts substantial positive and direct influence on teachers' change in pedagogical practices, their participation in system-wide professional development activities, and their perceived student learning.</p> <p>Li, Sandy & Poon, Anita & Lai, Tony & Tam, Selena. (2018). Does middle leadership matter? Evidence from a study of system-wide reform on English language curriculum. <i>International Journal of Leadership in Education</i>. 24. 10.1080/13603124.2018.1529823.</p>	<p>1, 2, 3</p>

<p>CPD to develop Early Maths subject knowledge for subject and pathway leads, improving outcomes for disadvantaged pupils and their peers in the area of Thinking, Problem Solving and Maths.</p> <p>Resourcing of mathematical activities in daily routines and continuous provision.</p>	<p>Improving Mathematics in the Early Years and Key Stage 1 recommends that schools should invest in developing practitioners' own understanding of mathematics, their understanding of how children typically learn, and how this relates to effective pedagogy.</p> <p>professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.</p> <p>Provision of meaningful ways to use mathematics through daily routines, during play, and in other curriculum areas was shown to be effective in securing progress in maths.</p>	1
<p>Increased access to physical activities, therapies and enhanced areas.</p> <p>CPD to develop knowledge of physical therapies, improving Physical and Sensory outcomes for disadvantaged pupils and their peers.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development, but also has been shown to have a small positive impact on academic attainment. (EEF, 2022)</p> <p>The EEF reports that pupils from disadvantaged backgrounds may be less likely to be able to benefit from physical activities outside of school due to the associated financial costs. By providing physical activities and therapies, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>Zawadzka, Rymarczuk, & Bugaj (2014) identified that a combination of Sherborne Developmental Movement approach and Occupational Therapy resulted in a significant improvement in all development sub-scales for pupils with Special Educational Needs.</p>	1, 3

<p>Employment of Occupational Therapy Team.</p> <p>CPD for teaching staff on self-regulation allowing strategies to be embedded within curriculum. Resources required to implement strategies.</p>	<p>Occupational therapy in school-based practice (WFOT, 2010) outlines the significant contribution occupational therapists have to enable, support and promote full participation in children with a wide range of barriers to learning.</p> <p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. (EEF, 2021)</p> <p>Curriculum-based interventions can be delivered in schools by training of teachers without a need for considerable additional resource in terms of time and staff. In addition, children spend a considerable part of their time at school and thus are easily accessible for interventions. Considering these factors, curriculum-based interventions can be preferred over other types of interventions. (Pandey et al, 2018)</p> <p>Pandey A, Hale D, Das S, Goddings A, Blakemore S, Viner RM. Effectiveness of Universal Self-regulation-Based Interventions in Children and Adolescents: A Systematic Review and Meta-analysis. <i>JAMA Pediatr.</i> 2018;172(6):566–575</p>	<p>1, 3</p>
--	---	-------------

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

Budgeted cost: **£45,768**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapy assessments to inform self-regulation strategies for individual pupils	<p>School-based self-regulation interventions can improve child academic, health and behavioural outcomes.</p> <p>Interventions improve self-regulation in children and young people, which helps children to manage their behaviour and emotions. School curriculum-based interventions show the most consistently positive results. Interventions also improve longer-term academic, health and social outcomes. (NIHR, 2018)</p>	3, 4
30-minute Communication and Interaction intervention sessions for disadvantaged pupils identified as high priority by SaLT team.	<p>The EEF details extensive evidence, including seven meta-analyses, indicating that communication and language interventions can produce positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Studies have shown the benefits of targeted SaLT interventions for pupils with Downs Syndrome (Buckley & Prevost, 2002), AAC users (Clarke, McConachie, Price & Wood, 2001).</p> <p>Buckley, S., & Le Prèvest, P. (2002). Speech and language therapy for children with Down syndrome. <i>Down Syndrome News and Update</i>, 2(2), 70-76.</p> <p>Clarke, M., McConachie, H., Price, K., & Wood, P. (2001). Speech and language therapy provision for children using augmentative and alternative communication systems. <i>European journal of special needs education</i>, 16(1), 41-54.</p>	2

<p>Targeted Music Therapy interventions</p>	<p>Studies such as Groß, Linden & Ostermann (2010) have found Music Therapy can have a clinically significant and positive impact on children’s communication development as well as their ability to form positive inter-personal relationships.</p> <p>Groß, W., Linden, U. & Ostermann T. Effects of music therapy in the treatment of children with delayed speech development – results of a pilot study. BMC Complement Altern Med 10, 39 (2010).</p>	<p>2, 4</p>
<p>Home Learning support provided for pupils during periods of prolonged absence.</p> <p>Weekly visits from Home Learning HLTA to support home learning and wellbeing.</p> <p>Weekly calls from Family Partnership Advisor to support pupils and families during periods of prolonged absence.</p>	<p>Ofsted’s report into supporting home learning for pupils with SEND identified the importance of robust support mechanisms for pupils with special needs.</p> <p>“Effective communication with families and carers is crucial. Strengthening relationships with parents and carers and giving them the knowledge and practical help, they need to support their child’s learning has had a positive impact and may have longer-term benefits” – How remote education is working for children and young people with SEND, Ofsted (2021)</p>	<p>4, 5</p>

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

Budgeted cost: **£29,746**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive Approach delivered to pupils within school by licenced Thrive Practitioners</p> <p>Thrive training delivered to staff, as well as to parents and carers to develop effective home learning environments.</p>	<p>In a recent project evaluation, the Thrive approach was shown to close the gap for vulnerable children (McGuire Snieckus et al, 2015), reporting the following outcomes:</p> <ul style="list-style-type: none"> • Significant improvement in strengths and difficulties questionnaire assessment: emotional symptoms, peer relationships, conduct, attention and pro-social behaviour • Significant improvements in behaviour indices: attendance, managing feelings, listening and attentions, managing relationships, understanding and self-confidence • Academic attainment scores significantly improved post-training, closing the attainment gap for this vulnerable group. <p>Rose, J., Gilbert, L., & McGuire-Snieckus, R. (2015) Emotion Coaching – a strategy for promoting behavioural self-regulation in children/young people in schools: A pilot study. The European Journal of Social & Behavioural Sciences, 13, 1766-1790.</p>	<p>1, 3, 4</p>
<p>Mental Health Lead Training (JW)</p>	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment. (DfE 2021)</p>	<p>1, 4</p>

Attendance interventions	<p>Poor school attendance is a significant problem in the UK and many other countries across the world.</p> <p>In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020).</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. (EEF, 2021)</p>	5
--------------------------	--	---

Total budgeted cost: £119,555

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 2021 to 2022 academic year.

Intended outcome	Progress																				
Improved attainment for disadvantaged pupils in all areas of learning relative to their starting points as identified through baseline ipsative assessments.	<p>In Summer of 2021, disadvantaged pupils achieved excellent progress in line with their peers in the areas of Cognition and Learning and Communication and interaction. They outperformed their peers by 1% in Social, Emotional and Mental Wellbeing and Physical and Sensory.</p> <p>By Summer of 2022, the percentage of disadvantaged pupils attaining excellent progress was 3% higher than that of their peers in both Cognition and Learning and Communication and interaction. The percentage of disadvantaged pupils attaining excellent progress was 2% higher than that of their peers in in Social, Emotional and Mental Wellbeing and they achieved excellent progress in line with their peers in Physical and Sensory.</p> <p>This represents an improvement in the percentage of disadvantaged pupils achieving excellent progress in comparison with their peers of 3% in Cognition and Learning and Communication and Interaction, and an improvement of 2% in Social, Emotional and Mental Health.</p> <p>However, the comparative achievement of excellent progress for disadvantaged pupils in Physical and Sensory fell by 1%.</p> <table border="1"> <thead> <tr> <th></th> <th>Cognition and Learning</th> <th>Communication and Interaction</th> <th>Social, Emotional and Mental Health</th> <th>Physical and Sensory</th> </tr> </thead> <tbody> <tr> <td>Gap at Summer 2021 Assessment</td> <td>-</td> <td>-</td> <td>+1%</td> <td>+1%</td> </tr> <tr> <td>Gap at Summer 2022 Assessment</td> <td>+3%</td> <td>+3%</td> <td>+2%</td> <td>-</td> </tr> <tr> <td>% Change</td> <td>+3%</td> <td>+3%</td> <td>+1%</td> <td>-1%</td> </tr> </tbody> </table> <p>To address this area of need, we will utilise a portion of this year's pupil premium funding to provide CPD in physical therapies and approaches to staff throughout school and provide those pupils who are not making excellent progress with additional access to enhanced areas such as hydrotherapy and rebound therapy.</p>		Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory	Gap at Summer 2021 Assessment	-	-	+1%	+1%	Gap at Summer 2022 Assessment	+3%	+3%	+2%	-	% Change	+3%	+3%	+1%	-1%
	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory																	
Gap at Summer 2021 Assessment	-	-	+1%	+1%																	
Gap at Summer 2022 Assessment	+3%	+3%	+2%	-																	
% Change	+3%	+3%	+1%	-1%																	

	<p>Though more disadvantaged pupils are achieving excellent progress in Cognition and Learning, drilling deeper reveals that there has been a decline in pupils achieving excellent progress in Thinking, Problem Solving, and Maths in the Semi-formal Pathways. This is especially true for disadvantaged pupils who achieve lower than their peers in this subject.</p> <p>We have adjusted our pupil premium strategy to address this issue by implementing CPD to upskill staff in their understanding of Early Mathematical Skills and provide resources to improve access to early mathematical activities within classroom provision.</p>
<p>Improved communication skills for disadvantaged pupils so that they can express their needs effectively in their chosen manner in a variety of contexts.</p>	<p>96% of disadvantaged pupils were judged to have made excellent progress in Communication and Interaction in the Summer 2022 Ipsative Assessment. This was a significant improvement on the 78% of disadvantaged pupils judged to be making excellent progress in this area in Summer 2021. This was also higher than the percentage of pupils not eligible for pupil premium achieving the same progress (93%).</p> <p>Discussions with senior leaders, pathway leads, and speech and language therapists suggested that the upskilling of classroom teams had contributed most significantly to this outcome. Given the huge improvement in progress in Communication and interaction for disadvantaged pupils, we are now in a position to utilise further funding to support the Cognition and Physical needs identified in outcome 1.</p>
<p>Pupils to build executive function and be better able to self-regulate – including emotional and sensory regulation.</p> <p>Disadvantaged pupils to develop improved emotional wellbeing in order to recover from the lasting effects of the pandemic on their mental health.</p>	<p>80% of disadvantaged pupils were judged to have made excellent progress in Social, Emotional and Mental Wellbeing in the Summer 2022 Ipsative Assessment.</p> <p>This was an improvement on the 74% of disadvantaged pupils judged to be making excellent progress in this area in Summer 2021. This was also higher than the percentage of pupils not eligible for pupil premium achieving the same progress (78%).</p>

<p>Disadvantaged pupils to have improved attendance and to be supported through periods of absence to minimise impact on progress and wellbeing.</p>	<p>Average attendance for disadvantaged pupils in 2021-22 was 88.83%. This is slightly higher than pupils not eligible for pupil premium, who had an average attendance of 88.56%. Surveys conducted with parents and carers of those pupils who were supported in their learning over prolonged absences in the last year were entirely positive and highlighted the impact of the home learning package.</p> <p><i>“E’s home learning support was an essential part of her learning and also helped her transition back to school life. 100% had impact”</i></p> <p><i>“The home learning support provided was fantastic and very supportive. I could see A develop and was encouraged by Leanne and the progress that she could see A made.”</i></p> <p><i>“I am very grateful for the support and advice from the home learning service”</i></p> <p><i>“The home learning support he received impacted on my son’s development and laid the foundations for his learning when he returned to school”</i></p> <p>Ipsative assessment of those pupils who were supported through prolonged absences showed that progress was maintained during the period.</p>
--	--