



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
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	20/12/2025
Date on which it will be reviewed	20/12/2026
Statement authorised by	James Waller
Pupil premium lead	Jonathan Moffatt
Governor / Trustee lead	Peter Dunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£150,760

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 focused 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 Creative Arts, Literacy and The World Around Me.
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 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
<p>Improved attainment for disadvantaged pupils in all areas of learning relative to their starting points as identified through baseline ipsative assessments.</p>	<p>Through achievement of improved performance, as demonstrated by ipsative assessments and achievement of EHC Plan outcomes at the end of our strategy in 2027.</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>
<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>Through achievement of termly communication and interaction outcomes, broken down from EHC plan.</p>
<p>Pupils to build executive function and be better able to self-regulate –including emotional and sensory regulation.</p>	<p>Disadvantaged pupils demonstrate improved engagement and emotional wellbeing, evidenced by ipsative assessments, engagement profiles and behaviour plans.</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>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

High-quality Teaching

Budgeted cost: **£76,650**

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 multi-tiered curriculum approach recognises that differentiation from the National Curriculum is NOT sufficient to meet the needs of pupils and students with profound, complex, severe or global learning difficulties.</p> <p>For those pupils, who are all working consistently and over time below their national curriculum, curricula NEED TO be different rather than differentiated, because the way such pupils learn is different.</p>	<p>1, 2, 3</p>
<p>CPD to develop subject knowledge for all staff, improving outcomes for disadvantaged pupils and their peers in the area of Literacy including Little Wandle Phonics programme.</p> <p>Resourcing of Literacy activities in daily routines and continuous provision.</p> <p>Resourcing of enhanced areas to promote early literacy development.</p>	<p>Evidence consistently shows that educators can implement approaches that benefit young children's literacy learning.</p> <p>The EEF's Early Years Toolkit estimates that children who take part in early literacy approaches make, on average, four months' additional progress.</p>	<p>1</p>

<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 (e.g. equipment). 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>	<p>1, 3</p>
<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,</p>	<p>1, 3</p>

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

Budgeted cost: **£52,995**

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
30-minute Communication and Interaction intervention sessions for disadvantaged pupils identified as high priority by SaLT team, focusing on EYFS cohort.	<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 (up to seven months' additional progress).</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 Prévost, 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, 3</p>
<p>Home Learning support provided for pupils during periods of prolonged absence.</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</p>

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

Budgeted cost: **£21,115**

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. <i>The European Journal of Social & Behavioural Sciences</i>, 13, 1766-1790.</p>	<p>1, 3</p>
<p>Mental Health Lead Training</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, 3</p>

<p>Attendance interventions from Attendance Officer and Family Partnership Advisor.</p>	<p>Poor school attendance remains a significant concern both nationally and within Sunderland. Since the COVID-19 pandemic, absence rates have risen and remain above pre-pandemic levels. Nationally, overall absence is around 6–7%, with persistent absence at approximately 18–21% in recent years. Locally, attendance patterns in Sunderland broadly reflect this national picture, with overall attendance for all pupils at around 91.8% (equating to over 8% absence).</p> <p>While primary attendance remains relatively strong (around 94%), secondary attendance is notably lower at approximately 89%, with increasing levels of persistent absence, particularly in Key Stage 4. These trends highlight ongoing challenges in re-engaging pupils post-pandemic, particularly among older pupils and those with additional needs (Department for Education, 2025; Sunderland City Council, 2025). These challenges are particularly pronounced for pupils with SEND. Nationally, pupils with an Education, Health and Care Plan (EHCP) have an average absence rate of around 12–13%, equating to approximately 87–88% attendance, which is lower than both SEN Support and non-SEND pupils.</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>	<p>4</p>
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Total budgeted cost: £150,760

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 2024 to 2025 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 2024, the percentage of disadvantaged pupils judged to be making excellent progress was lower than that of their peers by 7 percentage points in Cognition and Learning, 4 percentage points in Social, Emotional and Mental Wellbeing, and 3 percentage points in Physical and Sensory.</p> <p>Disadvantaged pupils outperformed their peers by 1 percentage point in Communication and Interaction.</p> <p>In Summer of 2025, the percentage of disadvantaged pupils judged to be making excellent progress was lower than that of their peers by 3 percentage points in Cognition and Learning* and 10 percentage points in Social, Emotional and Mental Wellbeing.</p> <p>Disadvantaged pupils outperformed their peers by 4 percentage point in Communication and Interaction, and 1 percentage point in Physical and Sensory.</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 2024 Assessment</td> <td>-7%</td> <td>+1%</td> <td>-4%</td> <td>-3%</td> </tr> <tr> <td>Gap at Summer 2025 Assessment</td> <td>-3%</td> <td>+4%</td> <td>-10%</td> <td>+1%</td> </tr> <tr> <td>% Change</td> <td>+4%</td> <td>+3%</td> <td>-6%</td> <td>+4%</td> </tr> </tbody> </table> <p>This represented a closing of the achievement gap in two areas of learning, with an improvement of 4 percentage points in Cognition and Learning and 4 percentage points in Physical and Sensory.</p> <p>Disadvantaged pupils outperform their non-disadvantaged peers by 3 percentage points in Communication and interaction.</p> <p>The achievement gap unfortunately increased in the area of Social Emotional and Mental Health.</p>		Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Physical and Sensory	Gap at Summer 2024 Assessment	-7%	+1%	-4%	-3%	Gap at Summer 2025 Assessment	-3%	+4%	-10%	+1%	% Change	+4%	+3%	-6%	+4%
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Drilling deeper reveals that disadvantaged pupils in the EYFS and Pre-formal pathways actually outperformed their peers, with the achievement gap stemming from semi-formal pathways.

Social, Emotional and Mental Wellbeing	Whole Cohort		Pupil Premium Pupils		Non-Pupil Premium Pupils
EYFS	87%	▲	100%	▲	86%
Pre-formal	89%	▲	94%	▲	87%
Whole School	76%	▼	71%	▼	81%
SF: Play	75%	▼	71%	▼	85%
SF: Explore	69%	▼	62%	▼	74%

We have adjusted our pupil premium strategy to address this issue by implementing CPD to upskill staff in their understanding of SEMH and have directed our Thrive practitioners and Family partnership advisor to prioritise support of staff and pupils in these pathways.

Improved communication skills for disadvantaged pupils so that they can express their needs effectively in their chosen manner in a variety of contexts.

89% of disadvantaged pupils were judged to have made excellent progress in Communication and Interaction in the Summer 2025 Ipsative Assessment. This continues the significant improvement on the 78% of disadvantaged pupils judged to be making excellent progress in this area in Summer 2022. This was also higher than the percentage of pupils not eligible for pupil premium achieving the same progress (85%).

Targeted interventions in EYFS this year have been very successful with 100% of disadvantaged pupils now judged to make excellent progress in Communication and interaction.

We will continue to use our pupil premium funding to support this by directing targeted SaLT interventions to our EYFS cohort

<p>Pupils to build executive function and be better able to self-regulate – including emotional and sensory regulation. Disadvantaged pupils to develop improved emotional wellbeing.</p>	<p>The achievement gap increased in the area of Social Emotional and Mental Health in 2025.</p> <p>Drilling deeper reveals that disadvantaged pupils in the EYFS and Pre-formal pathways outperformed their peers, with 100% of pupils in EYFS and 94% in Pre-formal judged to be making excellent progress.</p> <p>The achievement gap did appear to increase within semi-formal pathways.</p> <table border="1" data-bbox="560 600 1445 801"> <thead> <tr> <th>Social, Emotional and Mental Wellbeing</th> <th>Whole Cohort</th> <th></th> <th>Pupil Premium Pupils</th> <th></th> <th>Non-Pupil Premium Pupils</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>87%</td> <td>▲</td> <td>100%</td> <td>▲</td> <td>86%</td> </tr> <tr> <td>Pre- formal</td> <td>89%</td> <td>▲</td> <td>94%</td> <td>▲</td> <td>87%</td> </tr> <tr> <td>Whole School</td> <td>76%</td> <td>▼</td> <td>71%</td> <td>▼</td> <td>81%</td> </tr> <tr> <td>SF: Play</td> <td>75%</td> <td>▼</td> <td>71%</td> <td>▼</td> <td>85%</td> </tr> <tr> <td>SF: Explore</td> <td>69%</td> <td>▼</td> <td>62%</td> <td>▼</td> <td>74%</td> </tr> </tbody> </table> <p>We have adjusted our pupil premium strategy to address this issue by implementing CPD to upskill staff in their understanding of SEMH and have directed our Thrive practitioners and Family partnership advisor to prioritise support of staff and pupils in these pathways.</p>	Social, Emotional and Mental Wellbeing	Whole Cohort		Pupil Premium Pupils		Non-Pupil Premium Pupils	EYFS	87%	▲	100%	▲	86%	Pre- formal	89%	▲	94%	▲	87%	Whole School	76%	▼	71%	▼	81%	SF: Play	75%	▼	71%	▼	85%	SF: Explore	69%	▼	62%	▼	74%
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<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 2023–24 was 91.00%. By summer of 2025 this had increased to 92.12%, marginally exceeding the whole school average of 92.04% and significantly beyond the national average for pupils with EHCPs.</p> <p>We have strengthened our attendance interventions by appointing an Attendance and Admin Officer and increased the working hours of our Family Partnership Adviser. This family partnership team will continue to work closely with the Senior Leadership team to support attendance across the school.</p>																																				