

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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.

## School overview

Detail	Data
School name	Sun Academy Bradwell
Number of pupils in school	176 12 Nursery
Proportion (%) of pupil premium eligible pupils	36.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years Y2 of 3 years
Date this statement was published	December 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Laura Niemczyk Principal
Pupil premium lead	Laura Niemczyk Principal
Governor / Trustee lead	Gemma Beckett (Governor) Natalie Hawkins (Trust Lead)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,565
Recovery premium funding allocation this academic year	£10,005
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	£105,570

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim at Sun Academy Bradwell is to use Pupil Premium & Recovery funding to help us improve and sustain higher attainment for disadvantaged pupils, through rapid progress, which results in attainment data comparable for all pupils. This strategy represents a three-year plan, during this period of time the strategy will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary, gaps in curriculum knowledge, attendance and punctuality and unmet social-emotional needs that are displayed as disruptive and attention seeking behaviour.

Our approach will be responsive to both whole school challenges as well as individual pupil needs, rooted in robust diagnostic assessment and underpinned by educational research to inform planned interventions. This approach is supported by the National Tutoring Programme, with the aim to provide timely intervention to our pupils within this period and beyond.

Within the academy, we have high of expectations of all pupils, irrespective of background or the challenges they face. This is focuses on all aspects of academy life including behaviour, teaching, learning and pedagogical approaches. Our Building Blocks curriculum radiates throughout the academy and focuses on developing the skills, knowledge and experiences of our pupils, regardless of background. Within the curriculum, we look to provide children with regular experiences that can support their learning and enhance their cultural capital.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work and build experiences to enhance pupil's knowledge
- act early to intervene at the point when a need is identified and engage with outside agencies where needed
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

## Challenges

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

Challenge number	Detail of challenge																																							
1	Diagnostic assessment data shows that children have gaps in their vocabulary throughout the academy. This is evident within the children's reading and writing and is more prevalent in our disadvantaged learners. The focus this year is around subject specific vocabulary																																							
2	<p>Formative and summative assessment shows that attainment of disadvantaged children have lower attainment within their maths than that of their peers. This is validated using NTS standardised assessment scores carried out within Summer 2022.</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>54%</td> <td>63%</td> </tr> <tr> <td>Year 2</td> <td>42%</td> <td>93%</td> </tr> <tr> <td>Year 3</td> <td>55%</td> <td>82%</td> </tr> <tr> <td>Year 4</td> <td>40%</td> <td>64%</td> </tr> <tr> <td>Year 5</td> <td>78%</td> <td>75%</td> </tr> <tr> <td>Year 6</td> <td>50%</td> <td>56%</td> </tr> </tbody> </table>		PP	Non-PP	Year 1	54%	63%	Year 2	42%	93%	Year 3	55%	82%	Year 4	40%	64%	Year 5	78%	75%	Year 6	50%	56%																		
	PP	Non-PP																																						
Year 1	54%	63%																																						
Year 2	42%	93%																																						
Year 3	55%	82%																																						
Year 4	40%	64%																																						
Year 5	78%	75%																																						
Year 6	50%	56%																																						
3	<p>Diagnostic assessments show that disadvantaged children have lower attainment than that of their peers within the subject of English. When arriving in EYFS, children baseline below the standards for reading and writing, with a significant difference in their listening and attention skills. This gap continues within Key Stage 1 and Key Stage 2.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Writing</th> <th colspan="2">Reading</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>20%</td> <td>59%</td> <td>29%</td> <td>56%</td> </tr> <tr> <td>Year 2</td> <td>33%</td> <td>79%</td> <td>42%</td> <td>86%</td> </tr> <tr> <td>Year 3</td> <td>45%</td> <td>72%</td> <td>45%</td> <td>65%</td> </tr> <tr> <td>Year 4</td> <td>67%</td> <td>75%</td> <td>40%</td> <td>57%</td> </tr> <tr> <td>Year 5</td> <td>67%</td> <td>75%</td> <td>56%</td> <td>65%</td> </tr> <tr> <td>Year 6</td> <td>83%</td> <td>72%</td> <td>83%</td> <td>72%</td> </tr> </tbody> </table>		Writing		Reading		PP	Non-PP	PP	Non-PP	Year 1	20%	59%	29%	56%	Year 2	33%	79%	42%	86%	Year 3	45%	72%	45%	65%	Year 4	67%	75%	40%	57%	Year 5	67%	75%	56%	65%	Year 6	83%	72%	83%	72%
	Writing		Reading																																					
	PP	Non-PP	PP	Non-PP																																				
Year 1	20%	59%	29%	56%																																				
Year 2	33%	79%	42%	86%																																				
Year 3	45%	72%	45%	65%																																				
Year 4	67%	75%	40%	57%																																				
Year 5	67%	75%	56%	65%																																				
Year 6	83%	72%	83%	72%																																				
4	Over the past 18 months, we have seen a significant increase in the number of children that find it difficult to regulate their emotions and struggle with social interactions. This is the most evident with children up to year 2 but support is required in each class.																																							
5	Attendance within the academy is an area of focus. The attendance for the year for PP was 93.4% compared to 89.98% for non-PP.																																							

	<p>Persistence absence for 21-22 was 21.8% for PP and 13.3% for non-PP.</p> <p>Attendance from autumn 1 shows 93% for PP children and 96.6% for non-PP. Persistent absentee show as 32.9% for PP and 11.7% for non-PP.</p>
6	<p>Historical Socio-cultural &amp; economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention.</p> <p>Our assessments, observations and discussions show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures which continues with the cost of living crisis which limit the money that parents/carers have to take children to different places.</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
Children will have a wider range of vocabulary linked to tier 2 and tier 3; this will be evidenced within reading, writing and wider curriculum work	<p>Teacher assessment of planned vocabulary will show the increase in the words that the children recognise and use within their own learning (word aware sessions, reading and writing)</p> <p>External school improvement support will recognise how vocabulary is incorporated in each lesson and as part of our overall curriculum</p> <p>Pupil books studies show that children can define core vocabulary and are able to use this consistently within their discussions</p>
Children will consolidate and build upon their current mathematical understanding; with a particular focus on problem solving and application	<p>Children are able to apply their learning to problem solving situations which is shown through access to standardised assessments. Within lessons, children display resilience and calculation methods to improve their attainment.</p> <p>Target children will be invited into the academy before or after school for targeted tuition.</p> <p>An increased number of children achieve age related expectations or above</p>
Children will have greater consistent access to reading content for in and out of	Increased scores within phonics and reading show that children can read

<p>school. This included embedding a new phonics scheme and this builds into the whole school approach for reading.</p>	<p>fluently and explain what they have read linking to retrieval and recall, summarising, inferring a predicting. This is evidence through formative and summative assessment.</p> <p>Target children have accelerated progress as a result of high quality first teaching and intervention support from our academic mentor</p>
<p>Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner. Leading to reduced behaviour incidents, and better outcomes across all subjects.</p>	<p>Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents, with pupils able to use appropriate words and strategies to express their needs, wants and emotions.</p> <p>Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils.</p>
<p>Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas.</p>	<p>PA for disadvantaged pupils reduces every half term from end of year data in 2022.</p>
<p>Cultural capital experiences to be maximised through all aspects of the curriculum; exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p>	<p>Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers.</p> <p>Discussions with pupils, teachers &amp; support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p>

## 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: £12,784.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To overstaff EYFS to provide early intervention to close gaps</i> £12,784.29	Reduction in class size +2 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>  Mastery Learning +5 months <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>	1, 2, 3, 4

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

Budgeted cost: £20,866

Activity	Impact of this approach	Challenge number(s) addressed
Academic mentor employed to support academic and emotional needs within key stage 1 £10,680	1:1 tutoring proves highly effective progress +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  Small group tutoring proves highly effective progress +3 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	1, 2, 3, 4,
Children receive more intensive feedback with adult ratios	Behaviour interventions +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	

	<p>Individualised instruction +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	
<p>Use Of Online Platforms To Support Home Learning And Targeting Gaps In Learning</p> <p>Ten Towns- £126 (1 yr)</p> <p>Phonics Play- £60 (1 year)</p> <p>Purple Mash- £900</p> <p>Myon- £3600 p/y (3yrs)</p> <p>Total- £4,186</p>	<p>Home Learning provision can provide +6 months of progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>Individual instruction in through various mediums including digital can provide +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p>Digital technology use in EYFS can provide +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</a></p>	1, 2, 3
<p>School Led Tutoring</p> <p>Budgeted- £6,000</p>	<p>Extending school time +3 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Small group tuition +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3

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

Budgeted cost: £64,575.56

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Attendance, behaviour and parent liaison lead in school to work with families on reducing PA and improve Whole</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special</p>	4, 5



<p>school attendance. £11,470.18</p>	<p>schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014. <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>	
<p><i>Attendance awards – 100%, above 97%, improved- whole school and individuals</i> £5000</p>	<p>The DFE published a report on the links between attendance and attainment in 2014. <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>	5
<p>Social and emotional interventions including nurture and positive play £21,470.18</p>	<p>EEF guidance Social and Emotional Learning Strategies <a href="https://educationendowmentfoundation.org.uk/education-on-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-on-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	1, 2, 4
<p>Care club provision- attendance/breakfast £5000</p>	<p>Parents are struggling to get children in school around other sibling drop off. This means children are either late (over 15 minutes), collected early (15 minutes) or not sent at all. Provide out of school club provision for 10 children</p>	5, 1, 2, 6
<p>All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life</p>	<p>Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations. Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience. <a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</a></p>	1, 3, 6

<p>experiences, through educational and enrichment visits. £20,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/arts-participation/</a></p>	
<p>Children are coming into the academy hungry and find it difficult to be ready for learning. Subsidise breakfast through National School Breakfast Programme £1,635.20</p>	<p><a href="https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R2_Kellogg_A_Lost_Education.pdf">https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R2_Kellogg_A_Lost_Education.pdf</a></p> <p><a href="https://blog.optimus-education.com/teaching-hungry-children-impact-food-insecurity">https://blog.optimus-education.com/teaching-hungry-children-impact-food-insecurity</a></p>	<p>1, 2, 3, 6 If children are hungry, it is difficult to focus upon learning or regulate socially and emotionally</p>

**Total budgeted cost: £98,225.85**

## 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.

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,429.10 Actual Spend: £31,778 (1 teacher's salary for a year)

Activity	Impact of this approach	Actual spend
<p><i>Employing an additional teacher to allow subject specific teachers for Year 5 and 6 in the morning sessions</i></p>	<p>End of year data shows that there has been an increase of the number of pupils achieving age related expectations at the end of the year:</p> <p>Year 5:            Reading- 73%            Writing- 57%            Maths- 70%</p> <p>Year 6:            Reading- 84% EXS; 31% GDS            Writing- 69% EXS; 6% GDS            Maths- 72% EXS; 13% GDS</p> <p>Progress scores within the year            Reading 1.4            Writing -0.5            Maths -1.0</p> <p>The decrease in pupil numbers within each class and allowed children to be taught in smaller groups meaning they get more feedback and support in their learning.</p>	<p>£31,778</p>

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

Budgeted cost: £16,836 Actual spend: £6,603

Activity	Impact of this approach	Actual Spend
<p>Academic tutor employed to support academic and emotional needs within key stage 1 £6,650 (5% plus on costs)</p> <p>Children receive more intensive feedback with adult ratios</p>	<p>Targeted interventions from the academic mentor shows all children have made progress in the target areas identified. As the academic mentor did not start until later in the academic year (June 2022) there is no yearly data for overall progress.</p> <p>Access to class lessons has supported this groups of pupils as there has been a clear emphasis on reading and phonics. By having bespoke support in the classroom, the children have had access to the quality first teaching from the class teacher with targeted support to develop their English skills further. Children reported that they enjoyed reading more and were more confident.</p> <p>There was a decrease in spend due to difficulties within the local area to get an academic mentor</p>	<p>£4591.41 (June – August)</p>
<p>Use Of Online Platforms To Support Home Learning And Targeting Gaps In Learning Ten Towns- £204 (1 yr) Phonics Play- £60 (1 yr) Purple Mash- £900 Myon- £3600 p/y (3yrs) Shine materials- £624 Total- £5,388</p>	<p>Shine- is used to analyse termly assessments. This is used from Year 1 to Year 6 and includes GAPS, Reading and Maths platform. The resources are used by teachers to plan accordingly for their classes and TA's to lead interventions.</p> <p>Ten towns login has enabled children within Nursery, Reception and Year 1 access the maths platform to support the consolidation of number. 84% of children accessed this last year and supported children in number recognition.</p> <p>End of year data shows attainment of: Nursery: Number 84% Reception: Number 77% Year 1: 89% (secure within number strand on NTS test)</p> <p>Further online platforms have supported home access to learning topics that help to support and consolidate learning. Staff assign key learning areas to classes, groups and individuals to support gaps in learning</p>	<p>£5,388</p>

	<p>EYFS GLD Literacy WR: 77%</p> <p>EYFS GLD Maths N:77%</p> <p>Year 1 Reading: 41% (71% passes phonics screen)</p> <p>Year 1 Maths: 55%</p> <p>Year 2 Reading: 41%</p> <p>Year 2 Maths: 41%</p> <p>Year 3 Reading: 84%</p> <p>Year 3 Maths: 96%</p> <p>Year 4 Reading: 97%</p> <p>Year 4 Maths: 93%</p> <p>Year 5 Reading: 73%</p> <p>Year 5 Maths: 70%</p> <p>Year 6 Reading: 84%</p> <p>Year 6 Maths: 72%</p>	
<p>School Led Tutoring</p> <p>Budgeted- £6,000</p> <p>Spend: £1,215</p>	<p>Reading: 83% (5/6 passed KS2 SATS paper)</p> <p>Maths: 83% (5/6 passed KS2 SATS paper)</p> <p>1 child who did not pass went from a scaled scores of:</p> <p>Reading- 91 to 96</p> <p>Maths- 81 to 87</p>	£1,215

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

Budgeted cost: £51,309.20      Actual Spend: £37,056.69

Activity	Impact of this approach	Actual spend
<p>Attendance, behaviour and parent liaison lead in school to work with families on reducing PA and improve Whole school attendance.</p> <p>£8,674</p> <p>Employ an attendance officer to work on reducing PA and</p>	<p>Letter have been sent to all parents where children's attendance cause concern with strategies that will be used to support the improved attendance for each pupil</p> <p>We finished the academic year on 93.9%</p> <p>PA is (30 pupils) 16.1%</p> <p>Pupil Premium PA (17 pupils) 21.8%</p> <p>Non PP PA is 11.8%</p> <p>SEN - PA (6 pupils) 22.2%</p> <p>Non-SEN - PA 15.3%</p>	£596

<p>improve Whole school attendance, carrying out home visits, liaising with the LA regarding improved attendance £23,000</p> <p>External company employed to support attendance management within the academy £3000.50</p>	<p>Over the year, we have seen an increase in the number of families taking holidays again. The have issued fines to these families.</p> <p>We have advertised for a full time home school link worker within the year but had significant difficulty recruiting. A successful candidate joined for a month but the contract ceased.</p> <p>VIP education used to support positive attendance with attendance visits and clinics. Those identified children came into school on 10 more occasions due to visit during the morning and the 2 coming to clinics has improved attendance, reaching the target set within their individual plan</p>	<p>£12,595.67</p> <p>£3000.50</p>
<p><i>Attendance awards – 100%, above 97%, improved- whole school and individuals</i> £3000</p>	<p>Attendance rewards have been provided children as part of positive overall attendance and improved performance linked to attendance action plans.</p> <p>Over the year 52 children received rewards for 100% attendance for a term. 8 children had 100% attendance at the end of the year with all children receiving a reward.</p>	<p>£1115</p>
<p>Care club provision linked to improved attendance and breakfast supplies £5000</p>	<p>8 children accessed breakfast club free of charge to support them in attending school and ensuring punctuality. This was due to parents trying to balance drop offs to different settings. Once this provision was put in place, all children had improved attendance.</p> <p>All children have access to breakfast provision to ensure that they have eaten before starting lessons. This is also available for wider school pupils.</p>	<p>£7,800</p>
<p>All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through</p>	<p>Trips and visits are an essential part of the curriculum at Sun Academy Bradwell. We encourage all children to attend trips from Nursery to Year 6. We offer the children at least 1 trip per term with additional visitors in, which must link in with the topic they are learning about in class. All trips are subsidised by School, but we ask for a parental contribution of a maximum of £10 from parents/carers for trips outside of the academy but visitors and cultural capital activities e.g. a day in Greece, are funded by the academy.</p>	<p>£11,513.47</p>

educational and enrichment visits. £15,000		
Children are coming into the academy hungry and find it difficult to be ready for learning. Subsidise breakfast through National School Breakfast Programme £1,635.20	All children had access to food as part of the national breakfast scheme. This ensured that children did not go into lessons hungry and could focus on their learning. There is on average a 83% uptake on this within the academy.	£436.05 (April '22-July '23) Free prior to this

## 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
Academic Support Mentor 2021-22	National Tutoring Program (NTP)
School-Led Tutoring	National Tutoring Program (NTP)
FFT online Tutoring 2020-21	FFT

## 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?	None applicable
What was the impact of that spending on service pupil premium eligible pupils?	None applicable





## 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.*