

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 (3 year plans are recommended)	3 years Year 3 of 3 years
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Laura Niemczyk Principal
Pupil premium lead	Laura Niemczyk Principal
Governor / Trustee lead	Gemma Beckett (Governor) Natalie Deen (Trust Lead)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,850
Recovery premium funding allocation this academic year	£10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£112,145

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. Whilst the gap is closing, this still varies throughout the academy where we want sustained accelerated progress for our disadvantaged learners. (data from NTS and SATs data)</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>50%</td> <td>59%</td> </tr> <tr> <td>Year 2</td> <td>40%</td> <td>60%</td> </tr> <tr> <td>Year 3</td> <td>70%</td> <td>76%</td> </tr> <tr> <td>Year 4</td> <td>69%</td> <td>81%</td> </tr> <tr> <td>Year 5</td> <td>87%</td> <td>92%</td> </tr> <tr> <td>Year 6</td> <td>71%</td> <td>73%</td> </tr> </tbody> </table>		PP	Non-PP	Year 1	50%	59%	Year 2	40%	60%	Year 3	70%	76%	Year 4	69%	81%	Year 5	87%	92%	Year 6	71%	73%																		
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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. Whilst the gap is closing, we want this to be consistent through the academy with PP children performing at least in line with their peers.</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>60%</td> <td>73%</td> <td>40%</td> <td>59%</td> </tr> <tr> <td>Year 2</td> <td>50%</td> <td>52%</td> <td>70%</td> <td>65%</td> </tr> <tr> <td>Year 3</td> <td>40%</td> <td>52%</td> <td>70%</td> <td>80%</td> </tr> <tr> <td>Year 4</td> <td>23%</td> <td>54%</td> <td>8%</td> <td>46%</td> </tr> <tr> <td>Year 5</td> <td>50%</td> <td>69%</td> <td>92%</td> <td>87%</td> </tr> <tr> <td>Year 6</td> <td>65%</td> <td>73%</td> <td>53%</td> <td>70%</td> </tr> </tbody> </table>		Writing		Reading		PP	Non-PP	PP	Non-PP	Year 1	60%	73%	40%	59%	Year 2	50%	52%	70%	65%	Year 3	40%	52%	70%	80%	Year 4	23%	54%	8%	46%	Year 5	50%	69%	92%	87%	Year 6	65%	73%	53%	70%
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4	Over the past 2 years, 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 within lower key stage 2 but support is required in each class.																																							

5	<p>Attendance within the academy is an area of focus. The attendance for the year for PP was 94.3% compared to 95.2% for non-PP. Persistence absence for 22-23 was 14.5% for PP and 7.3% for non-PP.</p> <p>Attendance from year so far shows 97% for PP children and 98.1% for non-PP. Persistent absentee show as 8.3% for PP and 3.5% for non-PP.</p>
6	<p>Historical Socio-cultural & 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
<p>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>	<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>
<p>Children will consolidate and build upon their current mathematical understanding; with a particular focus on problem solving and application</p>	<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>
<p>Children will have greater consistent access to reading content for in and out of</p>	<p>Increased scores within phonics and reading show that children can read</p>

<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. Reading fluency will have developed do that children have a increase reading speed and stamina when reading longer texts. 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>Children have a range of strategies to support them through the resources provided by the academy.</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 2022-2023</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 & 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To overstaff EYFS to provide early intervention to close gaps</i> £10,000	Reduction in class size +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size Mastery Learning +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2, 3, 4

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

Budgeted cost: £38,619

Activity	Impact of this approach	Challenge number(s) addressed
Academic mentor employed to support academic and emotional needs within key stage 1 £27,300	1:1 tutoring proves highly effective progress +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	1, 2, 3, 4,
Children receive more intensive feedback with adult ratios	Behaviour interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	

	<p>Individualised instruction +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
<p>Use Of Online Platforms To Support Home Learning And Targeting Gaps In Learning</p> <p>Ten Towns- £219 (1 yr)</p> <p>Phonics Play- £60 (1 year)</p> <p>Purple Mash- £1440</p> <p>Myon- £3600 p/y (3yrs)</p>	<p>Home Learning provision can provide +6 months of progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Individual instruction in through various mediums including digital can provide +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Digital technology use in EYFS can provide +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</p>	1, 2, 3
<p>School Led Tutoring</p> <p>Budgeted- £4,000</p>	<p>Extending school time +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Small group tuition +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3

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

Budgeted cost: £65,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance, behaviour and parent liaison lead in school to work with families on reducing PA and improve Whole school attendance.</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 schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk</p>	4, 5

<p>£20,000</p>	<p>2020). 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, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	
<p><i>Attendance awards – 100%, above 97%, improved- whole school and individuals</i> £3000</p>	<p>The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	<p>5</p>
<p>Social and emotional interventions including nurture and positive play £20,000</p>	<p>EEF guidance Social and Emotional Learning Strategies 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&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>1, 2, 4</p>
<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>	<p>5, 1, 2, 6</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>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. http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf https://educationendowmentfoundation.org.uk/eviden</p>	<p>1, 3, 6</p>

educational and enrichment visits. £15,000	cesummaries/teaching-learning-toolkit/arts-participation/	
Children are coming into the academy hungry and find it difficult to be ready for learning. Subsidise breakfast through National School Breakfast Programme £2,000	https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R2_Kellogg_A_Lost_Education.pdf https://blog.optimus-education.com/teaching-hungry-children-impact-food-insecurity	1, 2, 3, 6 If children are hungry, it is difficult to focus upon learning or regulate socially and emotionally
Purchasing of school uniform to support lower income families, to support children in feeling part of the academy and reducing the risk of them not wanting to attend due to incorrect uniform £600	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1, 2, 3, 5

Total budgeted cost: £112,219

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 2022 to 2023 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?

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,784.29

Activity/Challenge	Impact of this approach	Actual Spend
<p><i>To overstaff EYFS to provide early intervention to close gaps</i></p> <p>£12,784.29</p>	<p>This approach worked well within the initial half term, supporting pupils in settling into school and completing communication and language assessments. This has been used to support in class targeted interventions and future training needs. Training has been completed for Early Talk Boost so that needs can further supported by an evidence based targeted intervention. 50% of children achieved GLD in a cohort of 18. 2 children have come into the cohort late which impacted in the predicted figures with 3 children on track to achieve GLD moving out of area.</p> <p>The plan to recruit for the replacement of this staff member was unsuccessful after 3 rounds of advertisement. Money moved to in year to attendance support, social and emotional support and care club provision.</p>	<p>£2,595.23</p>

Dedicated time for pupil premium lead to review strategy and interventions to monitor impact	The dedicated time has supported leaders in evaluating the impact of the strategy as the year is progressing meaning this has been adapted to meet the evolving needs of the pupils. Release time has been included within this to attend webinars and trust pupil premium training sessions.	£3,613.56
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,866

Activity	Impact of this approach	Actual Spend															
<p>Academic mentor employed to support academic and emotional needs within key stage 1 £10,680</p> <p>Children receive more intensive feedback with adult ratios</p>	<p>Academic employment has supported progress across targeted year groups. Attainment information for impact is outlined below.</p> <table border="1" data-bbox="598 1070 1165 1429"> <thead> <tr> <th></th> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>R- 53% W- 65%</td> <td>R- 70% W- 73%</td> </tr> <tr> <td>Year 3</td> <td>R- 70% W- 40%</td> <td>R- 80% W- 52%</td> </tr> <tr> <td>Year 2</td> <td>R- 70% W- 50%</td> <td>R- 65% W- 52%</td> </tr> <tr> <td>Year 1 phonics</td> <td>78%</td> <td>77%</td> </tr> </tbody> </table> <p>Data projections from the autumn term to end of year attainment percentages shows that PP and Non-PP has closed throughout the year.</p>		PP	All	Year 6	R- 53% W- 65%	R- 70% W- 73%	Year 3	R- 70% W- 40%	R- 80% W- 52%	Year 2	R- 70% W- 50%	R- 65% W- 52%	Year 1 phonics	78%	77%	£10,500
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Year 1 phonics	78%	77%															
<p>Use of Online Platforms To Support retrieval and targeting gaps In learning Ten Towns Phonics Play Purple Mash Accelerated reader Myon Pearson</p>	<p>Shine analysis has been used as key driver in supporting targeted interventions as well as curriculum adaptations to target cohort gaps within learning. This has resulted in an increased number of children reaching end of year expectations across most year groups.</p> <table border="1" data-bbox="598 1832 1165 2063"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>R- 53% W- 65% M- 71%</td> <td>R- 65% W- 72% M- 71%</td> </tr> <tr> <td>Year 5</td> <td>R- 92% W- 50%</td> <td>R- 87% W- 69%</td> </tr> </tbody> </table>		PP	Non-PP	Year 6	R- 53% W- 65% M- 71%	R- 65% W- 72% M- 71%	Year 5	R- 92% W- 50%	R- 87% W- 69%	£9,099.38						
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<p>Jolly Classroom TTRS Training Space LQB Total- £7,019.19</p>	<table border="1" data-bbox="600 152 1166 701"> <tr> <td></td> <td>M- 92%</td> <td>M- 87%</td> </tr> <tr> <td>Year 4</td> <td>R- 8%</td> <td>R- 46%</td> </tr> <tr> <td></td> <td>W- 23%</td> <td>W- 54%</td> </tr> <tr> <td></td> <td>M- 69%</td> <td>M- 81%</td> </tr> <tr> <td>Year 3</td> <td>R- 70%</td> <td>R- 80%</td> </tr> <tr> <td></td> <td>W- 40%</td> <td>W- 52%</td> </tr> <tr> <td></td> <td>M- 70%</td> <td>M- 76%</td> </tr> <tr> <td>Year 2</td> <td>R- 70%</td> <td>R- 65%</td> </tr> <tr> <td></td> <td>W- 50%</td> <td>W- 52%</td> </tr> <tr> <td></td> <td>M- 40%</td> <td>M- 60%</td> </tr> <tr> <td>Year 1</td> <td>Ph- 78%</td> <td>Ph- 77%</td> </tr> <tr> <td></td> <td>R- 40%</td> <td>R- 59%</td> </tr> <tr> <td></td> <td>W- 60%</td> <td>W- 73%</td> </tr> <tr> <td></td> <td>M- 50%</td> <td>M- 59%</td> </tr> </table> <p>Ten town has supported number development with 56% of children now secure within the number strand of the EYFS curriculum compared to 33% in the autumn term. This has also supported the children in forming their numbers correctly.</p> <p>Phonics play has been used throughout EYFS and Key Stage 1 to develop children's application of phonics skills to reading situations. This has been evident by the number of children that have passed the phonics screen within Y1 (77%, 78% PP) and their increased understanding of real and non-real words. Jolly classroom has also supported the teaching of the phonics scheme with carefully matched activities for teaching and independent learning.</p> <p>Myon has increased the amount of books that children are reading both in school and at home with 87% engagement in the summer term from 21% in autumn. Children are able to access a wide variety of fiction and non-fiction texts as well as books that have been read as part of whole class learning. This will be a summer reading option for the children within the academy.</p>		M- 92%	M- 87%	Year 4	R- 8%	R- 46%		W- 23%	W- 54%		M- 69%	M- 81%	Year 3	R- 70%	R- 80%		W- 40%	W- 52%		M- 70%	M- 76%	Year 2	R- 70%	R- 65%		W- 50%	W- 52%		M- 40%	M- 60%	Year 1	Ph- 78%	Ph- 77%		R- 40%	R- 59%		W- 60%	W- 73%		M- 50%	M- 59%	
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<p>School Led Tutoring Budgeted- £6,000</p>	<p>59 children throughout the academy attending tutoring for at least 15 hours. This was additional to the support that went on in school from the academic mentor.</p> <p>Of the 59 children tutored from Y1-Y6, 80% made age related expectations at the end of the year for the targeted subject. All children tutored have made accelerated progress from pre and post intervention analysis.</p>	<p>£3,411.08</p>																																										

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

Budgeted cost: £64,575.56

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>£11,470.18</p>	<p>Attendance end of year percentage is 94.4% (above national) with PA at 14.2% (below national). This has significantly improved throughout the year where PA was at 21%. Targeted support for 7 key pupils has resulted in an increase in their attendance which has reduced the PA percentage. The use of VIP education has supported with attendance home visits. The addition of an attendance administrator has ensured that all letters and correspondence is up to date and absence can be chased promptly.</p>	<p>£14,191.03</p>
<p><i>Attendance awards – 100%, above 97%, improved- whole school and individuals</i></p> <p>£5000</p>	<p>Attendance has improved throughout the year with 17 children having 100% attendance at the end of the academic year. 156 children have received a certificate, badge and prize for having 100% attendance within a term, this is over 50% higher than last year.</p> <p>As an academy, we did not reach the target of 97% overall but have achieved attendance and PA percentages that are above the DfE pupil attendance figures</p>	<p>£3,896.78</p>
<p>Social and emotional interventions both in and out of class including nurture and positive play</p> <p>Release of DSL to deliver targeted support for pupil premium pupils</p> <p>£21,470.18</p>	<p>The additional support placed within this area supported 6 vulnerable children that were at risk of non-attendance or repeated suspension. This resulted in 2 children having 1 suspension each for the spring and summer term which is a significant improvement based upon the average of 4 internal suspensions per week.</p>	<p>£27,735.43</p>
<p>Care club provision- attendance/breakfast</p> <p>£5000</p>	<p>Due to the increase mental health needs of parents and the attendance support, 14 children have had support financially around before and after school provision. This has ensured that all are in school and on time as well as having the support to develop their social networks with other children. All of the children attending the provision have an attendance over 95%, removing the risk of them becoming children persistently absent or being late to school.</p>	<p>£14,528</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 educational and enrichment visits.</p> <p>£20,000</p>	<p>All pupils within the school had 4 visits out and 3 visitors in throughout the year plus a Christmas trip. Pupils had first hand experiences that supported their learning topics which made the learning more relatable. Pupil book studies showed that children knew and remembered more learning content when their was a first hand experience attached compared to topics where this did not take place.</p>	<p>£13,260.43</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</p> <p>£1,635.20</p>	<p>With an increase in food costs, the predicted amount of this spend increased slightly. Children were able to have breakfast, and if hungry throughout the day, access fruit for snacks. This supported children to stay focus and remain in class. It was particularly beneficial for children with social and emotional needs, supporting them to take breaks and be ready to learn again.</p>	<p>£2,740</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

Service pupil premium funding (optional)

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

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>None</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>None</p>

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.