

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2024 to 20225 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	160 13 Nursery
Proportion (%) of pupil premium eligible pupils	34.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years Year 1 of 3 years
Date this statement was published	
Date on which it will be reviewed	July 2025
Pupil premium lead	Lizzie Kiddle
Governor / Trustee lead	Gemma Beckett (Governor) Natalie Deen (Trust Lead)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,760
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	£91,760

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Sun Academy Bradwell is to use Pupil Premium 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: lower starting points in maths and literacy, gaps in curriculum knowledge, attendance and punctuality and unmet social-emotional needs.

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.

Within the academy, we have high expectations of all pupils within all aspects of school life including behaviour, teaching, learning and pedagogical approaches. Our Building Blocks curriculum focuses on developing the skills, knowledge and experiences of our pupils, irrespective of background or the challenges they face. Within the curriculum, we provide children with regular trips and 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	<p>The attainment of eligible pupils is lower in maths when compared to their peers. Whilst the gap is closing, the size of the gap still varies throughout the academy.</p> <table><tr><th>Year group</th><th>PP</th><th>NonPP</th></tr><tr><td>Year 1</td><td>13%</td><td>62%</td></tr><tr><td>Year 2</td><td>73%</td><td>67%</td></tr><tr><td>Year 3</td><td>44%</td><td>86%</td></tr><tr><td>Year 4</td><td>70%</td><td>93%</td></tr><tr><td>Year 5</td><td>75%</td><td>100%</td></tr><tr><td>Year 6</td><td>69%</td><td>78%</td></tr></table>	Year group	PP	NonPP	Year 1	13%	62%	Year 2	73%	67%	Year 3	44%	86%	Year 4	70%	93%	Year 5	75%	100%	Year 6	69%	78%																			
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2	<p>Disadvantaged pupils enter the EYFS working below the standards for their age within the areas of Literacy and Communication. As these children progress through school the gap is closing but still remains when children enter upper Key Stage 2. The size of the gap varies across the different aspects of Literacy and across year groups.</p> <table><tr><th></th><th colspan="2">Writing</th><th colspan="2">Reading</th></tr><tr><th>Year group</th><th>PP</th><th>NonPP</th><th>PP</th><th>NonPP</th></tr><tr><td>Year 1</td><td>13%</td><td>77%</td><td>13%</td><td>62%</td></tr><tr><td>Year 2</td><td>64%</td><td>75%</td><td>64%</td><td>75%</td></tr><tr><td>Year 3</td><td>33%</td><td>50%</td><td>33%</td><td>36%</td></tr><tr><td>Year 4</td><td>48%</td><td>64%</td><td>60%</td><td>80%</td></tr><tr><td>Year 5</td><td>42%</td><td>92%</td><td>83%</td><td>92%</td></tr><tr><td>Year 6</td><td>77%</td><td>83%</td><td>76%</td><td>83%</td></tr></table>		Writing		Reading		Year group	PP	NonPP	PP	NonPP	Year 1	13%	77%	13%	62%	Year 2	64%	75%	64%	75%	Year 3	33%	50%	33%	36%	Year 4	48%	64%	60%	80%	Year 5	42%	92%	83%	92%	Year 6	77%	83%	76%	83%
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3	<p>There is a significant gap between eligible children and their peers in the acquisition of early reading skills. The percentage of disadvantaged children working at the expected standard in the year 1 phonics check is significantly below national and others in school.</p>																																								
4	<p>Disadvantaged pupils are heavily influenced by their community, the cost-of-living crisis and home environment, resulting in lack of opportunity, experience and poor personal development.</p>																																								
5	<p>An increasing number of disadvantaged pupils find it difficult to regulate their emotions and struggle with social interactions. This is most prevalent in lower key stage 2 but most cohorts are in need of guidance in supporting children with social, emotional and mental health needs.</p>																																								
6	<p>Although attendance for eligible children is above this pupil group when compared to national. There is still an in-school gap evident. The attendance for the year ending July 24 for PP children was 93.7% compared to 95.3% for non-PP. 25% of the school's disadvantaged children were classed as persistently absent compared to 14% of Non PP last year.</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
Lessons across the academy are delivered consistently and a whole school focus on reasoning supports pupils' ability to make useful connections between mathematical ideas.	Disadvantaged children are making accelerated progress and gaps across all year groups are closing.

<p>Through precise and well-informed intervention pupils are developing an improved understanding of, and unconscious competence in prerequisite mathematical knowledge, concepts and procedures that are necessary to succeed in reasoning and problem solving.</p>	<p>An increased number of children achieve age related expectations or above at key assessment points</p> <p>Within lessons, children display resilience and confidence and can make connections between mathematical knowledge learned and new knowledge through catch up and interventions.</p>
<p>Appropriate intervention and catch-up plans for the pre foundations of learning to read and developing communication are well embedded with the early years and key stage 1.</p> <p>EYFS and KS1 teachers have secure subject knowledge on the early child development within communication and language</p> <p>The school's curriculum for writing embeds grammar, vocabulary and punctuation development alongside text and sentence level learning and is progressive from the current phonics scheme used</p>	<p>An increased number of eligible pupils achieve age related expectations or above at key assessment points</p> <p>A higher number of PP pupils achieve greater depth within writing at the end of key stage 2.</p> <p>Staff are confident and have a bank of strategies for developing impact, cohesion and personal style within writing lessons.</p> <p>The school's curriculum for English has been reviewed and brings together the school's strength in the technical aspects of English with those concerned with composition, purpose and audience.</p>
<p>The new systematic and synthetic phonics programme is consistently delivered to a high standard, children are regularly assessed and those identified as behind can access stage appropriate learning. As a result children are making rapid gains.</p>	<p>The percentage of disadvantaged children working at the expected standard in the year 1 phonics check is significantly higher than in previous years.</p> <p>Children identified as behind are in receipt of consistent and effective intervention.</p> <p>Older pupils, who are still at the early stages of learning to read, are making accelerated progress towards being able to read confidently and fluently.</p> <p>Techers and support staff have the technology needed to ensure children can access quality resources from the scheme.</p>
<p>Cultural capital experiences are maximised through all aspects of the curriculum; exposing pupils to a large variety of subject areas, visits and appreciation of the arts.</p> <p>Pupils are respectful and have developed the confidence, social skills and resilience to engage in society and break the influencing factors of their home environment and community.</p>	<p>Pupils have a sense of enjoyment, interest and fascination in learning about themselves, others and the world, both within and beyond the academic.</p> <p>Pupils engage and participate positively in artistic, musical, and sporting and cultural opportunities as a consequence of high-quality curriculum provision.</p>

<p>Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner.</p> <p>Staff have the skillset and confidence to successfully support pupils with SEMH</p>	<p>Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents</p> <p>Children have acquired a range of strategies to support themselves within the classroom through successful nurture provision.</p> <p>Assessment data for identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils.</p>
<p>Improved attendance and punctuality, which in turn increases the opportunity to engage in learning, maximises progress and improves outcomes in all subject areas.</p>	<p>Persistent absence for disadvantaged pupils reduces every half term from end of year data (July 25)</p> <p>The average attendance for PP and NonPP children is aligned and both remain above national measures.</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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bought in professional services to raise the profile of music across school to provide weekly, timetabled coaching for middle leaders with responsibility for curriculum</p> <p>Approximate cost: 31 (T) 27 (F) weeks of</p>	<p>EEF Evidence suggests that teacher professional development (PD) can have a substantial positive impact upon teaching practice and the learning outcomes of pupils.</p> <p>EEF evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention</p>	<p>1, 2, 3, 4</p>

support: £9,132.92 To overstaff EYFS to provide early interven- tion and tuition £10,000 Tuition: £5,000	Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Impact of this approach	Challenge number(s) addressed
<p>Targeted Phonics, Mathematics and English interventions and tuition across Key Stage 1 and 2.</p> <p>Cost: £10,000 Tuition: £5,000</p> <p>Purchase of interactive mini whiteboards x 2 to support effective teaching within interventions</p> <p>Cost: £2,371</p>	<p>Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>EEF The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>Individual instruction in through various mediums including digital can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1, 2, 3
Targeted Social and emotional interventions including nurture and positive play	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	5

Cost: £10,000	EEF guidance Social and Emotional Learning Strategies https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	
Use Of Online Platforms To Support Home Learning And Targeting Gaps In Learning Ten Towns- £219 (1 yr) Phonics Play- £60 (1 year) Purple Mash- £1440 +others £3000	Home Learning provision can provide +6 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Individual instruction in through various mediums including digital can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Digital technology use in EYFS can provide +4 months progress	1, 2, 3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance, behaviour and parent liaison lead in school to work with families on reducing PA and improve Whole school attendance and punctuality. Cost: £20,000	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Good attendance starts with close and productive relationships with parents and pupils. Schools should treat all pupils and parents with dignity and staff should model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance. In working in partnership with parents, schools should discuss the link between attendance and attainment and wider wellbeing, and challenge parents' views where they have misconceptions about what 'good' attendance looks like. Where a pupil or family needs	6

	support with attendance, it is important that the best placed person in the school works alongside and supports the family and wherever possible the person should be kept consistent.	
Attendance awards – 100%, above 97%, improved- whole school and individuals £ 200	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	6
Increased menu of educational trips and visits to provide first-hand experience of the outside world (subsidised by school) to include subject specific trips for gifted and talented pupils. Educational and enrichment visits. Cost: £12, 000 Gifted and talented visits (funded) Cost £ 5,056	<p>A broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals. ... A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals</p> <p>Students learn best when they can see, hear, and experience things first-hand. Multi-sensory learning is an important part of school life, and school trips answer the requirements of all five senses.</p> <p>It's because of this that schools arrange trips to help children learn more about the subjects that they are studying. Educational trips can be used to support all kinds of subjects; History, Geography, Science and Languages are the most popular, but they can also support cultural enrichment and wider social development.</p> <p>https://www.euro-study-tours.co.uk/the-benefits-of-going-on-a-school-trip-1</p>	4

Total budgeted cost: £91,760

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 2023 to 2024 academic year.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity/Challenge	Impact of this approach	Actual Spend
<i>To overstaff EYFS to provide early intervention to close gaps</i> £10,000	EYFS data has improved from 22/23 by 19%, with 69% of children achieving GLD. This has had the biggest impact in CL and PSED which were our lowest areas for ELG the year before.	£12,870

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

Budgeted cost: £38,619

Activity	Impact of this approach	Actual Spend									
Academic mentor employed to support academic needs within key stage 2 and to support whole school catch-up interventions £27,300 (50% paid by NTP)	<p>Academic employment has supported progress across targeted year groups. Attainment information for impact is outlined below.</p> <table> <tr> <th></th><th>PP</th><th>All</th></tr> <tr> <td>Year 6</td><td>R- 76% W- 77%</td><td>R- 80% W- 81%</td></tr> <tr> <td>Year 5</td><td>R- 83%</td><td>R- 88%</td></tr> </table> <p>English interventions show that all children have made at least 4 steps progression within the scheme used (Nessy) for reading and spelling.</p>		PP	All	Year 6	R- 76% W- 77%	R- 80% W- 81%	Year 5	R- 83%	R- 88%	£11,321.50
	PP	All									
Year 6	R- 76% W- 77%	R- 80% W- 81%									
Year 5	R- 83%	R- 88%									

<p>Use of Online Platforms To Support retrieval and targeting gaps in learning</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 from baseline expectations.</p> <table border="1" data-bbox="600 376 1166 887"> <thead> <tr> <th></th><th>PP</th><th>Non-PP</th></tr> </thead> <tbody> <tr> <td>Year 6</td><td>R- 76% W- 77% M- 96%</td><td>R- 83% W- 83% M- 78%</td></tr> <tr> <td>Year 5</td><td>R- 83% W- 42% M- 75%</td><td>R- 92% W- 92% M- 100%</td></tr> <tr> <td>Year 4</td><td>R- 60% W- 48% M- 70%</td><td>R- 80% W- 64% M- 93%</td></tr> <tr> <td>Year 3</td><td>R- 33% W- 33% M- 44%</td><td>R- 36% W- 50% M- 86%</td></tr> </tbody> </table> <p>Ten town has supported number development with 69% of children now secure within the number strand of the EYFS curriculum compared to 21% in the autumn term. This has also supported the children in forming their numbers correctly.</p> <p>Jolly classroom has also supported the teaching of the phonics scheme with carefully matched activities for teaching and independent learning, supporting 96% of children making accelerated progress within phonics.</p> <p>Myon has increased the amount of books that children are reading both in school and at home. 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>		PP	Non-PP	Year 6	R- 76% W- 77% M- 96%	R- 83% W- 83% M- 78%	Year 5	R- 83% W- 42% M- 75%	R- 92% W- 92% M- 100%	Year 4	R- 60% W- 48% M- 70%	R- 80% W- 64% M- 93%	Year 3	R- 33% W- 33% M- 44%	R- 36% W- 50% M- 86%	<p>£8,200</p>
	PP	Non-PP															
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<p>School Led Tutoring Budgeted- £4,000</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>£2,190.98</p>															

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

Budgeted cost: £65,600

Activity	Impact of this approach	Actual Spend
Attendance, behaviour and parent liaison lead in school to work with families on reducing PA and improve Whole school attendance. £11,470.18	Attendance end of year percentage is 94.9% (above national) with PA at 12.4% (below national). This has significantly improved throughout the year where PA was at 21%, and is an improvement in both areas on last year. Targeted support for 7 key pupils has resulted in an increase in their attendance which has reduced the PA percentage. The use of a attendance lead and VIP education has supported with attendance home visits and have ensured that all letters and correspondence is up to date and absence can be chased promptly.	£11,958
<i>Attendance awards – 100%, above 97%, improved- whole school and individuals</i> £3000	Attendance has improved throughout the year with 10 children having 100% attendance at the end of the academic year. 163 children have received a certificate, badge and prize for having 100% attendance within a term, this is over 50% higher than last year. 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	£1,750.31
Social and emotional interventions both in and out of class including nurture and positive play Release of pastoral lead to deliver targeted support for pupil premium pupils £21,470.18	The additional support placed within this area supported 13 vulnerable children that were at risk of non-attendance or repeated suspension. This resulted reduced suspensions for all pupils within the group and a lower negative behaviour point count for all.	£42,718
Care club provision- attendance/breakfast £5000	Due to the increase mental health needs of parents and the attendance support, 11 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. Pupils state that this has helped their start to the day. They are not worried about missing the start of the day and like that their attendance has improved.	£3,300

<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>£15,000</p>	<p>Purchasing of mini-buses has supported pupils in visiting places closer to the academy regularly which is developing their knowledge and vocabulary development.</p> <p>Pupils explain that they visited a farm for the first time and saw how the animals were looked after and milk was made.</p> <p>Children also talked about visiting places close to their house that they never knew was there. They would like to take their family with them in the holidays.</p>	<p>£13,986.21</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>£2,000</p>	<p>With an increase in food costs again, 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>£2,980</p>
<p>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</p> <p>£600</p>	<p>This cost has supported families and whole school uniform bank. This has meant that any child who is wearing the incorrect uniform has been able to change their incorrect item.</p> <p>Pupils state this has helped them and they feel like they look smart like everyone else.</p>	<p>£869</p>