

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2025 to 2026 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 | 166 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | Year 2 of 3 2024-2025 2025-2026 2026-2027 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | Termly |
| Pupil premium lead | Mrs Laura Niemczyk |
| Governor / Trustee lead | TBC (Governor) Natalie Deen (Trust Lead) |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £86,840 |
| 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 | £86,840 |

Part A: Pupil premium strategy plan

Statement of intent

At Sun Academy Bradwell, we aim to ensure that any, and all, barriers that pupils face to access learning are removed.

The Pupil Premium funding is ring fenced for this purpose in order to ensure support for pupils who;

- Are, or have been from low-income families
- Looked after, or previously looked after

Currently, there are no pupils that live with families who are serving members of the armed forces .

We recognise that children who fall into these categories can face significant barriers to their learning. Our aim at Sun Academy Bradwell is to use Pupil Premium to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

The strategy represents a 3-year plan where we will focus on the key challenges that are preventing some of our disadvantaged pupils from attaining well: vocabulary deficit; school readiness; speech and language needs; safeguarding vulnerable pupils; gaps in curriculum and lack of life experiences; attendance and punctuality.

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment and underpinned by educational research to inform planned intervention. At Sun Academy, we do not make assumptions about the impact of disadvantage but ensure that we get to know individual pupils and families through strong, well-established relationships.

Our expectation at our academy is that all pupils, irrespective of background or the challenges they face, become confident and enthusiastic readers who love learning and challenge themselves in order to make excellent progress in all areas of the curriculum. We promote and enable a lifelong love of reading and learning alongside the skills they need in order to make good progress and become well rounded individuals. Our expectation is that all pupils become numerate and confident in their mathematical ability and use of mathematical vocabulary to help them navigate real world situations. We also aim to broaden pupils' horizons and aspirations in order to become interested, interesting and proactive citizens. We provide a curriculum enriched with opportunities to learn beyond the classroom, broaden their horizons and to gain cultural capital experiences that go beyond their everyday demographic.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Vocabulary deficit</p> <p>Lower levels of language acquisition and phonic knowledge upon entry to the Academy, particularly within our Early Years classes. Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2. Our baseline assessments of receptive and expressive language on entry our EYFS demonstrate that 38% of our disadvantaged pupils arrive below age related expectations. Within year 1, all disadvantaged pupils have gaps within their communication and language early learning goals. Within Key Stage 2, 21 children are baselining as red or amber within Talk Boost tracker.</p> |
| 2 | <p>School readiness</p> <p>Teacher feedback on pupils' readiness to learn across the academy indicate that it can be a challenge for some disadvantaged families to be able to meet their child's basic needs. This can lead to some disadvantaged pupils arriving to school hungry, having clothing and equipment issues, in need of toilet training, difficulties concentrating and/or hygiene issues. The current economic climate/cost of living crisis has impacted more significantly on disadvantaged pupils and their families.</p> |
| 3 | <p>Speech & Language</p> <p>Of the current 2024 -25 Nursery intake 68% of all pupils who attend have been identified as having speech and language difficulties which impact significantly on their access to the EYFS curriculum. Of the 2024 -25 Reception intake 100% of our disadvantaged pupils have been identified as having speech and language difficulties which impact significantly on their access to the EYFS curriculum, 80% of them have been involved from speech and language services.</p> <p>In addition, a significant proportion of children in KS1 and 2 have speech and language skills below their age-related expectations with this being more prevalent among disadvantaged pupils. Early identification is essential, all pupils in Early Years are assessed, and interventions are put into place. Staff are experienced and know how to identify additional needs, this is when a referral is made.</p> |
| 4 | <p>Social and Emotional Barriers</p> <p>Within our academy, there are a significant number of pupils with additional needs linked to SEMH. Of the 42 children on the SEND register, 8 of these have recognised SEMH needs, all of which have an EHCP or are under assessment. 7 out of the 8 pupils are disadvantaged. Within the wider academy context, we have a further 21 that are currently on pathways to support their SEMH needs. This significantly impact on the children's ability to learn and result in frequent co-regulation by school staff. Children within the academy can run away from situations and require safe spaces to regulate.</p> |
| 5 | <p>Attendance</p> <p>Within 24-25, the overall attendance was 94.8%. For disadvantaged pupils, this was 94.4%. Persistent absence was 13.6% overall and 15.6% for disadvantaged</p> |

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|---|---|
| | pupils. The percentage of disadvantaged pupils late for school was 3.2% compared to 2.4% of all pupils. This means that disadvantaged pupils are missing learning to due lateness of absence which is impacting on their overall development and academy outcomes. |
| 6 | Enrichment and Cultural Capital Due to the levels of deprivation and financial hardship within the community, many pupils have a limited knowledge of the world beyond Bradwell and have limited cultural experiences such as visits to theatres, art galleries and places of worship. This cultural deficit creates a barrier for pupils within their learning as they have limited experiences to link new knowledge to. It is essential that pupils have access to visits and experiences that broaden their knowledge of the world and being the preparation for adulthood. |

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 |
|--|--|
| Ch1 Improved oral language skills and vocabulary among disadvantaged pupils. Targeted support at the earliest stage for pupils identified with language difficulties and/or SEN needs. Leading to improved spoken language, oracy, reading and writing skills and general development. | Teacher assessment and observations of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers within the academy. This is within a context of high attainment for all. TalkBoost data in EYFS will evidence this. External school improvement support will verify these findings in pupils' day to day learning. Teacher and S&L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move throughout the school. Those new to the school in years other than Reception are assessed quickly and supported effectively to gain the language needed. |
| Ch2 An increasing proportion of disadvantaged pupils to be school ready. | All disadvantaged pupils in EYFS without additional needs are toilet trained as soon as possible and parents are supported where necessary in achieving this. All disadvantaged pupils across the academy are able to concentrate and engage in lessons as they have had a healthy breakfast and lunch. All disadvantaged pupils come to school with appropriate clothing and are supported where this is an issue. |
| Ch3 Pupils are able to communicate clearly and express their emotions and feelings. They recognise when they are not ok and seek | Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents at T3 or above and |

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|--|--|
| positive strategies to regulate and resolve any issues. | less pupils requiring referrals to external agencies. Incident analysis shows that pupils are able to use a range of strategies to regulate and limit the number of incidents that escalate. Calming areas and strategies within the academy are utilised by pupils, reducing the amount of time that they are out of the classroom and therefore, not being taught by a teacher. |
| Ch4 Attendance for disadvantaged pupil improves from 24-25 with disadvantaged pupils in school regularly and on time. This will ensure that they have access to teaching and learning, limiting the exposure gaps within their knowledge. | Attendance analysis shows that pupils are in school every day and are punctual. Attendance for disadvantaged pupils is at least in line with national with a reduction in the percentage of pupils classed as persistently absent or late. |
| Ch5 Disadvantaged pupils are not limited by the sociocultural cycle they are in and have the ability, means & support to approach things differently. This leads to higher aspirations and an improved attitude to learning, resulting in better outcomes. 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. Disadvantaged pupils engage in extracurricular support and interventions to support improved outcomes. | Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers. Progress data shows that Disadvantaged pupils are making at least expected progress and where this is not the case support and interventions are quickly put in place. Disadvantaged pupils engage in interventions, Afterschool clubs, Breakfast club, trips and adventurous activities. |

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: £1,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Mastery learning; Mastery of number | <p>Mastery Learning approach- EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_search&search_term=mastery</p> <p>Mastery of number https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</p> | 2 |

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

Budgeted cost: £36,644.74

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>To ensure access to high quality, evidence based interventions have impact on narrowing the gap in vocabulary, speech, language and communication using Talk Boost and Concept Cat programmes as the delivery mechanisms</p> <p>£16,646.50</p> | <p>Early literacy approaches https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches</p> <p>Concept Cat https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/concept-cat-2023-24-trial?utm_source=/projects-and-evaluation/projects/concept-cat-2023-24-trial&utm_medium=search&utm_campaign=site_search&search_term=concept</p> <p>Talk Boost https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-talk-boost-second-trial</p> | 1, 3 |
| Targeted social and emotional interventions | EEF- Improving social and emotional learning in Primary schools | 2, 3, 4 |

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| £12,203.24 | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | |
| Small group target tuition and online platforms (Jolly, Ten Towns, LBQ) £7,795 | EEF Small group tuition to address gaps in learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small CGP revision books - £520 | 1, 2 |

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

Budgeted cost: £48,695.26

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Supporting emotional regulation resourcing £3,000 | EEF- EY toolkit- Self-regulation and executive function https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function | 2, 3, 4 |
| Supporting implementation of DfE's Improving School Attendance £20,697.48 | EEF- Improving social and emotional learning in Primary schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 2, 3, 4 |
| Provide all pupils with first hand high quality experiences to the world around them supporting their understanding of the world and vocabulary. Pupils recognise life outside of Bradwell and recognise social norms Mini-bus hire: £4,575 Trip subsidy: £15,000 | http://www.lotc.org.uk/wpcontent/uploads/2011/03/G1.-LOtCManifesto.pdf | 5 |
| Supporting breakfast club provision for PA pupils £4,000 | https://www.gov.uk/government/news/fundingboost-to-give-more-children-healthy-start-to-the-day | 2, 4 |

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|------------------------------|--|------|
| Uniform support £1,422.78 | Ensure all pupils have access to uniform and the items needed to reduce barriers to non-attendance | 2, 4 |
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Total budgeted cost: £86,840

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: £25,000

| Activity/Challenge | Impact of this approach | Actual Spend | | | | | | | | | | | | | | | | | | |
|--|--|--------------|------------------|----------|-------------|---------------|-----|-----|---------|-----|-----|--------------|-----|-----|--------|-----|-----|--------------------|-----|-----|
| Bought in professional services to raise the profile of music across school to provide weekly, timetabled coaching for middle leaders with responsibility for curriculum | Children expressed enjoyment in music provision teachers noted benefits in developing social skills and confidence. Staff have benefited from additional leadership time, in particular music and English leads – see impact of curriculum. | £31,903.93 | | | | | | | | | | | | | | | | | | |
| To overstaff EYFS to provide early intervention and tuition | Overstaffing of EYFS impact Significant progress seen in the areas of mathematics and Literacy. | | | | | | | | | | | | | | | | | | | |
| | <table><tr><th>Area of learning</th><th>Baseline</th><th>End of Year</th></tr><tr><td>Comprehension</td><td>25%</td><td>64%</td></tr><tr><td>Writing</td><td>15%</td><td>64%</td></tr><tr><td>Word reading</td><td>25%</td><td>64%</td></tr><tr><td>Number</td><td>35%</td><td>82%</td></tr><tr><td>Numerical Patterns</td><td>35%</td><td>82%</td></tr></table> | | Area of learning | Baseline | End of Year | Comprehension | 25% | 64% | Writing | 15% | 64% | Word reading | 25% | 64% | Number | 35% | 82% | Numerical Patterns | 35% | 82% |
| Area of learning | Baseline | | End of Year | | | | | | | | | | | | | | | | | |
| Comprehension | 25% | | 64% | | | | | | | | | | | | | | | | | |
| Writing | 15% | | 64% | | | | | | | | | | | | | | | | | |
| Word reading | 25% | | 64% | | | | | | | | | | | | | | | | | |
| Number | 35% | | 82% | | | | | | | | | | | | | | | | | |
| Numerical Patterns | 35% | 82% | | | | | | | | | | | | | | | | | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,371

| Activity | Impact of this approach | Actual Spend | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------------|--------------------|---------|---------|------------|-----|-----------|------|---------------|-----|-------------|-----|--------|----------------|---------------|-----|-----|--|----|-----|-------|------|----|--|--|--|---------|--------------|-----|-------|------------------|--|-----|-----|-----|-----|----------------|--|-----|-----|-----|-----|---------------|--|-----|-----|-----|-----|-------------------|--|------|-----|-----|------|---------------|--|-----|-----|-----|-----|--------------|--|----|----|-----|-----|-----------------|--|---------|---------|---------|---------|-----------------|--|-----|-----|-----|-----|------|
| Targeted Phonics, Mathematics and English interventions and tuition across Key Stage 1 and 2. Purchase of interactive mini whiteboards x 2 to support effective teaching within interventions | <p>Phonics impact of tuition</p> <table><tr><td>Year 1:</td><td>2025 Phonics check</td></tr><tr><td></td><td>32+</td></tr><tr><td>All passed</td><td>81%</td></tr><tr><td>PP passed</td><td>100%</td></tr><tr><td>Non-PP passed</td><td>73%</td></tr><tr><td>SEND Passed</td><td>33%</td></tr></table> <p>100% of eligible children passed the year 1 phonics check</p> <p>Year 6 impact of tuition</p> <table><tr><td>Pupils</td><td>KS1 Expected +</td><td>Pupil Premium</td><td>SEN</td><td>EAL</td><td></td></tr><tr><td>27</td><td>58%</td><td>13/27</td><td>6/27</td><td>4%</td><td></td></tr><tr><td></td><td></td><td>Reading</td><td>Writing (TA)</td><td>GPS</td><td>Maths</td></tr><tr><td>FFT Target (All)</td><td></td><td>85%</td><td>85%</td><td>81%</td><td>81%</td></tr><tr><td>All 100+ (ARE)</td><td></td><td>88%</td><td>88%</td><td>88%</td><td>85%</td></tr><tr><td>PP 100+ (ARE)</td><td></td><td>77%</td><td>85%</td><td>85%</td><td>76%</td></tr><tr><td>Non-PP 100+ (ARE)</td><td></td><td>100%</td><td>92%</td><td>92%</td><td>100%</td></tr><tr><td>All 110+ (GD)</td><td></td><td>31%</td><td>23%</td><td>42%</td><td>50%</td></tr><tr><td>PP 110+ (GD)</td><td></td><td>0%</td><td>0%</td><td>23%</td><td>46%</td></tr><tr><td>SEND 100+ (ARE)</td><td></td><td>67/16 %</td><td>50/ 16%</td><td>50/16 %</td><td>67/ 33%</td></tr><tr><td>2024 Comparison</td><td></td><td>81%</td><td>81%</td><td>90%</td><td>77%</td></tr></table> <p>Although a gap remains the combined outcome for PP children is in line with national averages. In discrete subjects, outcomes are above national</p> <p>Interactive whiteboards have not been purchased yet.</p> | Year 1: | 2025 Phonics check | | 32+ | All passed | 81% | PP passed | 100% | Non-PP passed | 73% | SEND Passed | 33% | Pupils | KS1 Expected + | Pupil Premium | SEN | EAL | | 27 | 58% | 13/27 | 6/27 | 4% | | | | Reading | Writing (TA) | GPS | Maths | FFT Target (All) | | 85% | 85% | 81% | 81% | All 100+ (ARE) | | 88% | 88% | 88% | 85% | PP 100+ (ARE) | | 77% | 85% | 85% | 76% | Non-PP 100+ (ARE) | | 100% | 92% | 92% | 100% | All 110+ (GD) | | 31% | 23% | 42% | 50% | PP 110+ (GD) | | 0% | 0% | 23% | 46% | SEND 100+ (ARE) | | 67/16 % | 50/ 16% | 50/16 % | 67/ 33% | 2024 Comparison | | 81% | 81% | 90% | 77% | £988 |
| Year 1: | 2025 Phonics check | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 32+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All passed | 81% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP passed | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-PP passed | 73% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEND Passed | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils | KS1 Expected + | Pupil Premium | SEN | EAL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | 58% | 13/27 | 6/27 | 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Reading | Writing (TA) | GPS | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FFT Target (All) | | 85% | 85% | 81% | 81% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All 100+ (ARE) | | 88% | 88% | 88% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP 100+ (ARE) | | 77% | 85% | 85% | 76% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-PP 100+ (ARE) | | 100% | 92% | 92% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All 110+ (GD) | | 31% | 23% | 42% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP 110+ (GD) | | 0% | 0% | 23% | 46% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEND 100+ (ARE) | | 67/16 % | 50/ 16% | 50/16 % | 67/ 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024 Comparison | | 81% | 81% | 90% | 77% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targeted Social and emotional interventions including nurture and positive play | <p>At the start of the year there were 7 children being supported by nurture provision.</p> <p>At the end of the year, 2 had successfully re integrated back into class and a further 1 will re reintegrated in September.</p> | £26,397.94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Use Of Online Platforms to support home learning and targeting gaps in learning Ten Towns Phonics Play Purple Mash Jolly Phonics | <p>100% of children passed the Year 1 phonics check.</p> <p>School has seen significant increase in the percentage of children meeting end of year expectations in mathematics across early years</p> | £3,880 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

Budgeted cost: £37,200

| 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 and punctuality. | Overall attendance for school is in line with national averages and previous years. The attendance of PP children is broadly in line with other pupil groups and national measures. | £15,661.49 |
| Attendance awards – 100%, above 97%, improved- whole school and individuals | Pocket Pals used to reward good attendance per half term rather than the whole year. Well received by children who were keen to collect them all. | £3,145.23 |
| 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. Gifted and talented visits (funded) | Eligible children have attended a vast array of trips and visits which link directly to school's curriculum provision. Pupil voice indicates trips have enhanced learning and made it memorable. Parent voice is positive and indicates appreciation of subsidised visits. Specific gifted and talented trips have not taken place. | £9,783.41 |

Total- £91,760