

Pupil Premium Strategy Statement



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	Bramley Sunnyside Infant School
Number of pupils in school	269 (219 not including FS1)
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Mary Smith Head Teacher
Pupil premium lead	Mrs Dorothy Stothard (Deputy Head Teacher) Mrs Kirstie Fitzgerald (Senior Leader)
Governor lead	Mrs Emily Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,935.00
Recovery premium funding allocation this academic year	£7,430.00
School Led Tutoring	£2,835.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50,200.00

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils are:

- Irrespective of background, challenges faced or starting points, all our pupils make good progress and achieve high attainment across all subject areas of learning.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that disadvantaged pupils achieve in line with their non-disadvantaged peers and/or make accelerated progress from their starting points.
- To support our children's social, emotional and mental health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring all children are accessing sustained quality-first teaching and learning opportunities.
- Tracking progress and attainment of all pupils and identifying specific needs of disadvantaged pupils.
- Respond to common challenges and individual needs ensuring appropriate provision is made for all pupils who belong to vulnerable groups.
- Ensuring the pupils with a high SEMH need are adequately supported and assessed through intensive pastoral support and focused interventions.

The key principles of our strategy plan

- Quality first teaching for all and the delivery of a sequential, progressive and challenging curriculum are key to our strategy.
- Our strategy is a whole school approach where all staff understand the barriers faced and all are responsible for the progress and attainment of disadvantaged children.
- Early identification and response to need is integral to our strategy and in addition to quality first teaching, targeted support through research based programme such as Read, Write Inc, NCETM Number, NELI, ELSA will support and challenge our disadvantaged pupils.
- In addition to providing small group focussed support to overcome gaps in learning, disadvantaged pupils will continue to access the wider curriculum.
- We will ensure disadvantaged children have the same first-hand experiences as their peers to support their learning in the classroom which will include support payment for activities, clubs and educational visits.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with staff indicate our disadvantaged pupils generally have greater difficulties with phonics than their peers. This therefore negatively impacts their development as readers. Generally there is a lack of support with reading at home so children are not getting the every day opportunity to apply phonic skills into reading and develop fluency.</p> <p><i>Baseline data gap -9% between PP and others in Y1</i> <i>Autumn 2 gap -37% between PP and others in Y2</i> <i>Baseline gap -11% between PP and others in F2 phonics</i></p>
2	<p>Assessments, observations indicate our disadvantaged pupils lack poor mathematical skills, fluency and spatial awareness. Therefore, are at risk of not achieving the expected or better standards. Baseline data</p> <p><i>Baseline gap -9% between PP and others in Y1</i> <i>Baseline gap -30% between PP and others Y2</i> <i>Baseline gap -42% between PP and others F2</i></p>
3	<p><i>Assessments and discussion with EYFS staff indicate poor Speech and language development on entry. In the Speaking strand only</i></p> <p><i>24% of F1 cohort on track at baseline -10% gap between PP and others</i> <i>46% of F2 cohort on track at baseline -3% gap between PP and others</i></p>
4	<p>A lack of school readiness, focus and learning behaviours have been identified. Social, Emotional and Mental Health needs due to poor wellbeing, disruption within their home life have contributed to this in general within cohorts but in particular with disadvantaged children.</p>
5	<p>Our attendance and punctuality data over the last years indicates that attendance among disadvantaged pupils remains lower than non-disadvantaged pupils.</p>
6	<p>Family financial restraints may result in disadvantaged children not having access to first-hand experiences and extra-curricular activities which may impact on well-being and Cultural capital.</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
1.Improved reading attainment for disadvantaged pupils.	-Internal/external data will show disadvantaged children will achieve in line with their peers in phonics and reading

	<p>ARE/+ by the end of the year or make accelerated progress 3+ steps of progress</p> <ul style="list-style-type: none"> -All staff trained and delivering RWI phonics/reading sessions daily. -PP children not meeting ARE are receiving fast track one to one phonics
2.Improved maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> -Maths tutoring catch up is in place for PP children in y1 and y2 and maths tutor is working closely with class teachers. -Internal/external data will show disadvantaged children will achieve in line with their peers in maths ARE/+ by the end of the year or make accelerated progress 3+ steps of progress from relative starting points.
3.Improved oral listening skills speech and vocabulary among disadvantaged pupils.	<p>Assessments and observation show significant improvement in oral language and communication</p> <p>PP children will achieve in line with their peers in the CL strand ARE/+ by the end of the academic year or make accelerated progress 3+ steps from starting points</p>
4.To achieve and sustain improved SEMH development and well-being for all pupils in school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> -Disadvantages children in EYFS will achieve in line with peers in PSD strand ARE/+ or make accelerated progress 3+ steps relative to starting points. -Assessments will show an increase in SDQ scores for children accessing an ELSA programme.
5.To achieve and sustain improved attendance rates for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> -Overall attendance expectations are high at least in line with and or higher than school/LA/National targets -Attendance gaps between disadvantaged and non-disadvantaged pupils will be narrowed to 1% or eradicated. -Percentage of persistent absentees will be reduced. (below 8.3% national)
6.Disadvantaged children have access to wider experiences beyond learning in the classroom Cultural capital is not limited.	<p>Financial restraints on disadvantaged families will be addressed through subsidised visits and clubs including breakfast club provision.</p> <p>Disadvantaged families will have access to technology in order to access remote learning</p> <p>Disadvantaged children will access reading for pleasure opportunities and texts in line with their interests.</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:

Read, Write, Inc Day (Oct 2021) – Ruth Miskin	£2100.00
R, W, Inc Books (from Oxford University Press – October & November & December)	£270 (Nov) £1523.00 (Sept)
Non -fiction RFP books	£300
Release time for staff to undertake mastering number project training/development	£300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> -Purchase of RWI development day to secure a stronger more robust phonics/reading teaching for all pupils. -Adopt RWI teaching of Reading throughout school. All staff will deliver to the programme requirements. -Purchase RWI resources and books in order to deliver the programme as required. -Assessments will be carried out by the RWI lead to ensure consistency. -Fund teacher and literacy/phonics leader release time to ensure continuous training, development, assessment and tracking of progress is in place. 	<p>RWI is a DFE validated synthetic phonic scheme. https://www.ruthmiskin.com/en/?region=5</p> <p>EEF teaching and learning toolkit phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <div style="border: 1px solid black; padding: 5px;"> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> </div>	1

<p>-Dedicated time each day allocated for reading aloud to the class. -Book discussions to promote wider reading amongst our older children.</p> <p>-Purchase non-fiction and special collection texts to appeal especially to boys and help to develop knowledge/vocab across science and geography topics.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development</p> <p>https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</p>	1
<p>All staff will use Mastering Number Programme in their daily teach.</p> <p>Funding for release time for teachers in each year group who are leading this programme initiative. To ensure the key elements of the guidance in school is robust and access maths hub resources and CPD is undertaken.</p>	<p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p> <p>An exchange programme between teachers from England and Shanghai has informed effective pedagogic strategies for achieving mastery of maths. The striking performances of Shanghai and other East Asian countries in maths have become well-established. They have been measured in successive international tests such as TIMSS and PISA.</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p> <p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p>	2

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

Budgeted cost:

School Based Tutoring	£2835.00 (Cost to school £5170.20)
Maths intervention teacher	22,291
RWI fast track tutoring	£5,900

Smart board for intervention space tutoring	1,745
ELSA Training	£300.
ELSA supervision 2 x TA's for 6 half days each	£300
EPS hours	3,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School based tutoring led by a specialist maths teacher who works in partnership with NCETM</p> <p>Children identified as working below in Maths will be targeted through maths intervention 3 times per week throughout the spring term (6 weeks)</p> <p>They will work in groups of no larger than four children with the aim to narrow gaps in their learning/catch up and accelerate their progress.</p> <p>The maths tutor will liaise with class teachers on gaps and areas of learning that require focus and feed information from sessions into assessments</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	2
<p>Additional one to one phonics fast track sessions targeted at disadvantaged children who require catch up in order to pass their phonic screen check in Y1 or retake in y2</p> <p>Every class throughout FS & KS1 ensures children are supported through classroom small group intervention opportunities, these take part throughout</p>	<p>https://global.oup.com/education/content/primary/series/rwi/fast-track-tutoring/fast-track-tutoring-phonics/?region=uk</p> <p>Focused catch up support to get children reading fast</p> <p>Read Write Inc. Phonics Fast Track Tutoring provides a simple, but powerful solution to accelerate pupils' reading progress for Years Reception to 4 (P1 to 5).</p> <p>The online training and Tutoring Packs have been written and developed by Ruth Miskin and the training is delivered by her expert trainers.</p>	1

<p>the week with either class teachers or teaching assistants.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	
<p>NELI Project Delivery of a programme to improve children's vocabulary, listening and narrative skills.</p>	<p>This programme has been found to improve children's language and early literacy skills. the programme involves providing short small group and individual teaching sessions to around 3-6 pupils for 20 weeks. Robust evaluations found NELI children made an average 3 months of additional progress in language.</p> <p>NELI is a Nutfield Foundation Initiative and was developed by leading academics in the field of language and literacy development. https://www.teachneli.org/what-is-neli/</p>	3
<p>Training another member of support staff to become an ELSA. The new ELSA to undertake 6 sessions of training. We will continue to undertake the ongoing training of both ELSA trained staff, providing them with release time for training and supervision sessions termly. Within FS children will be supported with their self-regulation development through class based interventions. Continue to access specialist support from educational psychologist</p>	<p>Emotional Literacy Support – interventions which target social and emotional literacy seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. ELSA interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=site_search&search_term=sel</p> <p>As the EEF states 'the development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving'. There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school,</p>	4

team to support children with EHCPs	and also have a positive impact on wider outcomes such as behaviour and persistence.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Mathletes Games	£1300
Release cover for DMHL Course	£1,650
myHappy mind programme	2,700
Release time for a member of staff to attend training and prepare training	
Subsidised visits	£800
and clubs	2,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging parents in supporting accurate counting, fluency in number facts, strategic and critical thinking skills.</p> <p>We will begin Mathlete of the week activities.</p> <p>Purchase appropriate games for age groups.</p> <p>Produce game cards to support effective parental engagement and participate in playing these games in school so the children are confident game players before they take the games home to share with parents.</p> <p>Staff will ensure disadvantaged children are targeted to take these games home.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parental</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning.</p> <p>It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as social interaction and numeracy skills; • general approaches which encourage parents to support their children; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	2 & 6

<p>Develop a whole school approach to Social, Emotional & Mental Health.</p> <p>Implement the role of Senior Mental Health Lead in school. Leader to undertake the Carnegie a Whole School Approach to Mental Health. Successful completion of the beginner's level of the Carnegie course.</p> <p>Introduce the 'myHappy minds' programme throughout school</p> <p>Purchase of specialist equipment to support regulation and specific learning and behaviour needs e.g writing slope, non-slip mats sit & move cushions</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/728892/government-response-to-consultation-on-transforming-children-and-young-peoples-mental-health.pdf</p> <p>In response to the Government's green paper the school have applied for the DfE mental health support funding. As part of this funding an additional member of staff has been temporary appointed to the SLT. Following DfE questionnaires and assessments the DMHL will begin the Carnegie Beginners level Establishing a Whole School Approach.</p> <p>https://www.leedsbeckett.ac.uk/research/carnegie-centre-of-excellence-for-mental-health-in-schools/</p> <p>This is a programme for teachers' parents and children to help prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home nursery and school</p> <p>https://myhappymind.org/programmes/school-programme/</p>	4
<p>Continue to monitor the attendance of PP children with first day response. Continue with robust tracking and early identification for attendance and lateness. Work with Early Help and our school attendance officer to support families with attendance. We will continue to support this by releasing our attendance officer to attend these partnership meetings.</p>	<p>Pupils who have missed regular school or who are consistently late have rising gaps in their learning.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5

<p>School will actively encourage disadvantaged/PP children to access after school clubs in order to enhance children's experiences of different sports.</p> <p>School will subsidise the cost of extra-curricular activities and school visits/visitors so that no child is excluded from enrichment experiences due to family financial constraints.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>6</p>
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Total budgeted cost: £ 52,644

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.

Despite performance measures not being published for 2020 to 2021 we continued to assess and track children's attainment and progress using our internal assessment system including some SAT papers and phonic screen checks.

Year one 2020 2021				Year two 2020 2021			
Y1	Baseline ARE/+	Summer 2 ARE/+	HAPs	Y2	Baseline ARE/+	Summer 2 ARE/+	HAPs GDS
Reading	39%	60%	26%	Reading	62%	69% <small>(75% with Wts+)</small>	23%
Writing	34%	55%	18%	Writing	32%	60% <small>(74% with Wts+)</small>	14%
Maths	34%	40%	11%	Maths	46%	62% <small>(73% with Wts+)</small>	21%
Phonics ARE	36%	73% blue	44%	Phonics ARE SDaG	57%	76% SDaG	N/A

Whole school data shows good progress from very low starting points in all subjects.

Y1-71% passed phonic screen check

Y2- 85% passed phonic screen check 17 children did an internal retake at the end of Y2 5 passed (29%) and of the 12 that didn't, 7 of these scored above 20. With another term in school these would more than likely have been passes. All the children who didn't pass were identified on the SEN register.

We voluntarily submitted data to the LA and as the tables below show we were above LA and national in all subjects

Rotherham Disadvantaged Gap (months) 2019	
Early Years	5.2 (National gap=4.6)
Primary	11.5 (National gap=9.3)
Rotherham Persistent Disadvantage Gap (months) 2019	

Primary	12.8 (National gap= 11.3)
<i>Disadvantage gap (months) Primary Phase by LA, EPI, 2019</i>	

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
NELI	Nuffield Foundation
MyHappy mind	NHS

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include

- utilising the DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs via the online tool kit: to develop understanding of our pupils' needs, give pupils a voice in how we address wellbeing and supporting effective collaboration with parents.
- The named Pupil Premium Leaders of the school are attending a Local Authority 'Making a Difference Project'. Which will feature
 - Explore the evidence which supports the tiered approach and how this impacts your schools' Pupil Premium Strategy.
 - Identify the right priorities for your school and develop plans to implement evidence-informed processes, practices and programmes.
 - Monitor and evaluate the impact of your Pupil Premium strategy and how to refine it to best effect.
 - Alignment with the new DfE requirement for strategy documents to reference research evidence.

We have looked at a number of studies, in particular EEF evidence. The school will continue to evaluate and review the strategy and further explore and include other challenges adjusting the plan as necessary.