



## Bramley Sunnyside Infant School

### Pupil Premium Strategy Statement 2024-2027

#### School overview

Detail	Data
School name	Bramley Sunnyside Infant School
Number of pupils in school	<b>2025-2026 – 268 on roll (224 not including FS1)</b>  2024-2025 - 277 on roll (223 not including FS1)
Proportion (%) of pupil premium eligible pupils	<b>2025-2026- 11% (24 pupils)</b> 2024-2025- 12% (26 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024- 2025 <b>2025-2026</b> 2026-2027
Date this statement was published (2nd year of a 3 year cycle)	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Susan Searson Head Teacher
Pupil premium lead	Mrs Kirstie Fitzgerald (Associate Assistant Headteacher)
Governor lead	Mrs Jade Hammond

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,360.00
Recovery premium funding allocation this academic year	£0
School Led Tutoring	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£36,360.00</b>

## Pupil Premium Strategy Report

### Statement of Intent

When making decisions about our Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced within the school strategy plan. Alongside the research conducted by Education Endowment Foundation (EEF).

### Demography and School Context

We are below average in the school deprivation indicator situated within the village.

***For all our pupils,***

***“Our vision is to enable children to become confident, independent and inquisitive individuals, who achieve their potential and are ready and eager to embrace future learning”.***

We will support and encourage our pupils to be caring and responsible members of their school family and wider community and to make a positive difference to people and the world around them. Our school values of love, respect, perseverance, challenge, teamwork and independence are woven throughout our curriculum.

All teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across school.

### Our priorities

- Ensure teachers have the ‘best’ knowledge, curriculum and resources to accelerate learning.
- Provide targeted academic support for pupils who are not making the expected progress
- Address non-academic barriers to attainment barriers such as attendance and social, emotional and mental health needs.
- Targeted funding to ensure that all pupils have access to visits, first hand learning experiences to invest in their cultural capital.
- Provide appropriate nurture support to pupils to support their emotional and social development.

## Challenges

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

Challenge number	Detail of challenge
1	A high proportion of our PP children react to situations in and outside of school in an emotional manner. A number of PP children are working on emotional and wellbeing and confidence building interventions.
2	Progress rates for our PP children are below that of NPP children especially in maths.
3	Pupils entering EYFS have low Communication and Language skills, Literacy and PSED. Thus, impacting on learning dispositions and early reading and fluency. Vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts their ability to comprehend and read fluently. Therefore, focuses on educational visits and reading books.
4	Persistent Absence issues especially with our PP children.
5	Socio-economic pressures in the home environment. Lack of engagement in afterschool/ sports clubs/ breakfast clubs. Current costs of 'living crisis' is expected to impact our PP families most but also identify those families who may be now entitled to PP funding this academic year. We anticipate a need to subsidise the cost of school visits for our PP families.

## 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>Pupils are able to self- regulate and manage emotions in an appropriate way.</p> <p>Staff to use relevant up to date information and resources to ensure inclusivity and access for all, across the whole curriculum.</p>	<ul style="list-style-type: none"> <li>In house behaviour recording shows positive progress (reduction in logs) for identified pupils.</li> <li>Support and information offered and shared with parents and carers offered and shared with PP children and their families.</li> </ul>

<p>Appropriate opportunities are planned and built in to the school day to provide for PP children's holistic needs.</p>	<ul style="list-style-type: none"> <li>• PP children will be ready and willing to learn, having the tools and emotional resilience to overcome external challenges.</li> <li>• Staff will be aware of, and meeting holistic needs of the PP children in their class and will identify them for specific groups such as nurture, breakfast club, after-school clubs.</li> <li>• Parents/ carers will have an increased understanding of their child's progress and attainment, socially and emotionally and academically and how best to support them at home.</li> </ul> <p>Research taken from EEF Guide to <a href="#">EEF guidance to Pupil Premium</a> and <a href="#">EEF Social and Emotional Learning</a> and <a href="#">EEF Behaviour Interventions</a> and <a href="#">EEF Metacognition &amp; Self Regulation Toolkit</a></p>
<p>Reduce the gap between non-PP and PP pupils in Maths by the end of KS1.</p>	<ul style="list-style-type: none"> <li>• The attainment gap will be narrowed between PP and non-PP children.</li> <li>• Gaps and misconceptions will be recognised and addressed quickly.</li> <li>• Staff will have knowledge about the individual needs of PP children and use this knowledge to provide effective strategies.</li> <li>• Parents/carers will have an increased understanding of their child's progress and attainment and how best to support them at home.</li> <li>• Subject Leader and teaching staff to continue work with the South Yorkshire Maths Hub.</li> </ul> <p>Research taken from <a href="#">EEF Mastery Learning</a></p>
<p>Reduce the gap between PP and Non-PP pupils in Reading.</p> <p>Improve listening skills and oral speech vocabulary among our PP pupils.</p>	<ul style="list-style-type: none"> <li>• Promotion of support staff to be Phonics Champions</li> <li>• Regular timetabled fast track phonics with Phonics Champions</li> <li>• Three-year increase in Y1 pass rate with pupils achieving expected grade.</li> </ul>

<p>Continue with the implementation of the Fast Track Phonics intervention. Catch up shows increase in pupils passing the phonics screening test in Yr1.</p>	<ul style="list-style-type: none"> <li>• PP children not meeting ARE are swiftly identified and receive fast track phonics to close the gap.</li> <li>• Internal data show an increase in attainment</li> </ul> <p>Research taken from <a href="#">EEF Phonics Toolkit</a></p>
<p>Attendance and persistent absences of PP children reduce to be at least in line with attendance of Non -PP children and at least in line with national averages.</p> <p>PP children want to come to school.</p> <p>Attendance data indicates that the gap to Non-PP and National pupils closes year on year.</p>	<ul style="list-style-type: none"> <li>• Our PP children attend school every day, positively and wanting to learn.</li> <li>• Bespoke support plans in place if attendance drops.</li> <li>• Effective communication between home and school means families are open, honest and receptive to support.</li> <li>• Training for Office Staff working alongside Early Help and the SAMP</li> </ul> <p>Research taken from <a href="#">DfE Working Together to Improve School Attendance</a> , <a href="#">EEF Supporting School Attendance</a></p>
<p>Maintain positive working relationships with our PP families.</p> <p>All our PP children to have the opportunity, without financial barriers, to participate in the wider life of the school. As a school we will fully subsidise breakfast club, after school clubs and curriculum experiences including educational visits.</p> <p>Parents to feel supported through and know that their thoughts and feelings are valued.</p> <p>Maintain positive working relationships with our PP families.</p>	<ul style="list-style-type: none"> <li>• Uptake of extra-curricular clubs, after-school sports, family learning events and breakfast club will show at least an equal uptake compared to NPP children.</li> <li>• Parents will be continuing to support school, which will be evident through uptake of school events.</li> <li>•</li> <li>• Parents will know who the key people are within school to communicate with for various aspects e.g. safeguarding.</li> </ul> <p>Research taken from <a href="#">EEF Parental Engagement Survey</a></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: 2025-2026 £9570.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Curriculum leadership development across FS &amp; KS1 to improve coherence and progression.</li> </ul>	<p>A sequenced, well-led curriculum ensures equity of access and builds knowledge over time, supporting children catch-up for disadvantaged pupils.</p> <p>Quality first teaching.</p>	1, 2, 3
<ul style="list-style-type: none"> <li>Quality first teaching of maths and all curriculum areas.</li> <li>Daily dashboards remain integral to the daily maths lesson to help children know and remember more as well as developing fluency with number facts/strategies.</li> <li>Curriculum leaders to receive training in mastery through the south Yorkshire maths hub.</li> <li>Mastering Number KS1 and Reception Parent Project workshop for parents</li> </ul>	<p>NCETM secures firm foundations in the development of good number sense for all children through reception to year 2.</p> <p>The aim is to secure firm foundations in the development with fluency, calculation, confidence and flexibility with number.</p> <p>Research evidence case studies <a href="#">NCETM Maths Hubs</a></p>	2
<ul style="list-style-type: none"> <li>Teach the 'my happymind' programme fully throughout school.</li> <li>Promote the my happymind parent app to all parents</li> <li>Purchase specialist equipment e.g. writing slope, non-slip mats, sit and move cushions, resistance bands, pencil grip supports to support emotional regulation and physical needs.</li> </ul>	<p>My Happymind prepares today's children for tomorrow's world by building resilient, balanced and happy minds at home and school.</p> <p>Research shows that science and technology help to children develop lifelong habits and learn to thrive.</p> <p><a href="#">My Happymind</a></p>	1,2,3,4,5

<ul style="list-style-type: none"> <li>• Staff continue to receive CPD from our English/ Phonics Lead</li> <li>• All staff to engage in RWI development Day with RWI school coach and our school English/ Phonics Lead</li> <li>• Assessments of RWI carried out with by phonics champions and English Lead</li> <li>• Parent workshops</li> </ul>	<p>The teaching of phonics has a positive impact overall (5+ months) with very extensive evidence and is an important component in the development of early reading skills.</p> <p>The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and graphemes.</p> <p>Research taken from <a href="#">EEF Phonics</a></p>	3,4,5
<ul style="list-style-type: none"> <li>• Introduce the ‘Get writing’ &amp; RWI handwriting programme across the whole school. To prioritise the accurate identification and targeted intervention of early writing gaps, particularly among disadvantaged pupils. Key foundational writing components to be embedded to support secure progress from the early stages.</li> </ul> <p>Targeted areas</p> <ul style="list-style-type: none"> <li>• Letter formation and consistent spacing</li> <li>• Spelling and application of phonics knowledge</li> <li>• Punctuation</li> <li>• Oral composition of sentences linked to their phonics knowledge</li> <li>• Handwriting practice, including letter families.</li> </ul>		3

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

Budgeted cost: £ 16,080.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Our Yr 2 PP children to access maths interventions with our children's champion to ensure their maths knowledge is developed and the gap narrowed.</li> </ul>	<p>High impact feedback and in the moment support to deeper understanding and engagement for our year 2 PP children to narrow their gaps.</p>	2
<ul style="list-style-type: none"> <li>• Phonics Champions &amp; our Children's Champion will identify children for FTP based on attainment and progress.</li> <li>• Children who failed PSC in Y1 will be targeted straight away for FTP and every day readers.</li> <li>• All our PP children will be heard read daily as part of our everyday readers package. To support children's reading development and fluency.</li> <li>• Teachers to ensure all targeted children receive intervention in SALT &amp; FTP.</li> </ul>	<p>All pupils identified via assessment across school to have additional daily intervention to ensure that their gap closes at the end of the year.</p> <p>Research taken from <a href="#">EEF Phonics</a></p>	3,4
<p>Emotional Literacy Support Interventions will target social and emotional literacy seek to improve pupils' interaction with others and self-regulation of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>ELSA interventions will also support how students work alongside their peers, teachers, family and community.</p> <p>SDQ assessments carried out by staff to target specify support required.</p> <p>SMHL to QA ELSA interventions and work in partnership to build positive relationships with children and families.</p>	<p>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.</p> <p>Studies show self-regulation skills of children in EYFS have a lasting positive impact of learning later throughout school.</p> <p>Research taken from <a href="#">EEF Social and Emotional Learning</a> and <a href="#">EEF Behaviour Interventions</a> and <a href="#">EEF Metacognition &amp; Self Regulation Toolkit</a></p>	1,2,3,4,5

Targeted SEMH whole class interventions		
---	--	--

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

Budgeted cost: £ 10,709.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Lead monitoring and first contact.</p> <p>Continue to monitor the attendance of PP children with first day response.</p> <p>Share attendance data with parents/ carers via the newsletter, termly letters and parent consultation meetings.</p> <p>Attendance officer attends attendance briefings.</p> <p>Work with Early Help and our school attendance officer to support families with attendance</p>	<p>Pupils who have missed regular school or who are consistently late and have rising gaps in their learning.</p> <p><a href="#">DfE Working Together to support Attendance &amp; Anna Freud School Attendance and Wellbeing</a></p>	1, 4
<p>School will actively encourage PP children to access breakfast club, after-school clubs and tea-time clubs in order to enhance children's experiences of different sports.</p> <p>School to subsidise the cost of extra-curricular visits/ visitors so that no child is excluded from enrichment experiences due to family financial constraints.</p>	<p>To provide a nutritional start and a calm structure to the start of the day for our PP children.</p> <p>To ensure all pupils, regardless of social-economic background have access to activities which promote cultural capital.</p> <p>An inclusive enhancement through attending breakfast, after-school and teatime clubs, develops character, resilience and values. EEF links strong PD with improved attitudes to learning and school belonging.</p>	1,4,5

PP families have access to free breakfast clubs, sports clubs, teatime club & educational visits, enhanced developments.		
--	--	--

**Total budgeted cost: £36,360.00**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes 2024-2025

During the 2024-25 academic year, our Pupil Premium (PP) Strategy was shaped by school improvement priorities across curriculum, pedagogy and personal development.

We focused on:

- Addressing early reading gaps
- Embedding reading fluency across KS1
- Developing independence skills
- Enhancing wellbeing and enrichment opportunities
- Continued work to improve attendance for PP children

Throughout the academic year of 2024-25, key gains were made in phonics, inclusive classroom practices and enrichment in order to support closing attainment gaps.

The following outcomes will inform strategic planning for 2025-26. There will be a continued focus on fluency within reading, writing, maths and enrichment with the aim of closing the attainment gaps for our PP children.

EYFS	Autumn	Summer
Speaking	PP= 25% Others= 65% Gap= <b>-40%</b>	PP=88% Others=85% Gap= <b>+3%</b>
Word reading	PP= 33% Others=62% Gap= <b>-29%</b>	PP=75% Others=82% Gap= <b>-7%</b>
Writing	PP= 33% Others= 56% Gap= <b>-23%</b>	PP = 62% Others= 79% Gap= <b>-17%</b>
Number	PP= 33% Others= 62% Gap= <b>-29%</b>	PP=75% Others= 78% Gap= <b>-3%</b>

Yr2	Autumn	Summer
Reading	PP= 58% Others=76 % Gap= <b>-18%</b>	PP=75% Others= 88% Gap= <b>-13%</b>
Writing	PP= 50 % Others= 59% Gap= <b>-9%</b>	PP= 58% Others= 83% Gap= <b>- 25%</b>
Maths	PP= 50% Others= 65% Gap= <b>-15%</b>	PP = 75 % Others= 82 % Gap= <b>-7 %</b>

Yr1 (14 children)	Autumn	Summer
Phonics Screen	PP = 57% Others= 82% Gap= <b>-25%</b>	PP= 87% Others=95% Gap= <b>-8%</b>
Reading	PP= 67% Others= 77% Gap= <b>-10%</b>	PP=60% Others=74% Gap= <b>-14%</b>
Writing	PP= 33% Others=63% Gap= <b>-30%</b>	PP=33% Others=65% Gap= <b>-33%</b>
Maths	PP= 33% Others= 60% Gap= <b>-27%</b>	PP=40% Others= 87% Gap= <b>-47%</b>

Wrap Around Club Contextual Data	PP Children attendance
Cricket	3
Golf	2
Athletics	1
Trampolining	5
Movie night	3
Disney sing a long	10
Cooking	11
Library Club	4
Science	9
Gymnastics	2
Gardening	10

  

PP children attendance	
Breakfast Club	5 ( 2 to support attendance, 1 soft start)

## 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
MyHappy mind	NHS

