

---

---

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 Junior School
Number of pupils in school	344
Proportion (%) of pupil premium eligible pupils	61 (18%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2021-2022 (previous) 2022-2023 (previous) 2023-2024 (current) 2024-2025 (future)
Date this statement was published	03/11/2024
Date on which it will be reviewed	October 2025
Statement authorised by	
Pupil premium lead	Poppy Bowen-Green
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,915
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,915

## Part A: Pupil premium strategy plan

### Statement of intent

For all of our pupils, disadvantaged or not, we aspire for each and every one to leave Bramley Sunnyside Junior School well equipped to be **respectful, responsible and resilient** *'leaders of the future'*.





Through our creative and collaborative curriculum, we provide every pupil with vast opportunities to strive academically, emotionally and socially, aiming to limit any barriers in the way of their success.

Through our bespoke well-being offer, we prioritise the SEMH of our children, ensuring each child is safe, happy and ready to learn.

Our disadvantaged children are targeted through high-quality teaching, supportive learning coaches, boosters, interventions and wider strategies, such as after-school and breakfast clubs, to raise their overall attainment.

At Bramley Sunnyside Junior School, we expect all pupils, disadvantaged or not, to engage and thrive in all aspects of school life, equally.

#### Rotherham LA School Mission

-  All children making at least good progress.
-  No underperforming cohorts
-  All teachers delivering at least good learning
-  All schools moving to at least the next level of successful performance

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

*EEF state that considering a tiered approach to PP spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.*

## Challenges

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

Challenge number	Detail of challenge									
1	<p>Progress rates for PP children are below that of NPP children.</p> <p>End of year progress for PP children is below that of the NPP children for current in maths, reading and writing.</p>									
2	<p>Poor attendance</p> <table border="0"> <tr> <td>2021-2022:</td> <td>PP- 93.2%</td> <td>NPP- 94.4%</td> </tr> <tr> <td>2022-2023:</td> <td>PP- 92.3%</td> <td>NPP- 94.9%</td> </tr> <tr> <td>2023-2024:</td> <td>PP- 94.2%</td> <td>NPP- 96.2%</td> </tr> </table>	2021-2022:	PP- 93.2%	NPP- 94.4%	2022-2023:	PP- 92.3%	NPP- 94.9%	2023-2024:	PP- 94.2%	NPP- 96.2%
2021-2022:	PP- 93.2%	NPP- 94.4%								
2022-2023:	PP- 92.3%	NPP- 94.9%								
2023-2024:	PP- 94.2%	NPP- 96.2%								
3	<p>Poor mental health and wellbeing resulting in low-confidence and challenging behaviours.</p> <p>A high percentage of our PP children react to situations in and outside of school in an emotional manner. A high number of these children receive pastoral interventions.</p> <p>A number of referrals have been submitted to CAMHS and other agencies, for more specialist advice.</p> <p>The number of PP children working on emotional well-being and confidence programmes has increased from last academic year:</p> <p><b>Nurture Nook:</b></p> <p>2021- 3/12 children are PP (25%)</p> <p>2022- 3/8 children are PP (37.5%)</p> <p>2023- 2/4 children are PP (50%)</p> <p>2024- 3/9 children are PP (33%)</p> <p><b>1-2-1 Pastoral support and interventions with Mrs Ashton:</b></p> <p>2021- 3/7 children are PP (43%)</p> <p>2022- 4/5 children are PP (80%)</p> <p>2023- 6/8 children are PP (75%)</p> <p>2024- 2/5 children are PP (40%)</p> <p><b>ELSA support led by Mrs Yellowley:</b></p> <p>2021- 3/15 children are PP (20%)</p> <p>2022- 5/9 children are PP (55.5%)</p> <p>2023- 3/12 children are PP (25%)</p> <p>2024- 0/2 children are PP (0%)</p> <p><b>Art Therapy with Mrs Davis:</b></p> <p>2021- 9/25 children are PP (36%)</p> <p>2022- 9/20 children are PP (45%)</p> <p>2023- 3/6 children are PP (50%)</p> <p>2024- 1/11 children are PP (9%)</p> <p><b>With Me In Mind</b></p> <p>2023- 1/14 children are PP (7%)</p> <p>2024- 0/6 children are PP (0%)</p>									

	<p><b>MIND</b></p> <p>2024- 1/1 child is PP (100%)</p> <p><b>School counselling with Mrs Hughes:</b></p> <p>2024- 1/6 children are PP (17%)</p>
4	<p>Socio-economic pressures in the home environment. Lack of engagement in afterschool/ sports clubs/ breakfast clubs.</p> <p>Current 'cost 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.</p> <p>We anticipate the need to subsidise the cost of school visits for our PP families.</p> <p>Only 19% of the children attending after school clubs in 2023 were PP children.</p> <p>Only 21% of the children who attended breakfast club in 2023 are PP.</p>

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To narrow the attainment gap between PP and NPP children, particularly in the core subjects.</p> <p>A greater number of children to be working at ARE by the end of KS2 and to have made expected progress from KS1/ baseline data to KS2.</p> <p>PP children will receive quality first teaching to maximise their learning.</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 for whole school by subject leaders.</li> <li>✿ End of KS2 outcomes will show at least expected rates of progress being made between KS1/ baseline data and KS2.</li> <li>✿ Subject leaders have planned well-sequenced and highly aspirational curriculums.</li> <li>✿ Staff knowledge about individual PP children on an individual basis and articulate effective strategies.</li> </ul> <p>Research taken from <a href="#">EEF Teaching and Learning Toolkit</a> and <a href="#">KS2 National Curriculum</a></p>
<p>Staff to use their broad knowledge of children and their families to identify potential barriers to individual children attaining their goals.</p> <p>Appropriate opportunities are planned and built in to the school day to provide for PP children's holistic needs.</p> <p>Staff to have relevant up to date information and resources to hand in order to ensure inclusivity and access for</p>	<ul style="list-style-type: none"> <li>✿ There will be consistency in support / information offered / shared with PP children and their families.</li> <li>✿ Staff will be aware of, and meeting the holistic needs of the PP children in their class and will identify them for specific groups such as nurture, breakfast club, boxercise etc.</li> <li>✿ PP children will be ready and willing to learn, having the tools and emotional resilience to overcome external challenges.</li> </ul>

<p>all, across the whole curriculum.</p>	<p>Research taken from <a href="#">EEF Guide to Pupil Premium</a> and <a href="#">DfE Pupil Premium Guidance</a></p>
<p>Maintain positive working relationships with our PP families.</p> <p>Parents to feel informed about their child's progress.</p> <p>Parents to feel that they can speak to staff with any worries, concerns or updates.</p> <p>Parents feel supported and know that their thoughts and feelings are valued.</p> <p>All PP children to have the opportunity, without financial barriers, to participate in the wider life of the school.</p>	<ul style="list-style-type: none"> <li>✿ The link between school and our families will be a strength, evident through conversations and questionnaires.</li> <li>✿ Parents/carers will have an increased understanding of their child's progress and attainment, socially, emotionally and academically and how best to support them at home.</li> <li>✿ Parents will know who the key people are within school to communicate with for various aspects e.g. safeguarding.</li> <li>✿ Parents will be continuing to support school, evident through engagement in school events.</li> <li>✿ Uptake at extra-curricular clubs, music lessons, residential visits will show at least an equal uptake compared to NPP children.</li> </ul> <p>Research taken from <a href="#">EEF Parental Engagement Strategy</a></p>
<p>Attendance of PP children to be at least in line with attendance of NPP children and at least in line with national averages.</p> <p>PP children want to come to school.</p>	<ul style="list-style-type: none"> <li>✿ Our PP children will be attending school every day, wanting to be in school and engaging positively.</li> <li>✿ Bespoke support plans will be in place if attendance drops.</li> <li>✿ Effective communication between home and school means families are open, honest and receptive to support.</li> <li>✿ Effective communication between school and key early help worker is having a positive impact on PP attendance term on term.</li> </ul> <p>Research taken from <a href="#">EEF Supporting School Attendance Strategy</a> and <a href="#">DfE Working Together to Improve School Attendance Guidance</a></p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,957 (50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rosis CPD training including subject network meetings	- All staff attending subject leader network meetings to refine curriculum subjects. Quality first teaching.	1

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

Budgeted cost: £23,978 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Inclusion Team	- Assessments and visits from Sarah Grant. SIT targets given to class teachers and families to support learning and 1-2-1 interventions.	1
CAMHS	- Positive relationships built with families. - Family support. - Regular review meetings.	1,3,4
Early Help	- Positive relationships built with families. - Family support. - Regular review meetings.	1,3,4
After school catch-up boosters	- Weekly booster sessions for Y5/Y6 children.	1
MyHappyMind	- Targeted SEMH whole class intervention. (£3864)	3
MIND therapy sessions	- Individual SEMH intervention. (£1750)	3
Therapist Aid	- Aid training for 2 staff members. (£75)	3

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

Budgeted cost: £23,978 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rachel Heydon's attendance hours	<ul style="list-style-type: none"> <li>- 3 hours a week x48.</li> <li>- Building relationships with families who have poor attendance.</li> </ul>	2
Purchasing of specific learning resources	<ul style="list-style-type: none"> <li>- Additional resources purchased for specific learning needs e.g. specialised pens, sensory chews, ear defenders, weighted blankets, coloured overlays etc.</li> </ul>	3
Subsidised trips and visits	<ul style="list-style-type: none"> <li>- Y3 Animal Experience (£9.87)</li> <li>- Y3 WYP (£75.60)</li> <li>- Y5 space centre (£225)</li> <li>- Y4 Caythorpe (£1591.44)</li> <li>- Y6 London (£2086)</li> </ul>	4
Pastoral interventions	<ul style="list-style-type: none"> <li>- Glynis Ashton for 5 hours per week (£85.85)</li> <li>- Helen Yellowley for 5 hours per week (£87.12)</li> <li>- Sue Davis for 5 hours per week (£85.85)</li> </ul>	3
Subsidising afterschool and breakfast clubs	<ul style="list-style-type: none"> <li>- Pure Sports subsidized clubs for PP children (£390.75)</li> <li>- Breakfast club subsidized for PP children (£428- 7 children received this free for 107 sessions at £4 per session)</li> </ul>	4

Total budgeted cost: £95,915

---

**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.

The academic year 2023-2024 has been marked by notable successes in our Pupil Premium strategy, particularly in enhancing student well-being and fostering stronger parental engagement.

**Key Achievements:**

1. **Reduction in Pastoral Support Needs:** One of the standout successes this year has been the significant decrease in the number of children requiring pastoral support and interventions. This outcome indicates a positive shift in the overall mental health and emotional well-being of our students.

2. **Enhanced Parental Engagement:** Another major accomplishment has been the increase in parental engagement across the school. This increase in engagement should now positively impact students' academic performance and social development. As this area has now been recognised for improvement, it has been removed from the whole-school challenges section, highlighting its success.

**Focus for 2024-2025: Improving Academic Attainment for Pupil Premium pupils and increasing their cultural capital.**

With the foundation of social and emotional well-being established and strong parental engagement in place, our next strategy will focus on closing the attainment gap between Pupil Premium and non-Pupil Premium children. We also aim to increase the opportunities offered to pupil premium children, to improve their cultural capital. Here are key areas of focus and proposed actions:

1. Targeted Academic Interventions.
2. Regular Assessment and Monitoring.
3. Extracurricular opportunities.

Overall, the Pupil Premium strategy for 2023-2024 has yielded positive results, particularly in reducing the need for pastoral interventions and boosting parental involvement. As we move forward, we should build on these successes while remaining vigilant in addressing any ongoing challenges to ensure that all students receive the support they need to thrive.

By concentrating on targeted academic interventions and leveraging our established strengths in emotional support and parental engagement, we can effectively work towards closing the attainment gap between Pupil Premium and non-Pupil Premium students. This strategic focus will empower our students to achieve their full potential and ensure equitable educational outcomes for all.

### 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
MyHappyMind	<a href="https://myhappymind.org/">https://myhappymind.org/</a>
MIND	<a href="https://www.mind.org.uk/">https://www.mind.org.uk/</a>