



Bramley Sunnyside Junior School

Collaboration - Confidence - Creativity

Head Teacher: Laura Robson

Pupil Premium Strategy Statement Report for Governing Body

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 (2021-2022)	331
Proportion of pupil premium eligible pupils (2021-2022)	65 pupils (19.6%) - 61 PP - 4 Service Children
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020-2021 (previous strategy) 2021-2022 (current strategy)
Date this statement was published	Monday 11 th October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Miss P Bowen-Green
Governor / Trustee lead	Mrs Philippa Fraser

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Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,305
Recovery premium funding allocation this academic year	£9278
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	£100,583.00

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 **confident** '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 Pupil Premium 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, Pupil Premium or not, to engage 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.

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Implementation

Our Implementation		
Teaching	Targeted Academic Support	Wider Strategies
<ul style="list-style-type: none"> * Ensuring at least good outcomes for all PP children, through daily exposure to quality first teaching - this will be evident via work scrutiny, pupil feedback, data analysis and through discussions with class teachers and parental feedback. * Encouraging self-led professional development: discussions in staff meetings and other CPD where appropriate. * Building positive relationships with children and families. Kindness training with John Magee. * Subject specialists to take ownership for their specialism, and provide support and subject development for staff cohort. * Lessons are streamlined across school so that children are taught in ability sets for maths (Y4-Y6) and writing (Y6). * The subject leader teaches their own subject strength across year groups, ensuring children are receiving high-quality teaching in each area. 	<ul style="list-style-type: none"> * Work where appropriate with external agencies such as Learning Support Services, Early Help and CAMHS. * Small group tuition / one-to-one support: Introducing targeted English and maths teaching for PP children who are below age-related expectations, led by class teachers during whole-school assemblies. * After school catch up boosters, supported by the recovery premium, for lowest 20% pupils. * Read, Write, Inc. daily phonics interventions for lowest 20% of readers. * Learning Coaches to support PP/ SEND/ Lowest 20%. * Termly Pupil Progress meetings. Plan, Do, Review. * Purchasing additional learning resources such as coloured overlays etc. 	<ul style="list-style-type: none"> * Improved parental engagement: including effective communication and information sharing. * Attendance: Monitor attendance daily and liaise with our Early Help worker for advice where necessary. Build relationships with families, to increase positive interactions and break down any barriers between home and school. * ELSA Intervention training for specialised learning coaches. * Pastoral support with Mrs Ashton, Mrs Davis and Mrs Yellowley to support SEMH needs. * Free Breakfast club for PP children, to ready them for the day ahead. * Free after-school clubs for PP children, to support socio-economic difficulties and develop sporting/ musical/ artistic talents. * Subsidising school trips to widen opportunities for PP children. * Subsidising the costs of school uniform for struggling families. * Nurture Nook for children who find it difficult to begin their learning day. * My Happy Mind weekly interventions taught by class teachers. Teaches preventative strategies to help towards a positive mental health. * Future Friday's assemblies. * 1-2-1 support with Mr Barlow.

Challenges

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

Challenge number	Detail of challenge	Rationale
1	Progress rates for PP children are below that of NPP children.	End of year progress for PP children is below that of the NPP children for current in maths, reading and writing (see pg. 9)
2	Poor attendance	2020-2021: PP- 94.3% NPP- 97% 2021-2022: PP- 93.2% NPP- 94.4%
3	Achieving Greater Depth standard, particularly in reading, writing and maths	Gaps exist in all year groups between the PP and NPP achieving GDS; this gap is widest in writing, but evident in all core subjects. (see pg.9)
4	Dysregulated behaviour	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. A number of referrals have been submitted to CAMHS and other agencies, for more specialist advice.
5	Lack of parent/ carer engagement in school life	79% of NPP parents attended Open Evenings (2020-2021), whereas only 41% of PP parents attended (data from online open evenings system, some PP parents were contacted via phone call/ face-to-face consultations)
6	Arriving at school hungry and not ready to learn	A number of our PP children arrive at school having not had breakfast at home. A number of our children require breakfast club, morning nurture club, boxercise and other adaptations to the start of the school day. 6 PP children attended Breakfast club in 2021-2022 (8.5%) 12/19 (63%) of children under Safeguarding and Early Help are PP (2021-2022)
7	Low-levels of confidence as a result of poor mental health wellbeing	The number of PP children working on emotional well-being and confidence programmes has increased from last academic year: <u>Nurture Nook:</u> 2021- 3/12 children are PP (25%) 2022- 3/8 children are PP (37.5%) <u>1-2-1 Pastoral support and interventions with Mrs Ashton:</u> 2021- 3/7 children are PP (43%) 2022- 4/5 children are PP (80%) <u>ELSA support led by Mrs Yellowley and Mrs Stancliffe:</u> 2021- 3/15 children are PP (20%) 2022- 5/9 children are PP (55.5%)

		Art Therapy with Mrs Davis: 2021- 9/25 children are PP (36%) 2022- 9/20 children are PP (45%)
8	Socio-economic pressures in the home environment	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. We anticipate the 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 how they have been achieved.

	Intended outcome	Success criteria
1	<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 to KS2.</p> <p>PP children will receive quality first teaching to maximise their learning.</p>	<ul style="list-style-type: none"> ✿ The attainment gap will be narrowed between PP and non-PP children. ✿ An increased % of PP children will be achieving the GDS in reading, writing and maths, reducing the gap between NPP. ✿ Gaps and misconceptions will be recognised and addressed quickly. ✿ Evaluation will show a narrowed gap between PP and NPP children. ✿ End of KS2 outcomes will show at least expected rates of progress being made between KS1 and KS2. ✿ Staff knowledge about individual PP children will be detailed and will support transition and handover to the next year group.
2	<p>To share best practice between colleagues in order to better PP outcomes academically, socially and emotionally.</p> <p>Staff to use the best proven strategies for raising attainment for PP children by removing barriers.</p>	<ul style="list-style-type: none"> ✿ Teaching and learning will be consistently good or better across school as a result of best practice being shared and reflected upon. ✿ Staff will be applying their increased knowledge and understanding of school related barriers when working with PP children on a day-to-day basis.

3	<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 all, across the whole curriculum.</p>	<ul style="list-style-type: none"> ✿ Positive relationships will be being maintained built on trust and understanding. ✿ There will be consistency in support / information offered / shared with PP children and their families. ✿ 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. ✿ PP children will be ready and willing to learn, having the tools and emotional resilience to overcome external challenges. ✿ Families to be contacted via a 'family-voice' type survey to establish any further barriers to their child's education.
4	<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"> ✿ The link between school and our families will be a strength, evident through conversations and questionnaires. ✿ 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. ✿ Parents will know who the key people are within school to communicate with for various aspects e.g. safeguarding. ✿ Parents will be continuing to support school, evident through engagement in school events. ✿ Uptake at extra-curricular clubs, music lessons, residential visits will show at least an equal uptake compared to NPP children.
5	<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"> ✿ Our PP children will be attending school every day, wanting to be in school and engaging positively. ✿ Bespoke support plans will be in place if attendance drops. ✿ Effective communication between home and school means families are open, honest and receptive to support. ✿ Effective communication between school and key early help worker is having a positive impact on PP attendance term on term.

Activity in 2021-2022 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: £50,000 (50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rosis CPD training including subject network meetings	<ul style="list-style-type: none"> - All staff attending subject leader network meetings. - All staff attending Rosis SPaG training. - Year 3 teachers attending writing moderation. 	1, 3
John Magee Kindness Training	<ul style="list-style-type: none"> - All teachers, learning coaches, SMSA's attended full day training. - Children undertook 30-day 'Kindness Challenge'. - Behaviour and learning recognition points reflect Kindness approach. - £495 licence and school resources - £1250 full day workshop and filming 	4, 7
Psychology and Psychiatry Direct (June 2021)	<ul style="list-style-type: none"> - Assessments to support individual learners. 	4, 7

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

Budgeted cost: £25,000 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Services	<ul style="list-style-type: none"> - Assessments and visits from Sarah Grant. Targets given to class teachers and families to support learning and 1-2-1 interventions. 	1, 3, 7
CAMHS	<ul style="list-style-type: none"> - Positive relationships built with families. - Family support. - Regular review meetings. 	2, 4, 5, 8

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Early Help	<ul style="list-style-type: none"> - Positive relationships built with families. - Family support. - Regular review meetings. 	2, 4, 5, 8
After school catch-up boosters	<ul style="list-style-type: none"> - Weekly booster sessions for Y3-Y6 children. 	1, 3
Purchasing of specific learning resources	<ul style="list-style-type: none"> - Additional resources purchased for specific learning needs e.g. specialised pens, sensory chews, ear defenders, weighted blankets, coloured overlays etc. 	1, 3, 4, 7

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

Budgeted cost: £25,000 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bonita's attendance time	<ul style="list-style-type: none"> - 3 hours a week x48. - Building relationships with families who have poor attendance. 	2, 5, 6
<i>Subsidised trips and visits</i>	<ul style="list-style-type: none"> - Y4 Caythorpe May 22 £681.34 - Y6 Go Ape £236.50 - Y6 Cleethorpes £71.50 - Y6 Flamingo Land £210 - Y6 Kings wood £1825 <p>Potential up coming trips</p> <ul style="list-style-type: none"> - Y5 Theatre £176.46 - Y3 Theatre £119.09 	1, 5, 8
<i>ELSA Training</i>	<ul style="list-style-type: none"> - 6 sessions of training for Helen Yellowley and Elsa Stancliffe. 	7
<i>Pastoral/SEMH support</i>	<ul style="list-style-type: none"> - Glynis Ashton (5 hours per week) - Helen Yellowley (5 hours per week) - Sue Davis (5 hours per week) 	4, 5, 7
<i>My Happy Mind</i>	<ul style="list-style-type: none"> - £3,200 - Teacher led whole-class intervention, teaching preventative strategies for a positive mental health. 	4, 7
<i>Breakfast club</i>	<ul style="list-style-type: none"> - X2 children subsidised breakfast club at £4 a day 5 days a week. 	
<i>Subsidising after school clubs</i>	<ul style="list-style-type: none"> - Pure Sports after school clubs - Teacher led after school clubs (craft club, mindfulness club, dodgeball, science club etc.) 	8

<i>Subsiding school uniform costs</i>	- Y6 leavers jumpers £150	8
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Total budgeted cost: £100,583.00

Part B: Review of outcomes in previous academic year (2021-2021)

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

Reading

Reading							
Children	All	Girls	Boys	SEN	Non-SEN	PP	Non-PP
Year 3	71.9	75	69.4	8.3	81.9	77.7	71.9
Year 4	73.8	76	70.5	20	0	44.4	81.8
Year 5	74.5	80	68.9	0	87.1	47.4	81.7

End of KS2 attainment outcomes in reading:

Male	Female	SEN	Not SEN	PP	Not PP	FSM	Not FSM	EAL
55.6%	59.6%	40%	59%	76.5%	53.5%	73.3%	54.8%	0%

Reflection: Low reading outcomes for PP children in Y4 and Y5, almost half of that of Non-PP children. Ensure these children are receiving interventions this academic year to narrow the attainment gap.

Writing:

Writing							
Children	All	Girls	Boys	SEN	Non-SEN	PP	Non-PP
Year 3	45	52.5	38.8	0	52	23.5	50
Year 4	53.7	60.6	44.8	14.3	58.3	22.3	65.3
Year 5	67.8	77.8	57.8	0	79.2	47.4	73.2

End of KS2 attainment outcomes in writing:

79.5% (working at the expected standard)

Male	Female	SEN	Not SEN	PP	Not PP	FSM	Not FSM	EAL
72.2%	84.6%	40%	81.9%	76.5%	80.3%	73.3%	80.8%	100%

10.2% (working within the greater depth standard)

Male	Female	SEN	Not SEN	PP	Not PP	FSM	Not FSM	EAL
11.1%	9.6%	0%	10.8%	5.9%	11.3%	0%	12.3%	0%

Reflection: Huge attainment gap between PP and NPP in Y4 for writing. Ensure these children are being targeted within our whole-school improvement plan of writing, next academic year.

Maths:

Maths							
Children	All	Girls	Boys	SEN	Non-SEN	PP	Non-PP
Year 3	71.9	65	77.6	33.3	78	47.1	77.7
Year 4	67.1	63.2	72.4	14.3	73.3	38.9	77.6
Year 5	82.2	80	84.4	30.8	90.6	73.7	84.5

End of KS2 attainment outcomes in maths:

Male	Female	SEN	Not SEN	PP	Not PP	FSM	Not FSM	EAL
72.2%	50%	40%	60.2%	52.9%	60.6%	46.7%	61.6%	100%

Reflection: Attainment gap between PP and NPP in maths is narrower in Y5. Again, huge gaps in Y4 cohort. Are these children being targeted through interventions in Y5 academic year?

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
Conquering Challenging Behaviour for Effective Learning	Jeb Educational Consultancy (Jason Bangbala) £1564.80

Overall Reflection

This academic year, we have achieved:

- Termly pupil progress meetings took place for vulnerable groups (PP/ SEND/ lower 20%) to ensure good progress was being made. Graduated response: Assess. Plan, Do, Review.

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- ✿ The building of parental engagement back in school. Parents have enjoyed attending our whole-school jubilee and reading picnics, coffee mornings, open classroom events and meet the teacher mornings.
- ✿ RWI phonics scheme embedded for our lowest 20% of readers in Y3, 6 of which are PP.
- ✿ Improvement in attendance of PP children (89.1% academic year 2019-2020, 94.3% academic year 2020-2021).
- ✿ High-quality teaching maintained with the introduction of rotation for the foundation subjects and maths (Y4-Y6).
- ✿ Afterschool boosters provided to catch up lowest 20% of pupils, 15% of which were PP.
- ✿ Whole school intervention tracker introduced for our PP children.
- ✿ Wider opportunities in and outside of school provided for our PP children, such as the subsidising of after-school clubs, educational visits, extra opportunities such as writing and anti-bullying workshops and sporting events.
- ✿ SEMH interventions embedded across school for our PP children.
- ✿ Parent-voice questionnaire sent to our PP families to pinpoint any barriers to their child's learning and to create good relationships.
- ✿ Subject leader participated in training and research by the Education Endowment Foundation for working with disadvantaged pupils.

Looking forward (2022-2023 academic year):

- ✿ Pupil Premium families to be reminded about free breakfast club and after school clubs to ensure high uptake.
- ✿ Pupil Voice Questionnaire for all PP children to identify any further barriers to learning.
- ✿ Ensure the attainment gap between PP and NPP continues to narrow in core subjects, particularly in writing.
- ✿ Ensure lowest 20% of PP readers, who are receiving phonics, make good progress.
- ✿ Continue to encourage parental involvement with PP families through meet the teacher events, reading festivals, Twitter and consultation evenings.
- ✿ Continue to monitor attendance of PP children.
- ✿ Introduction of My Happy Mind to support the SEMH needs of our PP children.
- ✿ Subject leader to begin 'case studies' of a selection of our PP children.
- ✿ Subject leader to continue to monitor the tracking and impact of interventions on our PP children.
- ✿ Subject leader to continue work with Education Endowment Foundation for disadvantaged pupils.

Termly Review	Date completed	Review completed by
Spring 1		Miss P Bowen-Green Mrs P Fraser
Summer 1	FGB review 15 th June 2022	Miss P Bowen-Green Mrs P Fraser
Annual review	Date Completed	Review completed by
October 2023		