

Pupil premium strategy statement – Sunrise Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	81%
Academic year/years that our current pupil premium strategy plan covers.	2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Patrick Hamilton Head of School
Pupil premium lead	Patrick Hamilton
Governor / Trustee lead	Michael Cadman Local Academy Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,085
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£22,632
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£32,085 PPG £22,632 Recovery £54,717 Total

Part A: Pupil premium strategy plan

Statement of intent

As a special school for pupils with complex SEMH (Social, Emotional and Mental Health) needs, a school which is situated in a social and economically deprived area, a large proportion of our pupils are eligible for pupil premium funding.

For these reasons our strategy is always to look at the entirety of our pupil premium funding and to look to maximise its impact on the greatest number of pupils. Therefore, the areas we have identified as being supported by pupil premium funding are having suitable levels of Special Teaching Assistants, which help to support our pupils and deliver the required interventions.

As a Trauma Informed School, we use strategies based upon this, which support not only our disadvantaged pupils but all pupils as equally as possible.

Our approach is that we have to ensure there is no gap between those pupils receiving pupil premium funding and those who are not. Any gap would mean the vast majority of our pupils are disadvantaged in a context where our pupils are already substantially disadvantaged in comparison to their peers.

The challenges faced by our pupils are multiple, complex and interlinked. They are socio-economic but also educational, medical and linked to life experiences.

As with schools nationally, the Covid pandemic added another complexity to this profile. At Sunrise we recognise that perhaps the single biggest impact of the Covid experience for our children has been social and emotional as much as academic.

Challenges

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

Challenge number	Detail of challenge
1	Pupils have severely depressed levels of attainment upon entry to the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic attainment tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our observations and discussions with pupils and their families is that our pupils have significantly poorer experiences of education than their peers. They have frequently experienced significant disruption to their education and have rarely accessed full time education.
3	Our assessments, observations and discussions with pupils show that our pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that our pupils generally have fewer opportunities to develop an understanding of the wider world of employment.
5	Our assessments, observations and conversations with pupils indicate that our pupils often require additional support to develop personal skills, which includes social interactions with people in the wider community, being able to travel safely to local venues.
6.	Our assessments, observations and discussions with pupils and families demonstrate that the wellbeing and wider aspects of development of many of our pupils have been impacted by the pandemic to a greater extent than for other pupils.

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
Most outcomes identified in pupils' EHCPs are showing good levels of progress	Progress will be identified on the Individual Learning Plans, which feed into the ECHP annual reviews.
That all pupils demonstrate progress in a range of independence skills including personal health, travel and preparedness for adult life.	That all pupils take part in activities that directly relate to these outcomes. Pupils are able to access post 16 provision on a sustained basis
To improve academic outcomes for pupils, through the developing academic and vocational curriculum.	A narrowing of the gap between our students and their peers, as evidenced in attainment data.
Students can identify their needs and regulate their emotions and behaviours.	Reduced physical interventions; reduced number of fixed term exclusions.
To achieve a whole school attendance which meets and exceeds similar settings (PRUs).	Attendance for the whole school has met and exceed that of similar settings (PRUs).

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: £3,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relevant CPD	To ensure that students at Sunrise are given the best teaching and learning, suitable CPD is delivered to meet these needs is identified through work looks and learning walks.	1, 2
Development of a curriculum that enriches all students.	Sunrise is a school for students with SEMH and other needs (as identified in their EHCPs). The curriculum currently has the RISE (Raising Individual Success in Education) which gives all children the opportunity to experience craft, cooking, mindfulness, woodwork and sport. Moving forward the Design Technology/construction curriculum is being developed. This will include painting, decoration, tiling, plastering and site carpentry skills. Students will be able to take part in a range of sporting activities where they will interact with other school and adults.	2, 3, 4, 5
Trauma Informed School	A suitable number of staff trained in the Trauma Informed School approach, which supports all students in their development, based upon research tried and tested approaches. All staff know and use the Trauma Informed School approach.	2, 5, 6
	The use of “Motional” software to inform staff on the best approaches to support all children in their development. In primary, the use of the Zones of Regulations to support students to understand their emotions and make appropriate choices.	

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

Budgeted cost: £31,697.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One support	<p>Interventions which are linked to EHCPS and the expected outcomes. Seen at the annual reviews and where progress is seen in the ILPs.</p> <p>The use of Lexia and similar software packages to support and develop academic understanding and progress to be in line with their peers.</p>	1, 2, 3, 5, 6
In class support.	Observed through learning walks and work looks.	1, 2, 4, 5, 6

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

Budgeted cost: £31,697.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic Interventions	<p>As a Trauma Informed School, with all pupils having SEMH, access to interventions and therapeutic approaches to support them.</p> <p>Based upon identified needs, pupils have access to a Music Therapist one day a week.</p> <p>Sunrise is supporting a Drama Therapist in training for 2 days a week, until April 2024. Based upon internal referrals and EHCPs, students will be able to access this.</p> <p>Motional based interventions on a one to one basis</p>	1, 2, 3, 4, 6

Total budgeted cost: £54,717

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The end of year examination data demonstrated a wider range of qualifications accessed and obtained by Year 11 students in summer 2023 in comparison to 2021-2022

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrates progress against Individual Learning Plans was made for all disadvantaged students. The progress in learning behaviour strategies had positive impact on the wider student body measurable by an increased attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Providers include
Alternative Provisions	CF Social Work Push Forward Base Camp Poplar PLOT