

## Pupil premium strategy statement – Sunrise

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	76.9%
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> )	2024/25 to 2026/27
Date this statement was published	June 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Patrick Hamilton Headteacher
Pupil premium lead	Patrick Hamilton
Governor / Trustee lead	Neil Kellett, Trustee lead for Safeguarding (inc. disadvantaged pupils)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,490
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£32,490</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Introduction

Sunrise Academy is a specialist school for pupils with complex Social, Emotional and Mental Health (SEMH) needs. Located in one of the most socially and economically deprived areas in the country, a significant proportion of our pupils are eligible for Pupil Premium funding. This funding plays a vital role in helping us meet the diverse and complex needs of our school community.

### Our Strategic Approach

Given the high level of need and the proportion of pupils eligible for support, our strategy is to consider the entirety of our Pupil Premium funding and allocate it in ways that maximise its impact across the whole school. Our primary focus is on ensuring that all pupils—regardless of background—receive the support they need to succeed.

A key area of investment is in maintaining appropriate levels of Special Teaching Assistants (STAs). These staff members are essential in delivering targeted interventions, supporting pupils throughout the school day, and helping to create a safe, structured, and nurturing learning environment.

### Vision and Aspirations

At Sunrise Academy, we have high aspirations for all our pupils. We are committed to ensuring that every student makes academic progress and develops the social and emotional skills necessary for life beyond school. Our goal is to prepare pupils for post-16 education, training, or employment, equipping them with the confidence and resilience to thrive.

### Trauma-Informed Practice

As a Trauma Informed School, we embed trauma-aware strategies into every aspect of our practice. These approaches benefit all pupils, not just those eligible for Pupil Premium, and help us to create a consistent and supportive environment where every child feels safe, valued, and understood.

### Closing the Gap

Our approach is rooted in the belief that there should be no gap in outcomes between pupils who receive Pupil Premium funding and those who do not. In our context, where the majority of pupils are disadvantaged, any such gap would mean that most of our students are being left behind. We are committed to equity and inclusion, and we

monitor progress closely to ensure that all pupils are supported to achieve their potential.

### **Understanding Our Pupils' Needs**

The challenges faced by our pupils are complex and interlinked. They include socio-economic disadvantage, disrupted education, medical needs, and the impact of adverse life experiences. These factors require a holistic and flexible approach to support, which is reflected in how we use our Pupil Premium funding.

### **Post-COVID Recovery**

Like schools across the country, we have seen the lasting impact of the COVID-19 pandemic. At Sunrise Academy, we recognise that the most significant effects for our pupils have been social and emotional, as well as academic. Our recovery strategy continues to prioritise emotional wellbeing, mental health support, and re-engagement with learning.

## 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 funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £16,717.22

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. 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.	2, 5, 6

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

Budgeted cost: £15,772.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One support	Interventions which are linked to EHCPs and the expected outcomes. Seen at the annual reviews and where progress is seen in the ILPs.  The use of Lexia and similar software packages to support and develop academic understanding and progress to be in line with their peers.	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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic Interventions	As a Trauma Informed School, with all pupils having SEMH, access to interventions and therapeutic approaches to support them.  Based upon identified needs, pupils have access to a Music Therapist one day a week.  Motional based interventions on a one to one basis.	1, 2, 3, 4, 6

**Total budgeted cost:** £32,490

## 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 our own internal summative and formative assessments.

The data demonstrated that Maths is a strength with more pupils on track to complete a qualification in this subject than English. This is as a result of starting Entry level Maths in Key Stage 3 and so more pupils are passing the qualification and earlier. This should give them the chance to go on and achieve more highly. At present all pupils who attend regularly are on track to complete the Level 1 (5 out of 7 pupils, six of whom receive the pupil premium). It also has a motivating effect in that many pupils have had negative experiences of education, and this is often their first taste of academic success. In Sport the aim is for pupils at Key Stage 4 to access the NCFE Level 1 in year ten and Level 2 in year eleven. Humanities continues to be a strength with pupils who attend lessons meeting and exceeding their targets.

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

The data ILP/EHCP data demonstrates that pupil premium pupils underperform in comparison to those without based on data from provision map. However, this may in part be due to significant improvements in the number and quality of targets being set. Over time I foresee levels of challenge being mapped more accurately to individuals and the number of targets being met to increase.

Category	Pupils	Average outcome
No pupil premium	3	-0.21 Secure
Pupil premium	31	-0.73 Developing
Total	34	-0.69 Developing

In addition to standard academic qualifications we support pupils to gain a first aid qualification at Key Stage 4 and also those who do Food Technology a Food Hygiene Certificate, both of which increase their employability as well as their ability to function in the wider society as a part time employee alongside their studies should they so wish.

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations, and we are at present *on course to achieve the outcomes we set out to achieve by 2026/27*, as stated in the Intended Outcomes section above. All current Year 11 students are on track to achieve at least 5 accreditations, including English and Maths Summer 2025.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Travel Training	