Pupil premium strategy statement – Pye Bank CE Primary School

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	437
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024/2025- 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rhea Kurcewicz, Headteacher
Pupil premium lead	Rhea Kurcewicz, Headteacher
Governor / Trustee lead	Mark Wheeler, DSAT Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,815
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*	£334,815

Part A: Pupil premium strategy plan

Statement of Intent

1. Context and Background

Pye Bank CE Primary School serves a diverse community with a high proportion of pupils from minority ethnic groups and those who speak English as an additional language. With 56% of our pupils eligible for Free School Meals and an increasing number of pupils with Special Educational Needs (20%), our Pupil Premium strategy aims to address the specific challenges faced by our disadvantaged pupils, ensuring they have equal opportunities to succeed academically and personally.

2. Vision and Values

Our vision, "Learning together, learning to be together, sharing God's love," underpins our commitment to fostering a nurturing and inclusive environment. We believe that every child is unique and deserving of the highest quality education, and we strive to embody our values of love, ambition, kindness, equality, and respect in all aspects of our Pupil Premium strategy.

3. Our Core Beliefs

To enable our pupils to thrive, we believe the following must be true:

1. **High-Quality Teaching:** All pupils must have access to high-quality teaching that is regularly reviewed and informed by the latest educational research. This ensures that teaching strategies are effective and responsive to the diverse needs of our learners, including those who are new to the UK education system.

2. **Inclusive Curriculum:** Our curriculum is designed to be high-quality, relevant, and inclusive, reflecting the diverse needs of our school community, which includes over 30 languages spoken and a majority of pupils from faith-based backgrounds. It is grounded in research and designed with memory in mind to support long-term retention of knowledge.

3. **Early Reading Support:** We prioritise early reading as a cornerstone of our educational approach, ensuring that all children receive the support they need to develop strong foundational reading skills. Our commitment to preventing reading failure is

central to our work, particularly given the high proportion of pupils with Special Educational Needs (20%).

4. **Identifying Barriers:** We are committed to precisely identifying and addressing barriers to learning for our Pupil Premium children, particularly those with complex needs. This involves a thorough understanding of each child's individual circumstances, including the high level of transience within our pupil population, which can impact educational stability.

5. **Targeted Interventions:** We will implement high-quality interventions that are precisely targeted to meet the specific needs of our Pupil Premium pupils, ensuring that they receive the support necessary to make significant progress. This includes tailored support for those with Education, Health and Care Plans (4.2%).

4. School Improvement Priorities

Our Pupil Premium strategy is closely aligned with our current school improvement priorities. For 2025/2025 these are:

1. **Priority 1: Reading**
   We aim to refine and embed the school's approach to Book Study so that lessons and interventions are taught consistently, with the aim of children being able to construct a 'mental model' of what they have read.

2. **Priority 2: Relational Practice**
   We are embedding a relational approach through development of staff expertise in: the theories of attachment, trauma and neuroscience; and the practice and skills needed to implement the approach effectively with all stakeholders.

3. **Priority 3: Oracy**
   We are embedding a whole-school approach to oracy teaching and learning through exploring how to adapt classroom practice for different ages, context and subjects.

4. **Priority 4: Adaptive Teaching**
   We are developing consistency in adaptive teaching strategies so that lessons are responsive to pupils' needs, enabling all children to access the curriculum and make progress through high-quality, inclusive classroom practice**.**

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. *Data updated December 2025

Challenge number	Detail of challenge
1	**Oracy, Language and Communication** At Pye Bank CE Primary, we recognise that a significant barrier for our disadvantaged pupils is underdeveloped oral language and communication skills, particularly given that 70% of our pupils speak English as an additional language. We assess all pupils' language skills on entry to Reception using the EEF approved Nuffield Early Language Intervention baseline assessment materials. September 2025 outcomes identify 62% of the F2 pupils as having 'language concerns'. This challenge is compounded by the high proportion of pupils with special educational needs. 15% of all pupils (68% of pupils on the SEND register) have Speech, Language and Communication as their primary area of need. The transient nature of our pupil population also contributes towards this particular challenge. At least ten pupils each year arrive at school from non-English speaking countries and are classed as New to English. The high level of mobility particularly affects the older year groups, where a number of pupils join with low level language acquisition. This makes it more complex for teachers in terms of assessment, consistency of provision and the development of a mastery curriculum.
2	**Reading Fluency and Comprehension** At Pye Bank CE Primary School, we recognise the significant barrier that reading presents for many of our disadvantaged pupils. Analysis of baseline reading assessments shows that in September 2025 around half of our disadvantaged pupils began reception below age related expectations for reading. In 2024, 78% of all Y1 pupils passed the Phonics screening, which is just 2% below the National Average. In addition, 79% of our disadvantaged pupils passed the Y1 screening, compared to 68% of pupils nationally. This demonstrates significant catch-up. However, in 2025, achievement dipped again to 67% of Y1 pupils passing the phonics screening and

	52% of our disadvantaged pupils. Within this cohort there were 7 pupils with ECHPs, and 3 newly arrived to the county in Y1 with no English. This demonstrates how the complexity of individual cohorts requires the need for a continued focus on excellence within phonics teaching. Whilst 2025 saw a significant improvement in reading outcomes at KS2 to 78% achieving the expected standing. The school's IDSR shows a three-year average of 62%, significantly below the national three-year average of 74%. The three-year average for disadvantaged pupils is 60%, which puts it at just below National disadvantaged three-year average (62%). This demonstrates a specific barrier around reading fluency and comprehension, beyond decoding, and links to the barrier that pupils face around language and vocabulary.
3	**Attendance** In the year 2024/2025, absence for pupils of compulsory school age was 5.1%, compared to a national average of 5.2% (provisional). However, absence was higher for our disadvantaged pupils was higher, at 5.8%. Internal school attainment data shows that lower attendance impacts our disadvantaged pupils more than those who are not disadvantaged. The percentage of families taking extended leave to visit family abroad has had a significant impact on attendance, particularly in half terms 1 and 6 each year. This impacts disproportionately on PP pupils who struggle to catch up on their return.
4	**Social, Emotional and Mental Health Needs** At Pye Bank CE Primary School, we recognise that many of our pupils face significant challenges related to Social, Emotional, and Mental Health (SEMH) needs, particularly those who are disadvantaged. As of December 2025, 15 pupils are on the Special Educational Needs (SEN) register for SEMH, with 11 of these pupils classified as disadvantaged. This highlights a concerning trend where socio-economic disadvantage correlates with increased SEMH needs, which can adversely affect pupils' overall well-being and academic performance. The data indicates that socio-economic disadvantage plays a critical role in exacerbating SEMH difficulties. Disadvantaged pupils often experience additional stressors, such as financial instability, family dynamics, and limited access to mental health resources. These factors can lead to heightened anxiety, low self-esteem, and difficulties in regulating emotions, which in turn affect their ability to engage fully in the school environment.

	Our suspension data for the 2024/2025 academic year further illustrates the impact of SEMH needs on our disadvantaged pupils. A total of 11 pupils were suspended, resulting in 25 individual suspensions and a cumulative loss of 35 days of learning. Notably, 9 of the 11 suspended pupils were eligible for pupil premium, accounting for 17 of the 25 suspensions. This data underscores the urgent need for targeted interventions to support our disadvantaged pupils with SEMH needs, as these suspensions not only disrupt their education but also hinder their social and emotional development.
5	**Complex Needs** At Pye Bank CE Primary, we are facing a significant challenge with the increasing number of pupils on the Special Educational Needs and Disabilities (SEND) register, particularly those with complex needs requiring an Education, Health and Care Plan (EHCP). In the academic year 2022/2023, 13.7% of our pupils were classified as SEN Support and 2.3% had an EHCP. By December 2025, these figures have risen to 20.3% for SEN Support (14.5% national) and 3.2% for EHCPs (3.5% national). Among our disadvantaged pupils, the situation is even more pronounced, with 21.5% receiving SEN Support and 4.5% supported with an EHCP. 27.3% of pupils in Year 1, 34.7% in Year 2 are already on the SEN register, indicating that this challenge will continue to grow in the coming years. This trend underscores the urgent need for our Pupil Premium strategy to effectively address the diverse and complex needs of our pupils, ensuring that every learner receives the appropriate support to thrive academically and socially.

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
Pupil Premium pupils at Pye Bank CE Primary will make substantial progress in oracy and language skills.	- There will be a significant increase in the proportion of disadvantaged pupils reaching the expected and/or higher standards in communication and language (use of Voice 21 assessment)

Pupil Premium pupils at Pye Bank CE Primary will achieve improved reading fluency and comprehension	- At least 65% of disadvantaged pupils will achieve the expected standard in reading by the end of Key Stage 2 by 2027, significantly narrowing the gap with national average
Pupil Premium pupils at Pye Bank CE Primary will achieve a reduction in absence rates and persistent absence rates ensuring improved attendance and engagement that positively influences their academic outcomes.	- Absence for disadvantaged pupils will reduce to 5.5% or below by 2027 - There will be a decrease to 15% or below for persistent absence for disadvantaged pupils
Pupil Premium pupils at Pye Bank CE Primary will receive targeted support to address Social, Emotional, and Mental Health (SEMH) needs, resulting in a reduction in the number of suspensions by the end of the 2026 academic year, thereby enhancing their overall well-being and academic performance	- There will be a 50% reduction in the number of suspensions in 2026/2027 compared to 2023/2024 - 95% of pupils will be assessed as having good or better behaviour
Pupil Premium Pupil pupils on the SEND register at Pye Bank will receive tailored provision and interventions, so that they thrive academically and socially.	- Pupils on the SEND register will demonstrate measurable academic progress in core subjects with - at least 90% of these pupils achieving or exceeding their individual learning targets by the end of the academic year. - At least 90% of pupils assessed against the Birmingham Toolkit will make good progress.

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: £ *186,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed the relational approach through development of staff expertise in: the theories of attachment, trauma and neuroscience; and the practice and skills needed to implement the approach effectively with all stakeholders. Pupil Premium Funding will be used for: - Training and development for key senior leaders (Trauma Informed Uk Conference, Learn Sheffield Leadership Seminars X3 and access to further Learn Sheffield CPD through annual subscription) - In-house training and development for all staff (INSET session on unconditional positive regard, professional development meetings X3 - Release time for 4x new members of staff to attend Positive Regard UK training - Trauma Informed 10 Day Diploma for Headteacher - Trauma Informed Supervision for practitioner teacher - Increased non-class based leadership capacity for coaching, mentor and peer-work to embed strategies within teaching and learning - Engagement in the Sheffield LA Chimp Mind Programme trail- 12 staff training sessions, 4 pupil led sessions, 1 parent session (carried forward from last academic year as it was postponed)	1. **EEF - Improving Behaviour in Schools** **Link**: **Improving Behaviour in Schools** This report emphasises the importance of understanding the context of each pupil to inform effective responses to misbehaviour. It highlights that every pupil should have a supportive relationship with a member of school staff, which is fundamental to a relational approach. Quote**: "Understanding a pupil's context will inform effective responses to misbehaviour."** **2. National Professional Qualification (NPQ): Leading Behaviour and Culture Framework (NPQLBC)** **Link**: NPQ Leading Behaviour and Culture Framework This framework discusses the significance of consistency and coherence at a whole-school level for behaviour management. It suggests that establishing and reinforcing routines, including through positive reinforcement, can create an effective learning environment. 3. **OFSTED - Inspector Subject Training Guidance** OFSTED emphasises the need for schools to have clear behaviour policies that are consistently applied. A relational approach aligns with this by fostering positive relationships and a supportive school culture, which can lead to improved behaviour and academic outcomes. **4.** DfE - Behaviour in Schools (2022) **Link:** Improving Behaviour in Schools - **Guidance on Behaviour Management** The Department for Education's guidance on behaviour management highlights the importance of fostering a positive school culture and the role of relationships in promoting good behaviour.."	3, 4, 5

- Release time staff to attend external training throughout the year (Demand Avoidance, Low Arousal, Leading a Hub Provision)		
To refine and embed the school's approach to Book Study so that lessons and interventions are taught consistently, with the aim of children being able to construct a 'mental model' of what they have read. Pupil Premium Funding will be used for: - Assistant Head/English Lead to be non-class based (2.5 days) in order to provide capacity to lead the developments strategically and to provide a block of coaching to each year group across the year. - 1 Day per week release time allocated to Early Literacy lead to support with delivery of developments and CPD programme in Year 2. - 4 x whole staff in-house CPD sessions - Purchase of two whole class sets of novels to enhance the range already on offer and top-up of Recommended Read stock - Renewal of FFT Reading Assessment Programme in order to improve accuracy of fluency assessment. - 1x Review from external independent consultant (Sarah Hubbard) -	**1. OFSTED Research Review Series: English** **Link**: Research Review Series: English **- Exposure to Text**: The report emphasises that "the most important factor explaining variation in pupils' reading fluency is the amount of exposure to text." Reciprocal reading can enhance this exposure through collaborative reading practises. **- Strategies for Fluency**: It identifies that "repeated readings of texts" and "discussing the wording in a text before reading it" are effective strategies for developing fluency, which aligns with the principles of reciprocal reading where pupils take turns reading and discussing texts. **2. DfE - The Reading Framework (July 2023)** **Link**: **The Reading Framework (July 2023)** **- Partner Reading**: The framework discusses the effectiveness of "partner or paired reading," where pupils read together, which is a core component of reciprocal reading. It highlights that "everyone is involved, with pupils taking turns reading aloud," fostering both fluency and comprehension. **- Teacher Modelling**: The framework also stresses the importance of teachers modelling skilled reading practises, which is integral to reciprocal reading as it allows for guided practice and immediate feedback. **3. OFSTED - Inspector Subject Training Guidance: English (Primary)** **Link**: Inspector Subject Training Guidance: English (Primary) This guidance states that "comprehension arises from some key components that need to be built over time: fluency, vocabulary knowledge, and background knowledge." Reciprocal reading supports these components by allowing pupils to practice reading fluently while discussing vocabulary and context collaboratively. The guidance emphasises the need for pupils to gain "specific additional background knowledge" to access texts, which reciprocal reading can facilitate through peer discussions and shared insights.	2, 5

	5. EEF Reciprocal Reading Trial **Link**: EEF Reciprocal Reading Trial. The trial found that pupils who participated in reciprocal reading showed significant improvements in their reading comprehension skills compared to those who did not receive the intervention. **- Sustained Impact**: The positive effects on reading comprehension were sustained over time, indicating that the benefits of reciprocal reading extend beyond immediate classroom activities. **- Engagement and Motivation**: Teachers reported increased engagement and motivation among pupils participating in reciprocal reading sessions, which contributed to a more positive attitude towards reading.	
To embed a whole-school approach to oracy teaching and learning through exploring how to adapt classroom practice for different ages, context and subjects. Pupil Premium Funding will be used for: - Voice 21 subscription – year 2 - Release time and travel costs for Oracy Champions to write the implementation plan, attend Voice 21 Development Days and take part in the Voice 21 review day - Ticket cost, travel cost and release time for 3x staff to attend the Great Oracy Exhibition to support the development of effective strategies within their own classrooms to use as a model for others - INSET ½ day in September to introduce paired talk fundamentals - 6x in-house CPD sessions for whole staff team - Additional leadership capacity for monitoring of the embedding of classroom strategies and ongoing coaching and modelling for teachers	**1. Voice 21 - The Importance of Oracy** **Link**: Voice 21 Voice 21 is a leading organisation in promoting oracy in education. Their research highlights the significance of developing pupils' speaking and listening skills. **2. Education Endowment Foundation (EEF) - Improving Literacy in Key Stage 2** **Link**: Improving Literacy in Key Stage 2 This report discusses the impact of spoken language on literacy development and academic achievement. **3. Ofsted - Education Inspection Framework** **Link**: Education Inspection Framework Ofsted's framework emphasises the importance of oracy and communication skills in the curriculum. **4. The National Curriculum** **Link**: National Curriculum - English The National Curriculum outlines the importance of spoken language in the primary curriculum. **5. The Communication Trust - The Importance of Communication** **Link**: The Communication Trust Importance of communication skills for all children, particularly those with speech, language, and communication needs (SLCN).	1,3,4,5

To develop consistency in adaptive teaching strategies so that lessons are responsive to pupils' needs, enabling all children to access the curriculum and make progress through high-quality, inclusive classroom practice. - Additional leadership capacity (1x day a week non-class based Assistant SENDCO) for monitoring of the embedding of classroom strategies and ongoing coaching and modelling for teachers - Full INSET day from Speech and Language Therapist on developing staff understanding of Speech Language and Communication Needs and how to adapt provision in the classroom to support these needs - Release time for 2x teachers to engage in the Low Arousal project with the ASCETS teams focusing on creating a model of good practice within for others to observe - CPD session from the Educational Psychologist focusing on adaptive teaching linked to pupils with SEND - Release time for SENDCO to be on the working group for the city-wide 'ordinarily available' provision linked to the Sheffield Support Grid - Release time for 5 x staff to attend Curriculum and Planning for Children at Their Developmental Stage training run by ASCETs and EP team (Early Years Conference, 2x full day training sessions)	1. **EEF – Special Educational Needs in Mainstream Schools** **Link:** Special Educational Needs in Mainstream Schools This guidance emphasises that high-quality teaching is the most important factor in improving outcomes for pupils with SEND. It recommends adaptive teaching strategies, such as scaffolding and flexible grouping, to ensure all pupils can access the curriculum. 2. **DfE – Inclusive Teaching and SEND Code of Practice** **Link:** SEND Code of Practice The Code of Practice highlights the importance of "ordinarily available" classroom adaptations and inclusive teaching approaches to meet diverse needs without relying solely on additional adult support. 3. **Ofsted – Education Inspection Framework** **Link**: Education Inspection Framework Ofsted's framework stresses that effective teaching must be responsive to pupils' needs and that adaptive strategies are key to ensuring equity and progress for all learners. 4. **EEF – Teaching and Learning Toolkit: Individualised Instruction** **Link:** EEF Toolkit Evidence shows that adapting instruction to meet individual needs can lead to positive outcomes, particularly when combined with high-quality whole-class teaching rather than excessive reliance on one-to-one support.	1, 2, 5

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

Budgeted cost: £ *90,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted support for pupils with identified communication and language needs (SEND and NTE) through small group interventions led by trained teaching assistants. Pupil Premium Funding will be used for: - Appointment of an apprentice teaching assistant within Foundation Stage in order to provide capacity to deliver LEAP and DLD packages to all pupils assessed as requiring intervention - Increased leadership time for Foundation Stage lead to develop and monitor language and communication interventions and to access further external CPD around communication and language. - Appointment of an additional part-time Teaching Assistant to deliver LEAP to identified pupils across KS1 - Appoint of an additional Teaching Assistant to support with the delivery of Attention Autism, the Curiosity Programme and Intensive Interaction for pupils with the Treehouse Provision and Y1 - Training and ongoing release time for Learning Mentor to administer in-house Learning Support screening and use of external practitioner for full Learning Support Assessments	**1. Education Endowment Foundation (EEF) - NELI Evaluation** **Link**: Nuffield Early Language Intervention Evaluation The EEF conducted an evaluation of the NELI programme, which focuses on improving the language skills of young children. "The Nuffield Early Language Intervention (NELI) is an effective programme that can significantly improve children's language skills and support their overall development." **2. The Communication Trust - Evidence on Language Interventions** **Link**: The Communication Trust The Communication Trust provides a comprehensive overview of various language interventions, including their effectiveness and implementation. "Evidence shows that targeted interventions can significantly improve the language skills of children, particularly those with speech, language, and communication needs." **3. Ofsted - Education Inspection Framework** **Link**: Education Inspection Framework Ofsted's framework emphasises the importance of language development and the role of targeted interventions in supporting pupils' learning. "Effective interventions that support language development can help close the gap for disadvantaged pupils and improve their educational outcomes." **4. Department for Education - Early Years Foundation Stage Profile** **Link**: Early Years Foundation Stage Profile This document outlines the importance of communication and language development in early years education. "Communication and language are fundamental to children's learning and development, and effective interventions can enhance their skills." **5. EEF Report on Early Language Development**	1, 5

	Link: Early Language Development Report This report discusses the importance of early language development and the impact of targeted interventions. "High-quality interactions between adults and children are critical for developing language skills. Interventions that focus on language development can help close the gap for disadvantaged children."	
To provide targeted phonics and reading support for pupils identified as at risk of falling behind in reading, and for those arriving as New To English Pupil Premium Funding will be used for: - Ongoing Bookmark Reading Online Volunteers programme (£1 per session per child plus Teaching Assistant support) - Purchase of Rock Phonics Practice books for early phonics learners in Y1-Y6 (including NTE) to ensure practice - Deployment of three expert teaching assistants to deliver all KS2 early reading interventions for pupils who are below the expected standard. This will ensure consistency and excellence within the delivery, assessment and tracking. - Leadership capacity to deliver before/after school reading intervention for targeted Year 6 pupils - Ongoing training and development for teaching assistants around effective reading and phonics teaching - Purchase of NFER reading tests in order to support diagnostic assessment of listening and reading comprehension	**1. DfE - The Reading Framework (July 2023)** **Link**: The Reading Framework This guidance emphasises the importance of systematic phonics instruction and provides strategies for supporting reading development. "Systematic phonics approaches are vital for teaching reading, and early identification of pupils at risk of reading failure should prompt immediate intervention to support their literacy development." **2. EEF - Effective Interventions for Struggling Readers** **Link**: Effective Interventions for Struggling Readers This summary reviews various reading interventions and their effectiveness in improving literacy outcomes for struggling readers."Targeted reading interventions, such as one-to-one tutoring and structured reading programmes, can significantly improve reading outcomes for disadvantaged pupils." **3. The National Literacy Trust - Evidence on Reading Interventions** Evidence on Reading Interventions This report provides evidence on the effectiveness of various reading interventions, including phonics and reciprocal reading strategies. "Reading interventions that focus on phonics and comprehension strategies are effective in improving literacy skills, particularly for pupils who are struggling."	2, 5

- Training through the Bell Foundation for leaders and teachers to develop a more robust assessment tool for New to English pupils		
To further develop excellence within the resourced provision hub (The Treehouse) to ensure quality education for our children with the most complex needs. Pupil Premium Funding will be used for: - Leadership from Assistant SENDCo (1x per week) - Deployment of three members of staff: Teacher, HLTA, and Level 3 TA - Develop the indoor environment to develop preparation for adulthood skills linked to initiating interactions and developing independence through requesting (achieved through appropriate and visible storage) - Further develop the outdoor environment through purchase of equipment in that will support the physical development needs of the pupils - Access to ongoing external training for Treehouse staff in order to further develop expertise	**1. EEF - Special Educational Needs in Mainstream Schools** Special Educational Needs in Mainstream Schools This guidance emphasises the importance of understanding and addressing the needs of pupils with Autism and other special educational needs. **2. National Autistic Society - Autism Education** **Link**: National Autistic Society - Autism Education This resource provides insights into effective educational practises for pupils with Autism, highlighting the importance of tailored approaches. **3. The Autism Education Trust - Good Practice Guidance** **Link**: Good Practice Guidance This guidance outlines effective strategies for supporting pupils with Autism in educational settings. "Creating specialised settings or hubs can provide the necessary structure and support for pupils with Autism, enabling them to thrive academically and socially." **4. EEF - Social and Emotional Learning** **Link**: Social and Emotional Learning **Overview**: This report highlights the importance of social and emotional learning for all pupils. **5. Department for Education - Special Educational Needs and Disability Code of Practice** **Link**: SEND Code of Practice This document outlines the legal framework and best practises for supporting pupils with special educational needs, including Autism. "Local authorities and schools must ensure that children and young people with Autism receive the support they need to achieve their best and participate fully in their education."	1,2,3,4,5

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

Budgeted cost: £ *61,315*

Activity	Evidence that supports this approach	Challenge number(s) addressed

To provide bespoke pastoral support for pupils with Social Emotional and Mental health needs.
 	
Pupil Premium Funding will be used for:
- Continued additional capacity within the pastoral team through the 2x learning mentors and a Pastoral Support Assistant. This will give capacity for:
  • Inclusion leaders to work strategically with the NHS Mental Health in Schools Team 1 day per week (1:1 and group intervention for pupils, advice and support for leaders)
  • Inclusion leaders to embed an assessment tool for diagnostic identification of SEMH needs and targets, which can be used to target intervention and track progress.
  • Learning mentors to deliver bespoke 1:1 and group interventions (Zones of Regulation,, Life Skills, ELSA)
  • Wider pastoral support for individual pupils: Den Lunchtime Club, daily mentor check-ins, breakfast club support, support on educational visits
- Training for Learning Mentors: ELSA, Team Teach,
- Partnership with an external professional agency (Unravel) to broker professional psychologist support for individual pupils.
	1. EEF - Improving Social and Emotional Learning in Primary Schools
	Link: Improving Social and Emotional Learning in Primary Schools
	This report outlines effective strategies for integrating social and emotional learning (SEL) in schools. "Social and emotional learning interventions can have a significant impact on children's social and emotional skills, and can improve academic outcomes. The average impact is approximately +4 months' progress."
	2. EEF - Special Educational Needs in Mainstream Schools
	Link: Special Educational Needs in Mainstream Schools
	This guidance emphasises the importance of understanding and addressing the needs of pupils with SEMH difficulties. "A holistic understanding of pupils' needs, including their social and emotional needs, is essential for effective intervention. Schools should adopt a graduated approach to support."
	3. The National Institute for Health and Care Excellence (NICE) - Mental Health Problems in Children and Young People
	Link: NICE Guidelines
	NICE provides guidelines on effective interventions for addressing mental health issues in children and young people. "Interventions that focus on emotional literacy and social skills can help children with SEMH needs to develop resilience and improve their overall mental health."
	4. The Anna Freud National Centre for Children and Families - Mental Health and Wellbeing in Schools
	Link: Anna Freud Centre
	This organisation provides resources and guidance on promoting mental health and wellbeing in schools. "Implementing targeted interventions like ELSA can significantly enhance the emotional literacy of children, contributing to better mental health outcomes."
		4

- Placement at Alternative Provision for up to three identified pupils across the year. - Purchase of resources to support regulation for individual pupils (eg weighted blanket, mini-trampoline) and also for every class to develop the Regulation Station	**5. The Education Endowment Foundation - Social and Emotional Learning Toolkit** **Link**: Social and Emotional Learning Toolkit This toolkit offers evidence-based strategies for implementing social and emotional learning in schools. "Effective social and emotional learning programmes can lead to improvements in students' social and emotional skills, attitudes, behaviour, and academic performance."	
To increase pupil engagement in wider school life and extended opportunities in order to support positive engagement in learning. Pupil Premium Funding will be used for: - Extension of TLR award for 'Pupil Enrichment and Wider Opportunities Lead' from within the existing teacher team, to support strategic development in this area and cover for leadership time for the member of staff. - Provide all residential visits free of charge (30 places) and increase the number of visits (school sleep over in Y3 and 'First Night Away' at Thornbridge in Y4 as well as the usual Y5 residential.) *Funding for this will also be accessed through the Church Burgess - Provide all educational visits free of charge so that the offer can be extended without additional financial burden on families. - Provide all after-school clubs free of charge to ensure these opportunities are more available to children who come from disadvantaged backgrounds. Increase the offer so that there is a wider rage available.	**1. EEF - The Impact of Enrichment Activities** **Link**: The Impact of Enrichment Activities This summary highlights the benefits of enrichment activities, including trips and after-school clubs, on pupil engagement and learning outcomes. "Enrichment activities, including arts education and extracurricular activities, can have a positive impact on student engagement and academic outcomes, particularly for disadvantaged pupils." **2. EEF - Sports Participation and Academic Outcomes** **Link**: Sports Participation and Academic Outcomes This report discusses the link between sports participation and academic performance, emphasising the importance of extracurricular sports activities. "Participation in sports and physical activities is associated with improved academic performance, particularly in disadvantaged students, highlighting the importance of providing diverse extracurricular opportunities." **3. DfE - Factors Influencing Primary School Pupils' Educational Outcomes** **Link**: Factors Influencing Primary School Pupils' Educational Outcomes This document reviews various studies that link extracurricular activities with academic success and social development. "Engagement in extracurricular activities is positively associated with executive functioning and academic outcomes, particularly for disadvantaged pupils, suggesting that schools should promote a range of extracurricular opportunities." **4. The Sutton Trust - The Role of Extracurricular Activities** **Link**: The Role of Extracurricular Activities This report outlines the importance of extracurricular activities in providing social mobility and improving educational outcomes. "Extracurricular activities	1, 3, 4

- Continue to engage in Children's University and purchase passports for the children - Participate in the Sheffield Cathedral Singing Programme for Year 3 and 4 pupils. - Purchase of additional musical instruments so that all pupils learn an instrument	play a crucial role in developing skills, confidence, and social networks, which can enhance educational attainment and opportunities for disadvantaged students." **5. The Education Endowment Foundation - Arts Education** **Link**: Arts Education This report discusses how arts education and related activities can enrich the educational experience and improve outcomes. "Arts education, including trips to museums and galleries, has been shown to improve engagement and motivation, which can lead to better academic performance."	
To consistently embed the expectations and processes outlined within the school's Attendance Policy, in line with the DfE's *Working Together to Improve Attendance Policy* Pupil Premium Funding will be used for: - Ongoing deployment of a senior leader (Pastoral Manager) in the role of Attendance Officer in order to ensure a strategic approach to improving attendance - Extension of contract for Pastoral Support Assistant to increase capacity for first day calls and home visits and to ensure systems such as the sending of attendance letters are efficient and robust - Provide regular parent coffee morning sessions to promote good attendance and to share information around the new legislation on fining - Deployment of staff to run the free breakfast club to support good attendance	**1. EEF - Improving Attendance** **Link**: Improving Attendance This summary discusses the importance of attendance and effective strategies for improving it. "Improving attendance is crucial for raising attainment, and schools should monitor attendance closely to identify patterns and implement targeted interventions." **2. EEF - Social and Emotional Learning** **Link**: Social and Emotional Learning This report highlights the role of social and emotional learning in improving student engagement and attendance. "Social and emotional learning interventions can lead to improvements in students' emotional well-being and can positively impact attendance and academic outcomes." **3. DfE - Working Together to Improve Attendance** **Link**: Working Together to Improve Attendance This guidance outlines effective strategies for schools to improve attendance, including data analysis and targeted interventions. "Regularly analysing attendance and absence data is crucial to identify pupils or cohorts that require support and to implement effective strategies." **4. The Sutton Trust - The Role of Parental Engagement** **Link**: The Role of Parental Engagement This report discusses how parental engagement can influence attendance and educational outcomes."Engaging parents in their children's educa-	4

	tion can significantly improve attendance and academic performance, particularly for disadvantaged pupils."	
	5. NFER - The Impact of Attendance on Educational Outcomes	
	Link: The Impact of Attendance on Educational Outcomes	
	This research paper examines the correlation between attendance and academic achievement, providing evidence for the importance of attendance strategies. "There is a strong correlation between attendance and educational outcomes, indicating that schools must prioritise attendance improvement strategies."	

Total budgeted cost: £ £334,815

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using KS2 performance data, the Year 1 phonics check and attendance/persistent absence. A summary of key indicators is provided below:

Measure	School 2023	School 2024	School 2025	National 2025	School 2025 disadvantaged comparison (IDSR Nov 25)
KS2 RWM Expected Standard (All)	42%	41%	55%	62%	School disadvantaged 58% v national disadvantaged 47%% gap +11pp
KS2 Reading Expected Standard (All)	58%	47%	79%	75%	Disadvantaged 83% v national disadvantaged 63% gap +20pp
KS2 Writing Expected Standard (All)	61%	59%	63%	72%	Disadvantaged 68% v national disadvantaged 59% gap +9PP
KS2 Maths Expected Standard (All)	58%	57%	63%	74%	Disadvantaged 63% v national disadvantaged 61% gap +2PP
KS2 EGPS Expected Standard (All)	66%	57%	79%	73%	Disadvantaged 83% v national disadvantaged 60% gap +23PP
KS2 RWM Higher Standard (All)	2%	0%	0%	8%	Continued focus needed at higher standard
Year 1 Phonics (All)	79%	79%	67%	80%	Disadvantaged 59% School priority
Attendance (All)	92.8%	93.4%	94.9%		Improving

Attendance (Disadvantaged)	92.9%	93%	94.2%		Improving
Persistent Absence (All)	20.6%	23.8%	14.3%		Down sharply; now close to average
Persistent Absence (Disadvantaged/ FSM6)	20.6%	26.4%	13.5%		Down sharply; Lower than 'all';

Narrative summary

Attainment and progress (KS2):

- Reading: Outcomes rose markedly to 79% meeting the expected standard (from 47% in 2024), now close to national and flagged as a significant increase. Disadvantaged pupils achieved 83%, significantly above national disadvantaged (63%) and slightly above national non-disadvantaged (81%), giving a positive gap. However, higher-standard attainment remains well below national (18% vs 33% in 2025.
- Writing: 63% achieved the expected standard. This remains below the national of 72%. Disadvantaged pupils, with 68% meeting the expected standard, achieved better than all pupils and 9% above the national average for disadvantaged. Greater depth remains low (0% vs 13% national).
- Mathematics: 63% achieved the expected standard (below national 74%); disadvantaged pupils achieved in line with all pupils (63%) and slightly above national disadvantaged (61%) Higher standard remains below national (18% vs 26%).
- EGPS: Strong improvement to 79% at the expected standard (above national 73%), with disadvantaged pupils at 83% and a positive gap (+4pp) versus national non-disadvantaged.

Attendance and Persistent Absence:

- Overall attendance improved to 94.9%, close to national. Persistent absence fell sharply to 15.3%, with disadvantaged pupils at 13.5%, significantly below national disadvantaged.

Behaviour, wellbeing and exclusions:

- This year, there has been an increasing focus upon supporting the SEMH needs of pupils to ensure that they consistently access learning. The majority of these pupils are identified as disadvantaged.
- Internal behaviour data shows that identified pupils met the majority of the targets set out within their support plans and that a larger proportion of pupils were identified as having good or better behaviour (91% in July 2025 compared

to 86% July 2024). This data shows no difference between disadvantaged and non-disadvantaged pupils.

- Suspension data for the 2024/2025 academic, remains in line with last academic year, and above national, particularly for disadvantaged pupils.
- A total of 11 pupils were suspended, resulting in 25 individual suspensions and a cumulative loss of 35 days of learning. Notably, 9 of the 11 suspended pupils were eligible for pupil premium, accounting for 17 of the 25 suspensions.
- This data underscores the urgent need for targeted interventions to support our disadvantaged pupils with SEMH needs, as these suspensions not only disrupt their education but also hinder their social and emotional development.

Overall evaluation (2024/25)

- Substantial gains have been secured in reading and EGPS for disadvantaged pupils, with gaps narrowing or reversing positively. Writing and mathematics remain priorities, particularly at the higher standard, and progress indicators from 2023 continue to drive our adaptive teaching CPD and precision of intervention.
- Attendance has improved and persistent absence for disadvantaged pupils is now below national, indicating good impact of our attendance systems and pastoral provision.
- Behaviour data from 2024/25 shows we must sustain and deepen our relational practice to reduce suspensions further in 2025/26.

How this informs our revised strategy

- Continue adaptive teaching consistency (classroom scaffolding, responsive assessment, flexible grouping) to raise writing and maths attainment and increase higher-standard outcomes.
- Maintain focus on early reading and language (already yielding strong KS2 Reading improvements) and EGPS to consolidate gains.
- Sustain attendance systems (analytics, parent engagement, breakfast club, first-day response) to keep PA low for disadvantaged pupils.
- Embed relational/trauma-informed practice and targeted SEMH interventions to reduce suspensions and improve engagement, linking to consistent classroom routines and inclusive practice.