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	451
Proportion (%) of pupil premium eligible pupils	56%
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 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rhea Kurcewicz, Headteacher
Pupil premium lead	Rhea Kurcewicz, Headteacher
Governor / Trustee lead	Alison Adair, DSAT CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345,580
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*	£345,580

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, which include:

1. **Priority 1: Y2-Y6 Reading**
   We aim to develop an approach to Book Study (Y2-Y6) that enhances pupils' comprehension through a focus on fluency, activation of prior knowledge, and quality discussions about texts. This will directly support our Pupil Premium pupils in achieving reading proficiency.

2. **Priority 2: Behaviour and Relationships**
   We are introducing and embedding an approach to supporting behaviour that is grounded in relational practice, with a greater emphasis on inclusion and belonging, especially for our most vulnerable pupils. This will create a supportive environment conducive to learning.

3. **Priority 3: Oracy**
   Through engagement with the Voice 21 Project, we aim to develop an ambitious whole-school vision for oracy and an implementation plan that sets clear aims for oracy over the next three years. This will enhance communication skills for all pupils, including those from disadvantaged backgrounds.

Challenges

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

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 2024 outcomes identify 73% 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 (70% 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 2024 around three quarters of our disadvantaged pupils began reception below age related expectations for reading, compared to a half of pupils not facing disadvantage. 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, KS2 reading outcomes remain well-below the national average at 46% in 2024, compared to the national average of 76%. 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 2023/2024, absence for pupils of compulsory school age was 6.6%, compared to a national average of 5.5% (provisional). Absence was higher for our disadvantaged pupils, at 6.9%. The percentage of

	pupils persistently absent was 23.8% compared to a national average of 15.2% (provisional). This rate was higher for our disadvantaged pupils, at 25.5%. 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. Currently, 11 pupils are on the Special Educational Needs (SEN) register for SEMH, with 9 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 2023/2024 academic year further illustrates the impact of SEMH needs on our disadvantaged pupils. A total of 19 pupils were suspended, resulting in 35 individual suspensions and a cumulative loss of 37 days of learning. Notably, 13 of the 19 suspended pupils were eligible for pupil premium, accounting for 27 of the 35 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 2024, these figures have risen to 15.7% for SEN Support and 4.2% for EHCPs, both of which are above the national average. Among our disadvantaged pupils, the situation is even more pronounced, with 16.4% receiving SEN Support and 5.5% supported with an EHCP. 30.4% of pupils in Reception, alongside 36% of disadvantaged pupils, 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. |
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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	- There will be a 50% reduction in the number of suspensions in 2026/2027 compared to 2023/2024

(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	- 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: £ *185,580*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce and embed an approach to supporting behaviour that is grounded in the key principles of relational practice, placing a greater emphasis on inclusion and belonging, especially for our most vulnerable pupils. Pupil Premium Funding will be used for: - Training and development for key senior leaders (Positive Regard, Trauma Informed Uk Conference,	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.	3, 4, 5

Learn Sheffield Leadership Seminars X3 and access to further Learn Sheffield CPD through annual subscription, Low Arousal Training) - Training and development for all staff (INSET training from Mark Finnis – Restorative Practice, professional development meetings X6) - Trauma Informed 10 Day Diploma for 1x identified lead teacher - 3x Reviews from external independent consultant (Adrian Francis) - Increased non-class based leadership capacity for coaching, mentor and peer-work to embed strategies within teaching and learning - Appointment of additional HLTA within Y4 as an identified key year group to support with capacity to embed the relational approach - Engagement in the Sheffield LA Chimp Mind Programme trail- 12 staff training sessions, 4 pupil led sessions, 1 parent session.	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.."	
To develop an approach to Book Study (Y2-Y6) which develops pupils' comprehension through a focus on motivation, fluency, activation of prior knowledge and quality discussion about texts. Pupil Premium Funding will be used for: - Assistant Head/English Lead to become non-class based 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. 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	2, 5

(appointment of temporary teacher to cover this). - 1 Day per week release time allocated to Early Reading/phonics lead to support with delivery of developments and CPD programme in Year 2. - Purchase of additional class sets of reading materials to enhance the range already on offer and to ensure every child has access to their own book during the session. - Purchase of FFT Reading Assessment Programme in order to improve accuracy of fluency assessment. - 2x Reviews from external independent consultant (Sarah Hubbard)	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. **4. 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.	
Through engagement with the Voice 21 Project, develop an ambitious whole-school vision for oracy and an implementation plan which sets out clear aims for oracy over three years. Pupil Premium Funding will be used for:	**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.	1,3,4,5

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

| - Voice 21 subscription – enhanced to include three Oracy Champions
- Release time for Oracy Champions to develop the implementation plan, attend Voice 21 Development Day and consultation meetings | **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). | |

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

Budgeted cost: £ *95,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted support for pupils with identified communication and language needs through small group interventions led by trained teaching assistants. Pupil Premium Funding will be used for: - Appointment of an additional teaching assistant and an apprentice teaching assistant within Foundation Stage in order to provide capacity to deliver LEAP to all pupils assessed on entry as requiring intervention	**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.	1, 5

- Leadership time for Assistant Sendco to lead on development of Attention Autism, Makaton and Gestalt Language Processing across school, including training up of Key Staff - 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	"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** **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 KS2 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: - Sign up to the Bookmark Reading Online Volunteers programme and updating hardware to ensure good online access (headphones and Chrome Books) - Use of Teaching and Learning Coach (1X day per week) to lead on Reading Buddies programme and the Bookmark Reading Intervention,	**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	2, 5

and to provide increased capacity to monitor the effectiveness of reading and phonics interventions - Deployment of an Early Reading expert teaching assistant 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. - Purchase and delivery of Reciprocal Reading Intervention once access through the FFT trial ceases. - 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	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."	
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: - Deployment of three members of staff: Assistant SENDCo (teacher/TLR), 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) - Develop the outdoor environment through purchase of equipment in	**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	1,2,3,4,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
that will support the physical development needs of the pupils - Access to ongoing external training for Treehouse staff in order to further develop expertise.	**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."	

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

Budgeted cost: £ *80,000*

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: - Developing additional capacity within the pastoral team through the appointment of 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, INSET and PDMs for all staff around attachment theory and trauma) • Inclusion leaders to develop a more precise assessment tool for diagnostic identification of SEMH	**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."	

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, Theraplay, 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, Trauma Informed Practice, Senior Mental Health Lead - Partnership with an external professional agency to broker professional psychologist support for individual pupils. - 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	**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." **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: - TLR 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.	**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	1, 3, 4

- 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. - Sign up to 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	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 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:	**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."	4

- Ongoing deployment of a senior leader (Pastoral Manager) in the role of Attendance Officer in order to ensure a strategic approach to improving attendance - Appointment of a 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 - Use of the new online attendance analysis tool through Insight in order to monitor and manage attendance, with a particular focus on Pas - Provide regular parent coffee morning sessions to promote good attendance and to share information around the new legislation on fining - Continued access to free breakfast club to support good attendance	**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 education 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: £ £345,580

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 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. A summary of key indicators is provided below:

Measure	School 2022	School 2023	School 2024		National 2024
			All Pupils	**Disadvantaged Pupils**	
FS2 GLD	44%	51%	42%	36%	68.7%
Phonics Y1	59%	66%	79%	79%	80%
Y2 R	37%	64%			70.2% 2023
Y2 W	30%	47%			66.6% 2023
Y2 M	45%	72%			72% 2023
Y2 RWM	29%	47%			58.5% 2023
Y6 R	63%	58%	47%	49%	74%
Y6W	59%	61%	60%	58%	72%
Y6M	57%	58%	58%	56%	73%
Y6RWM	45%	42%	42%	44%	61%

This data demonstrates significantly improving outcomes in phonics, which has been a focus of the Pupil Premium Strategy for the past three years. Outcomes are now broadly in line with the national average. Disadvantaged pupils achieved in line with all pupils, again demonstrating the impact of the strategy.

At KS2, a higher proportion of disadvantaged pupils achieved the expected standard for all three subjects combined compared to the proportion of all pupils. This is also the case for reading. Whilst GLD data at Foundation Stage shows disadvantaged pupils underachieving compared to all pupils, the KS2 data demonstrates that school is effective in closing this gap.

Overall, some good gains were made in the 2023/24 academic year, however further gains need to be made in order to achievement to be in line with national averages.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance of disadvantaged pupils in a strength compared to national and Sheffield disadvantaged attendance. The school's attendance for disadvantaged pupils (93.1%) was in line with all pupils (93.4%), and significantly better than the national average for disadvantaged pupils (91.9%), and the Sheffield average for disadvantaged pupils (91.5%). Persistent absence for disadvantaged pupils (25.5%) is slightly higher than

the school's average for all pupils (23.8%). However it is significantly lower than the persistent absence rate for Sheffield disadvantaged pupils (29.2%) and in line with the overall persistent absence rate for all Sheffield pupils (23.8%). It is also lower than the national persistent absence rate for disadvantaged pupils (26.3%). These outcomes demonstrate good impact of the strategy to improve attendance for our disadvantaged pupils.

Analysis of attendance at after-school clubs shows that 82% of disadvantaged pupils accessed a before or after school club in 2023/24, compared to 80% of all pupils.

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 (86% in July compared to 82% in December). This data also shows no difference between disadvantaged and non-disadvantaged pupils. However an increase in suspensions compared to 2022/2023, particularly for disadvantaged pupils shows that this remains a key area.

The academic year 2023/24 was the final year of the current Pupil Premium Strategy. The above outcomes demonstrate that good progress was made towards achieving the outcomes set out in the Strategy, with particular strengths in phonics and early reading, the quality of teaching and improving attendance. The revised Strategy above has been written in response to analysis of these outcomes.