

Southey Green Pupil Premium Review 2024-25

End Review



Southey Green Pupil Premium Review 2024–25

At Southey Green, we continue to be proud of the journey we are on as a school and of the culture we are building for our children and families. This academic year has been defined by determination, consistency and a shared commitment to doing the very best for our disadvantaged pupils. Our work has centred on strengthening classroom practice, ensuring earlier and more accurate identification of need, building robust systems around attendance and wellbeing, and enhancing the wider opportunities that shape children’s aspirations. While we remain entirely unsatisfied with disadvantaged pupils achieving below their peers—and will never accept this as an inevitability—the improvements in outcomes this year, alongside strong performance when compared to national figures, show that the strategies we have embedded over time are now beginning to translate into sustained impact.

Our focus on leadership support within classrooms across Years 1–6 has been a driving force behind the gains seen in KS2 outcomes. Increased senior leadership presence, strengthened quality assurance processes and sustained coaching have supported greater consistency in the delivery of high-quality teaching. In 2025, 62% of all pupils achieved the expected standard in reading, writing and maths combined, an 8% increase on the previous year and in line with national outcomes. Importantly, 54% of our disadvantaged pupils achieved this standard, placing us 7% above the national disadvantaged average.

Outcomes across individual subjects tell a similarly positive story. Reading increased from 60% to 72% for all pupils, with disadvantaged pupils outperforming national peers. Writing rose to 66% overall, with 60% of disadvantaged pupils meeting the expected standard. Maths attainment reached 73% for all pupils—with disadvantaged pupils improving to 68%, well above the national figure of 61%. In early reading, the consistency and rigour of our phonics provision continues to drive exceptional outcomes. 88% of Year 1 pupils passed the phonics check, including 85% of disadvantaged pupils, significantly above national outcomes. This reflects embedded routines, strong training for staff, and close collaboration with the English Hub.

Our writing and reading curriculum has been strengthened considerably through strategic work with specialists such as Teresa Heathcote, who has helped refine sequencing, embed vocabulary-rich learning and enhance reading fluency. In maths, the introduction of the Ark curriculum—aligned with NCETM and supported by external consultancy—has begun to bring greater coherence, confidence and oracy into mathematical learning. Although early in the implementation cycle, initial outcomes for disadvantaged pupils are promising and trending upwards.

Strengthening Inclusion and SEND Provision

The increasing complexity of need within our school continues to shape our strategic priorities. This year, we have significantly strengthened our capacity to meet these needs. All children with SEND now have pupil passports detailing precise provision, enabling staff to scaffold learning more effectively. Our Hub provision, accessed by 12 pupils (7 pupil premium), continues to provide a high-quality, specialist environment rooted in communication, independence and multi-agency collaboration. Alongside this, our Nurture/Hideout offer remains central to providing children with SEMH needs the support and structure required to access learning successfully.

Our work has been further amplified by the involvement of Educational Psychologists, Fusion Learning Support and the Speech and Language Therapy team. These partners have enhanced accuracy of assessment, strengthened provision planning, supported SENCO capacity and provided direct intervention to

pupils. This multi-agency approach is now firmly embedded and is clearly reflected in improved case-study outcomes, external evaluations and staff confidence.

Attendance

Improving attendance has been a major priority, and our decision to employ an Education Welfare Officer has been instrumental. Daily home visits, proactive collection support and tightened systems have resulted in whole-school attendance improving by 1.4%, rising from 92.5% to 93.9%. Importantly, FSM attendance improved by 1.6%, now above national figures, and SEND attendance increased by 2.1%—a significant shift given previous trends. Welfare provision—including Unravel counselling, breakfast club, bagels, and before/after school opportunities—continues to support readiness to learn and ensure that no child's circumstances limit their access to school.

Wider Curriculum, Cultural Capital and Enrichment

We remain committed to ensuring that all pupils, including those who may not otherwise have these opportunities, experience a rich and aspirational curriculum. Our subsidised trips, visits, residential and wide range of after-school clubs continue to enhance cultural capital, broaden children's horizons and deepen subject knowledge. Across the year, hundreds of pupils have accessed after-school activities, with participation from disadvantaged pupils consistently above 45% and peaking above 50%. Children's University engagement also increased, with 382 children earning over 21,000 hours of learning beyond the classroom. Our "Southey Super 6" experiences have now become a distinctive feature of our curriculum offer, offering structured opportunities for STEM, outdoor learning, creativity, performance, and enrichment that help children talk confidently about aspirations and experiences—something strongly recognised in Trust health checks and pupil voice work.

A Year of Impact, and a Platform for Further Improvement

This year has been one of meaningful progress. While significant challenges remain—including persistent absenteeism, writing gaps, ongoing complexity of need and the continued drive to close the attainment gap—we are moving in the right direction. The alignment between high-quality teaching, targeted academic support, strengthened SEND provision, improved attendance systems and enriched wider opportunities is now more visible than ever.

Our focus for next year is clear: to continue accelerating progress for disadvantaged pupils, refine the consistency of classroom practice, strengthen oracy and writing, deepen early identification of need and further enhance parental engagement and experiences beyond the classroom. We remain resolute in our belief that with sustained commitment, strategic leadership and a culture of high expectations, the outcomes for our pupil premium pupils will continue to rise.

Challenges for disadvantaged pupils

Challenge number	Detail of challenge
1	Learning and vocabulary – Many children who start Southey Green are well below age-related expectations in speech, language and communication. This stems into key stage 1 and 2, where knowledge of vocabulary is limited.
2	End of key-stage attainment – At the end of Reception, children are not yet meeting the national standard, with the 2024 attainment being 51%. Attainment of children in reading, writing and maths is below others nationally at the end of key stage 1 and 2 in 2024 (52.8% compared to 74%) and disadvantaged pupils underperformed their peers significantly (42.4% to 75.9%).
3	Decline in maths attainment – Maths attainment for the school remains a priority, following two years where attainment was below national (68.2% to 73.4% in 2023 and 66.3% to 73% in 2025) There was also a significant gap between disadvantaged pupils and their peers in 2024 KS2 maths attainment (57.6% to 86.2%).
4	Writing attainment gap – Historically, there is a significant gap in attainment of writing to others nationally across all key stages (KS2 – 58.4% to 72% in 2024). There is also a significant gap between disadvantaged and non-disadvantaged in writing, with only 50.8% meeting the expected standard for writing in KS2 compared to 75.9% for their peers.
5	Attendance – At the start of 2023 attendance was 92.5%, with a high proportion of children who are persistently absent. Pupil Premium attendance was significantly below non-pupil premium (91.27% compared to 94.45%).
6	Suspensions – There has been an increase in suspensions over the last academic year with 19 children who have received fixed term suspensions, of which 16 were pupil premium.
7	Changing demographic of need – Whilst the percentage of children with SEND remains consistent for the past 4 years (at between 19-24%) the severity of need has increased significantly, with EHCP numbers rising from 6 in July 2020 to 21 (with 2 pending) in 2024. The number of children from ethnic backgrounds is slowly increasing with no one particular group accountable for this rise, with 16.19% of the schools population believed to have English as an additional language; this is 2.33% higher than last year and 3.57% from 2019.
8	Cultural capital/experiences – Many children do not have the same opportunities as their peers when it comes to life-experiences (cultural capital) and the school want to further enhance the curriculum opportunities by providing experiences and raising aspirations for the future.

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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
Close the gap in attainment between pupils in all key stages: <ol style="list-style-type: none"> 1. Close the gap in ELG for language and communication, reading and writing. 2. Maintain Y1 phonics check pass rate. 3. Improved fluency and accuracy of writing at the end of key stage 1. 4. Improve the attainment across Reading Writing and maths so that it is in line with national at end of KS2. 	<ul style="list-style-type: none"> ✓ Attainment at the end of FS2 will build upon the 51% from 2024 ✓ There will be accelerated progress of PP children in their phonics learning and reading fluency. ✓ There school will maintain phonics check pass mark at 84% in 2025. ✓ PP children will make accelerated progress compared with their non-PP peers in reading, writing and maths at the end of KS1. ✓ Key stage 1 books show that children are writing accurately and handwriting has correctly formed joins ✓ At least 70% of PP children in Y4 pass the MTC. ✓ The gaps will narrow between PP and non pp in reading, writing and maths in key stage 1 and 2.
Improve cumulative attendance for all children by at least 1.5% - to at least 94% by end of 2025.	<ul style="list-style-type: none"> ✓ Attendance for all children is at least 94% at the end of the year. ✓ There has been an increase of 1.5% attendance for PP children when comparing 2024 data to 2025. ✓ There has been a 20% reduction in PA across the school.
Improve suspension data for 2024-25 in comparison to 2023.	<ul style="list-style-type: none"> ✓ Appropriate provision is in place for children at risk of suspensions or Permanent exclusion. ✓ Suspension figures have reduced for individuals and a cumulative figure for end of year. ✓ Lunchtime provision provides opportunities for children to engage in activities in social time. ✓ Staff training completed around trauma informed and relational practice.
Inclusive practice across the school so that all children can access the curriculum – SEN, EAL	<ul style="list-style-type: none"> ✓ School have implemented 'Hub' provisions to support special educational needs in mainstream school. ✓ School have established an EAL 'Champion' as part of the EAL programme (below) ✓ PP pupils with EAL achieve in line with their peers
Children are able to use experiences when talking about learning and ambitions / aspirations for the future.	<ul style="list-style-type: none"> ✓ Trips and visits have been planned into curriculum over the year to enhance knowledge. ✓ Parental workshops have enhanced engagement from families in learning.

- ✓ Evidence of 'super six' experiences in all year groups
- ✓ Children can confidently talk about aspirations and ambitions for the future giving examples of experiences / information they have learned from.

Review of impact

Teaching – CPD, recruitment and retention

Budgeted cost: £342,212.46

Aim/Intended outcome	Strategy/Chosen approach	Outcome/Impact
	Employment of additional EWO for morning sessions Jan - Aug	We employed an EWO and this has had a significant impact on the attendance of our pupil premium and SEND children. Attendance for all children improved from 92.5% to 93.9%, with FSM6 children improving from 91.3% to 92.9% - which was 0.3% above the National average. For SEND children, this was more pronounced, improving from 90.4% to 92.5%, which was in line with the National average.
	Recruitment of additional learning mentors for Sept 24 x2	<p>Learning Mentor capacity was increased to 4 members of staff. These were predominantly based in lessons, supporting children, as well as delivering precision teach and SEMH interventions – attempting to be proactive rather than reactive to behavioural needs. Timetables were reviewed and adapted each half-term in response to the needs of pupils across school. Alongside this, learning mentors also supported children in crisis and endeavoured to keep the pupils in school, avoid suspensions and return them to lessons regulated.</p> <p>The number of children suspended reduced this year from 19 children to 14, with repeated suspensions also reducing from 12 to 10. This resulted in a suspension rate of 4.41% for our pupil premium students, compared to >1% for their peers. We have completed case studies for every child receiving a suspension and these have highlighted the significant barriers and challenges they face, alongside the significant provision Southey Green have put in place prior and post suspension. That being said, we continue to strive to reduce these numbers each year and close the gap.</p>
	Recruitment of additional class teacher in Y6 Jan – Aug	The school sought to recruit for this position; however, we were unable to identify a candidate with the specific experience and qualities required to enhance the provision for our Year 6 children. As a result, we did not appoint an additional class teacher.

	<p>Y6 teacher to complete writing moderator training to support moderation of writing at the end of Key stage 2</p>	<p>The Year 6 team collaborated with a number of specialists in order to support writing attainment and progress. The Year 6 lead conducted an initial moderation with Diane Stokes (Learn Sheffield) to identify next steps and areas for development at the end of the previous academic year (2023). The team then amended and adapted the writing curriculum. Following this, one Year 6 teacher completed the writing moderator training and the school signed up for additional voluntary moderation sessions with Learn Sheffield. The team then met with a number of schools within the Trust to conduct internal moderations and continuously adapt the curriculum to meet the needs of the students. Finally, the school went through an external KS2 writing moderation, where all judgements were deemed accurate.</p> <p>The final results showed that 66% of students had met the expected standard, a considerable increase from 31% at the end of Year 5, with 2 children achieving a Greater Depth standard. 60% of pupil premium children achieved the expected standard, which was above the National standard of 59% and an 8% increase from the previous year. This shows that the support and allocation of resources is leading to a narrowing of the gap.</p>
	<p>Headteacher to complete the next decade conference – Positive Regard - and disseminate across the school</p>	<p>Positive Regard worked alongside specific year groups, identified as having children with complex needs and behavioural concerns. He suggested a range of approaches, provision and support to positively address behaviour and build positive relationships. He also delivered a PDM around the Positive Regard approach and this tied in well with the Trauma Informed approach disseminated by a member of SLT.</p>
	<p>SLT members to undertake TIS training and to disseminate training to teachers through planned CPD sessions</p>	<p>An experienced SLT member completed the TIS training and disseminated to staff across two PDMs. This included making them aware of ACEs, how to appropriately respond to behavioural issues and some of the contextual safeguarding issues that may be prevalent in our setting. Whilst we are not completing the Trauma Informed Schools pathway, we are proud to include ourselves as a school that is Trauma Informed, and provide support through Unravel, learning mentors, indoor provision and awareness as part of our day-to-day provision for all learners.</p>
	<p>CPD on writing sequence with T.Heathcote</p> <p>CPD on reading fluency and novel study with T.Heathcote</p>	<p>Teresa Heathcote has made a significant, measurable contribution to strengthening the school's reading and writing provision through targeted, evidence-informed support and CPD (through PDMs and working alongside year groups collaboratively planning. In writing, she has helped staff embed a clear, consistent structure that immerses pupils in rich learning experiences, deepens</p>

		<p>vocabulary understanding, and provides the scaffolds necessary for all learners to produce high-quality written outcomes. Her work has brought greater coherence, higher expectations and improved progression across year groups.</p> <p>In reading, Teresa has supported the refinement of long-term planning to balance depth and breadth—introducing novel studies to foster deep comprehension while using high-quality extracts to widen exposure to diverse texts. She has also driven improvements in reading fluency through systematic, targeted practice. Collectively, her input has strengthened curriculum design, improved classroom practice, and delivered clear gains in pupils' confidence and attainment in both reading and writing.</p>
	<p>Ark maths – Purchase scheme and undertake training programme</p> <p>Engagement with Ark consultant</p> <p>Purchase maths resources for ARK programme and delivery</p>	<p>The Ark maths programme was launched following the EEF Implementation plan. We had a number of PDM sessions, where staff were introduced to the rationale behind the programme and the three core aspects. An equipment audit was then conducted and staff completed the online training modules. In the Spring term, we began an extensive training package, ensuring that all staff in years 1-5 had the opportunity to partake in joint planning and observe good practice across the trust and in collaboration with the NCETM/Maths Hub. This was to ensure all teachers were promoting oracy, using appropriate representations and following the lesson structure. Throughout the process, we worked closely with the Ark consultant, gaining positive feedback throughout on the implementation of the scheme and the dedication of our staff in attempting to embed the principles – evident in both the Ark consultant and Maths Hub external reports.</p> <p>Whilst it is too early to assess the impact of the programme over time, 68% of disadvantaged pupils achieved the expected standard in maths, compared to 61% nationally, with an increase of 9% from last year. The attainment of all pupils (73%) was also nearly in line with national (74%) with an increase of 5% from the previous year. Staff feedback has been acquired each half-term, with plans being amended and additional CPD offered based on suggestions. 100% of staff felt supported during this process.</p>
	<p>Collaboration with the maths hub (NCETM)</p>	<p>The school collaborated with the Maths Hub, attending 6 TRG sessions, where the maths leaders (KS1 and KS2) observed good practice, discussed the 5 big ideas and looked at strategies that could be implemented in school to support</p>

		<p>good practice and outcomes. These included 3 development visits, where the reports from the external advisor were positive in regards to the effort from staff in implementing the strategies. The school also engaged with the Y5-8 transition project, to help ensure that our learners transition to secondary school with the appropriate level of mathematical knowledge and confidence. We will continue to work alongside the Maths Hub next year.</p>
	<p>Collaboration with English Hub – Phonics</p>	<p>We continued to collaborate with the English Hub on the delivery of our phonics scheme. Having an objective expert analyse our routines, delivery and ongoing assessment processes played a part in the impressive phonics results discussed below.</p>
	<p>Leadership support in classrooms, coaching teachers.</p> <ul style="list-style-type: none"> - AHT time out of class 0.5 in Y1,2,3,4,5,6 - EYFS lead non-teaching 	<p>The gains evident in KS2 outcomes reflect the longer-term impact of leadership support in the classrooms. Increased leadership presence, improved quality assurance and sustained, collaborative professional development have contributed to greater consistency in teaching and learning. This strategic focus is now beginning to show through in the progress and attainment of disadvantaged pupils by the end of Key Stage 2.</p> <p>In 2025, we achieved 62% of all pupils meeting the expected standard in reading, maths and writing combined – this was in line with National standards and an improvement of 8% on the previous year. 54% of disadvantaged pupils achieved the same outcome, a gap of 8%; however, when compared to the National disadvantaged average score, we were 7% above (54% to 47% Nationally), as well as improving from 43% the previous academic year.</p> <p>When looking at individual subjects, our reading outcomes for all children improved from 60% to 72% (75% Nationally), with disadvantaged pupils outperforming their National peers (67% compared to 63% Nationally).</p> <p>It is a similar picture in writing, where all pupils improved from 60% last academic year to 66% in 2025 (72% Nationally), with disadvantaged pupils attaining 60% (59% Nationally). In Maths, we improved from 68% to 73% for all pupils (74% Nationally) with 68% of disadvantaged pupils achieving the expected standard (61% Nationally).</p>

		While we remain firmly committed to closing the attainment gap and will never be satisfied with disadvantaged pupils achieving below their peers, the improvement from the last academic year – alongside the strong performance of our pupil premium cohort when compared to National figures – demonstrates that our current strategies are beginning to have a positive impact.
	SEN capacity to support teachers and complete documentation.	Whilst we were unable to increase capacity of the SENCOs within school, we accessed the expertise of Trust members, as well as SLT, to continue to offer high-quality provision to our learners with SEND. We now have “pupil passports” for all learners with SEND, with specific details of the support and provision they should have in the classroom. This increased spotlight on SEND provision has brought this to the forefront of teacher planning and these children are seen as a priority when planning lessons and scaffolding upwards.
	Purchase online RWI portal for CPD pathways for individual staff training	All teachers and support staff have received the RWI training on either phonics or spelling. Teachers are expected to use the portal to aid pedagogy and delivery for their year groups. SPAG scores in KS2 have improved by 8% (62% to 70%), with 63% of disadvantaged pupils achieving the expected standard – an 8% improvement from last academic year and 3% above the National average for disadvantaged. This suggests that the spelling focus in KS2 is having a supplementary impact on the SPAG outcomes, alongside internal assessments showing improvements over time.
	Development of the school Oracy strategy	Oracy leads established and embedded, with 3 PDMs focussing on the strategies and necessity of oracy in learning. This, alongside the promotion and modelling of “talk tasks” as part of the new Ark maths curriculum, brought oracy to the forefront of our pedagogy. “Time to talk” has been added to the “teacher toolkit” and will continue to be a focus of monitoring and CPD moving forward. As part of the teacher feedback questionnaire, staff said they felt supported and more confident promoting teacher talk. The collaboration days with both the Maths Hub and Ark consultant resulted in positive comments about the opportunities given to children to talk in learning and the promotion of vocabulary across lessons. Internal lesson observations and monitoring shows that teachers are giving more opportunities for talk, but the impact, effectiveness and purpose still needs to be developed, so we have added it to the PDM calendar and support schedule for this academic year.
	EAL champions package purchased for CPD opportunities	We continue to champion EAL students at our school and the attainment of these children continues to be in-line with their peers, or above.

		<table border="1"> <thead> <tr> <th colspan="2">Southey Green</th> <th colspan="6">Result - Year 6</th> </tr> <tr> <th colspan="2">At or above expected</th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> <th>SPAG</th> <th>Science</th> <th>RWM Combined</th> </tr> </thead> <tbody> <tr> <td colspan="2">EAL</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>EAL</td> <td>16</td> <td>69%</td> <td>69%</td> <td>75%</td> <td>75%</td> <td>75%</td> <td>63%</td> </tr> <tr> <td>Non EAL</td> <td>74</td> <td>72%</td> <td>65%</td> <td>73%</td> <td>69%</td> <td>76%</td> <td>62%</td> </tr> <tr> <td>EAL Gap</td> <td>-58</td> <td>-3%</td> <td>4%</td> <td>2%</td> <td>6%</td> <td>-1%</td> <td>0%</td> </tr> </tbody> </table>	Southey Green		Result - Year 6						At or above expected		Reading	Writing	Mathematics	SPAG	Science	RWM Combined	EAL								EAL	16	69%	69%	75%	75%	75%	63%	Non EAL	74	72%	65%	73%	69%	76%	62%	EAL Gap	-58	-3%	4%	2%	6%	-1%	0%	
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	<p>TA training package delivered around maths interventions and manipulatives to support learning</p>	<p>The TAs continued to receive training, coaching and mentoring around the use of the “WalkThru” materials, with a training package based on delivering effective interventions/pre-teach sessions for place value, the four operations and fractions. These were delivered in PDMs at the start of the year and continued to be monitored as part of the learning walks conducted by external observers (Ark consultant and Maths Hub). Alongside this, we offered training sessions on targeted interventions/scaffolds, such as VIP, Clicker, LEAP and subject knowledge sessions based on supporting classroom practice – questioning, AFL and behaviour management.</p> <p>The feedback from these remained positive and we continue to adapt our CPD package to meet the needs of staff, based on teacher assistant questionnaire feedback. As this continues to grow, we are looking to offer feedback and personalised CPD through StepLab, as well as formal qualification opportunities as part of the apprentice scheme.</p>																																																	

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

Budgeted cost: £142,179.14

Aim/Intended Outcome	Activity	Outcome/Impact
	<p>LEAP provision in place for Nursery children</p>	<p>All nursery children assessed, with targeted children receiving LEAP (12 weeks) and S&L support. Pre and post assessment shows that all children made progress, with some children</p>

		identified for further support or repeating LEAP.																														
	Speech and language intervention for small groups and 1-1. Delivered by 2 L3TA over a full week timetable	33 children accessed 1-to-1 or small group speech and language interventions delivered by trained L3TAs. 22 of these were pupil premium children (67%). These sessions are monitored, reviewed and assessed both internally and through the external SALT assessments.																														
	Times table boosters for Year 4 children	<p>Times tables boosters were delivered to targeted children to ensure progress and attainment for PP children in the MTC check. The school's average score for 2024 was 21.5 with National being 20.6. The school's three-year average was deemed "significantly above average" - 22.2 compared to 20.2 for National.</p> <p>All pupils - Year 4 MTC</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>T</th> </tr> </thead> <tbody> <tr> <td>3-year</td> <td>265</td> <td>22.2</td> <td>20.2</td> <td>Above (sig+)</td> <td>N</td> </tr> <tr> <td>2024</td> <td>88</td> <td>21.5</td> <td>20.6</td> <td>Close to average (non-sig)</td> <td>N</td> </tr> <tr> <td>2023</td> <td>89</td> <td>21.6</td> <td>20.2</td> <td>Above (sig+)</td> <td>S</td> </tr> <tr> <td>2022</td> <td>88</td> <td>23.4</td> <td>19.8</td> <td>Above (sig+)</td> <td>N</td> </tr> </tbody> </table> <p>When comparing PP to non-PP, 71% of children achieved 22 or above, compared to 67% for disadvantaged. This gap remains a priority when assigning boosters for the next academic year, as well as leading to the launch of "Numbersense Times Tables", as this is a evidenced backed strategy for improving times tables and should lead to even greater consistency in times tables teaching.</p>	Year	Cohort	School	National	National distribution banding	T	3-year	265	22.2	20.2	Above (sig+)	N	2024	88	21.5	20.6	Close to average (non-sig)	N	2023	89	21.6	20.2	Above (sig+)	S	2022	88	23.4	19.8	Above (sig+)	N
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	After school 1-1 and small group boosters delivered to Y6	19 children (74% of which were pupil premium) were invited to after-school boosters in Year 6, to work on arithmetic skills, reasoning and reading test technique. Of these																														

		19 targeted children, 15 of them reached the combined expected standard (79%), with 1 further child achieving the expected standard in maths and reading.
	Fast Track phonics tuition R Y1 Y2	The phonics results in Y1 continue to be higher than national for both disadvantaged and non-disadvantaged. 88% of our pupils met the expected standard (80% national) and more impressively, 85% of our pupil premium children, compared to 67% for National disadvantaged. This is due to the rigorous monitoring, assessment and delivery of our phonics scheme, alongside the training given to the support staff in these roles.
	Fresh Start delivered across Y4-Y6	Children identified, assessed and completed Fresh Start phonics sessions across Years 4-6. Sessions took place 4x a week, with assessments and amended groups each half-term. 13 of the 19 children were pupil premium (68%). All children progressed during the year (moving through the streamed groups) with 2 children no longer requiring phonics interventions.
	Development of the school Hub provision <ul style="list-style-type: none"> - SEMH – Hideout - SEN hub 	Southey Green’s SEND Hub provides high-quality, enjoyable, and bespoke learning experiences that enable children with significant speech, language and communication needs to achieve their potential and move confidently to the next stage of their education. Guided by the Hub Vision to “provide high quality, enjoyable learning experiences that will support children with their special educational needs so that they can achieve their potential and leave as confident communicators,” the provision delivers a carefully designed curriculum shaped by specialist input from ASCETS, SALT, OT and local leaders of SEND. The Hub offers a structured, nurturing environment with highly

		<p>skilled staff, personalised programmes, sensory circuits, communication-rich resources, family engagement, and a strong emphasis on independence, self-care and social-emotional development.</p> <p>It is accessed by 12 children, of which 7 are pupil premium, all of whom benefit from consistent high-quality teaching, tailored interventions, and close multi-agency support. Through rigorous monitoring, targeted adaptations, and a clear commitment to inclusion and preparation for adulthood, the Hub stands as a highly effective and forward-thinking provision that significantly enhances outcomes for some of the school's most vulnerable learners.</p> <p>In addition to this, we continue to offer our Nurture/Hideout provision for children who require additional support accessing the classroom. This is assessed regularly, with fluid groupings to ensure impact. At is stands, 25 children access one of 4 targeted groups, with 21 of these being pupil premium children (84%).</p>
	<p>School to buy in additional services to undertake individual assessment share, support plan targets and intervention:</p> <ul style="list-style-type: none"> - EP additional time - Fusion learning support - SALT support 	<p>The involvement of specialist external partners has significantly strengthened the schools capacity to identify and meet the needs of disadvantaged pupils. Educational psychologists provide high-quality assessments and guidance that informs precise intervention and provision planning. Fusion Learning Support enhances the work of our SENCOs by helping to align provision, ensure consistency and secure early, accurate identification of</p>

		<p>barriers to learning. The SALT team work alongside our S&L team, offering expertise supporting communication development and assessment, as well as delivering whole-school PDMs to inform best practice. Collectively, this integrated external support has improved quality of provision across school and contributed to better outcomes – as outlined in various external reports, Trust learning walks, case-studies and internal Health Checks.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 43,674.77

Aim/Intended Outcome	Activity	Outcome/Impact
	<p>School EWO undertaking daily home visits, collections to ensure children are attending school.</p>	<p>Whole school attendance has improved by 1.4% from 92.5% to 93.9%. Whilst this is still below the National figure of 94.9%, attendance for FSM children improved by 1.6% from 91.3% to 92.9% and is above the National average (92.6%). Attendance for our SEND pupils has also improved by 2.1% to 92.5% and is now in-line with the National average.</p>
	<p>Attendance monitoring and incentives completed</p>	<p>We have launched a range of incentives this year, aimed at specific areas we identified as hotspots. For example, we tried “soft launches” on Mondays, as it was identified that children were finding Monday mornings difficult. This was monitored closely, resulting in a significant improvement year-to-date, and Monday’s becoming our best attended day. We have also launched incentives on Friday’s, in the run up to holidays (such as a Christmas prize draw) and upped the 100% attendance incentive to each half-term, with the winner in each key stage receiving a laptop. This resulted in</p>

		<p>improvements to both our “lates” and “severely absent” pupil premium children.</p> <p>We continue to monitor our attendance on a granular basis, including the teachers as part of their teacher development targets, in order to respond to the needs and barriers for our children.</p>
	<p>Continue to promote the ‘Pre-loved boutique’ to give parents easy access to school uniform and outdoor clothing – coats, shoes</p>	<p>The “pre-loved boutique” continued to be available to parents on a weekly basis, offering a variety of school uniform and PE kit. Due to the sensitive nature of accessing the resource, we have not asked for parental feedback, however the amount of parents accessing the resource shows that it is worthwhile and necessary. As a leadership team, we have also noticed that the conformity of children wearing school uniform is better than in previous years.</p> <p>There is also a growing number of children joining mid-year, who also require access to school uniform quickly and affordably, and we feel an obligation to make this available to ensure they feel part of our school.</p>
	<p>Unravel service bought in for 1 day per week, offering counselling to children on 1-1 basis.</p>	<p>Bespoke counselling delivered to children on a 1:1 basis, weekly. 204 1:1 emotional and behavioural psychology session took place through the academic year. 60% of the children accessing the support were pupil premium children (70% SEND) at the time of the review. Pre and post assessments/feedback is collected from children and families, and whilst qualitative, shows a positive impact on children’s wellbeing, ability to regulate behaviour and express emotions. The demand for the service appears to be increasing and we</p>

		may look at increasing this capacity moving forward.
	School free breakfast club and bagels offered to all children in the mornings 8am-8:40pm	217 families have attended breakfast club this academic year, with 113 of these being pupil premium (52.07%). All children have also had the opportunity to have a breakfast bagel, ensuring all children are fuelled for their learning. Feedback from students is overwhelmingly positive and, whilst the data is difficult to gather to judge the impact of this academically, it is reasonable to assume the impact is positive on student welfare and readiness to learn.
	After school provision offered across KS1 and KS2	<p>Our school continues to offer a wide range of after-school clubs and activities, ranging from sewing, Quidditch, ICT club, Movie Critics, Multi-sports, chess and many more - widening their experiences and cultural capital.</p> <p>After school club statistics:</p> <p>Autumn 1 – 29 clubs – 281 places filled – 105pp children (37.5%)</p> <p>Autumn 2 – 27 clubs – 252 places filled – 123 pp children – (49%)</p> <p>Spring 1 – 28 clubs – 231 places filled – 108 pp children – (46.7%)</p> <p>Spring 2 – 29 clubs – 241 places filled – 115 pp children – (47.7%)</p> <p>Summer 1 – 27 clubs – 234 places filled – 108 pp children (46.1%)</p> <p>Summer 2 – 28 clubs – 205 places filled – 108 pp children – (52.68%)</p>
	Easter and Summer holiday provision offered to PP children with access to	34 children attended Easter school with 32 of these being pupil premium children (94.1%). The children took part in active sessions, such as

	<p>breakfast and lunch and extra-curricular activities in school and outside</p>	<p>archery, with 'On the move', learnt kickboxing with Sheffield Martial Arts, made and cooked their own chicken nuggets as well as learning circus tricks with Greentop Circus and kung fu.</p> <p>31 children attended Summer school with 26 of these being pupil premium children (83.8%). Children took part in active sessions with "On the move", "Imagination gaming" and Greentop Circus delivered interactive sessions and the children had the chance to be creative with arts and crafts. Cooking session focussed on easy to make healthy meals before they had a chance to create some ceramic art work.</p> <p>The write ups and photographs for all of these sessions and more are available on our website.</p>
	<p>Subsidised school visits planned for children across the school, at least 1 trip per year across all key stages and 2 KS2 residential visits</p>	<p>Subsidised trips and visits planned for all children across school – these have ranged from the fire station, young voices, Eden Camp, Longshaw and also within our local area (the park and library); this is in addition to the two residential. We also organised additional visitors and experiences within school to develop cultural capital and enhance the curriculum. Examples of these include "The History Van", African Drumming and bike safety. Alongside this, we organised informational visits, targeted at our contextual safeguarding, such as PCSOs and internet safety. More recently, we have aligned these trips and visits with our "Southey Super 6" to further enhance our STEM, outdoor learning, PD, creativity and enrichment opportunities.</p> <p>Students talked confidently about their trips, visits and experiences during both of our recent</p>

		<p>“Health checks” (July 25 and October25) as part of the Trust internal monitoring. We also take regular feedback as part of school council and subject leader pupil conferences.</p>																												
	<p>School to buy into Sheffield Children’s University package</p>	<p>382 pupils gained Children’s University credits, of which 219 were pupil premium (57%). In total over 21,000 hours were logged by our pupils, accessing activities and experiences beyond the classroom.</p> <table border="1" data-bbox="1241 480 1839 857"> <thead> <tr> <th></th> <th>Total pupils</th> <th>Total CU credits</th> <th>PP pupils</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>39</td> <td>1095</td> <td>16</td> </tr> <tr> <td>Year 2</td> <td>52</td> <td>2131</td> <td>32</td> </tr> <tr> <td>Year 3</td> <td>65</td> <td>2805</td> <td>39</td> </tr> <tr> <td>Year 4</td> <td>68</td> <td>4193</td> <td>43</td> </tr> <tr> <td>Year 5</td> <td>83</td> <td>5354</td> <td>41</td> </tr> <tr> <td>Year 6</td> <td>75</td> <td>6060</td> <td>48</td> </tr> </tbody> </table> <p>We are looking to continue to expand this offer next year, incorporating “outside the classroom” learning, through collaboration with “Outward Bound” and other organisations.</p>		Total pupils	Total CU credits	PP pupils	Year 1	39	1095	16	Year 2	52	2131	32	Year 3	65	2805	39	Year 4	68	4193	43	Year 5	83	5354	41	Year 6	75	6060	48
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	<p>Equipment available for children to access at breaks and lunches to increase engagement.</p>	<p>Equipment purchased to offer 20+ activities across the three playgrounds – such as painting, hoola hoops, football, parachute games, table tennis, climbing frame, indoor provision etc. These were chosen based on questionnaires delivered by the School Counsellors at the start of the year with pupils.</p> <p>These activities are timetabled with staff to support engagement and “helpers” to promote responsibility and ownership. Feedback from</p>																												

these is collected during school council meetings, where amendments are made and further activities are offered.

During our recent internal Trust “Health Check” monitoring, it was commented that breaks and lunches were calm and children were engaged in activities. Behavioural issues during these times have also reduced across all three playgrounds.

Plan and deliver parent workshops throughout the year.

Parent workshops were delivered each half-term, by every year group, as an opportunity to build parental engagement, involve parents in learning and to celebrate the success of the children. These ranged from internet safety, science, DT, music, times tables etc. Attendance to the events was varied, with some receiving only a few parents and others gaining up to 50+ families attending. The fluctuation in these numbers made it difficult to accurately assess engagement – for example the Christmas Carol workshops had over 200 parents attend, skewing any averages considerably. However, we have continued to amend our plans and build on the successful workshops – resulting in an updated ‘parent workshop’ calendar for the next academic year:

Tots	Au 1	Au 2	Sa 1	Sa 2	Sa 1	Sa 2
	Music and Rhyme 13.10.25	Christmas Craft 10.12.25	Maths in Play 19.2.26	Easter Craft 26.3.26	Mark Making 26.5.26	Summer Fun 2.7.26
FS1	Smooth Disco 22.10.25	Christmas Craft 13.12.25	Grandparent Stay and Play 18.2.26	Baking 25.3.26 Mother's Day Event 11.5.26	Plant a Bean 29.4.26	Picnic/Sports Day 8.7.26 Father's Day Event 17.6.26
FS2	Bedtime Workshop 23.10.25	Christmas Craft 13.12.25	Chinese New Year 19.2.26	Fun with phonics 5.3.26	Maths Outdoors 21.5.26	Sports Day Event 9.7.26
Y1	Phonics 09/09/25 9am	Celebration Workshop 15/12/25 2:30pm	Games 20/01/26 2:30pm	Reading 03/03/26 2:30pm	DT – Let's Plug in the Pots 15/05/26 2:30pm	Science – Investigation 16/06/26 2:30pm
Y2	Maths – Number Sense 30/04/25 2:30pm	Skuller Investigation 27/11/25 9:00am	DT – Money Wallets 11/02/26 2:30pm	Reading 03/03/26 2:30pm	Celebration Workshop 26/05/26 2:30pm	Games 26/06/26 2:30pm
Y3	DT – Worry Monsters 23/10/25 2:30pm	Reading 04/11/25 2:30pm	Celebration Workshop 13/02/25 2:30pm	Science – Investigation 31/03/26 2:30pm	Games 22/04/26 2:30pm	Times Tables 26/06/26 2:30pm
Y4	REU 05/10/25 2:30pm	Games 21/11/25 2:30pm	Reading 24/01/26 2:30pm	Science – Investigation 26/03/26 2:30pm	DT – Brush Monsters 19/05/26 2:30pm	Celebration Workshop 16/07/26 2:30pm
Y5	Online Safety 04/10/25 2:30pm	Science Investigation 07/12/25 2:30pm	Games 14/01/26 2:30pm	Reading 30/03/26 2:30pm	DT – Structures 18/05/26 2:30pm	Celebration Workshop 09/07/26 2:30pm
Y6	DT – Sewing Bee 21/10/25 2:30pm	Online online 25/11/25 2:30pm	Science – Investigation 23/01/26 2:30pm	Games 19/03/26 2:30pm	Reading 28/04/26 2:30pm	Celebration Workshop – lowers assembly TBC
Whole School	Y5/6 Online Challenges & Criminal Exploitation 10/09/25 9am	Christmas Fayre				Summer Sports Spectacular

		Parental feedback on these sessions has always been overwhelmingly positive, however we continue to promote attendance and build engagement with the 'harder to reach' families, so that all children and parents feel part of our school community.
	Offer a wide-range family learning opportunities	<p>We offered 8 family learning opportunities this academic year: 50 things course, Art workshop, Winter Crafts, Family Knex, Sew me a story, Big Cook Little Cook, Nature Workshops and Family Fit workshop. These were aimed at each year group and lasted between 1-5 weeks.</p> <p>100% of children that attended the workshops with families were pupil premium children (56 total), with a significant number of them having additional barriers</p>
	School to use alternative provision settings that are appropriate to the needs of individuals	Five children accessed alternative provision settings, carefully chosen to reflect their needs and interests. These were regularly monitored and assessed, through communication with parents, child voice, SENCOs and SLT. All of these children were pupil premium. Some of these children continue to access provision this academic year, with others successfully transitioning back to the classroom fulltime.
	<p>Southey mini-bus</p> <ul style="list-style-type: none"> - Training of staff - Maintenance 	The Southey Green Minibus has helped aid transport for Hub children, moving between our SEN hub and the main school building, allowing us the opportunity to offer both settings and helped aid transition into classroom for lessons/activities that they can access. We feel this is an essential part of being

		inclusive, that would not be possible without our own means of transport.
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