

Pupil Premium Strategy Statement – 2026

Southey Green 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	514 (Y1-6) 685 total
Proportion (%) of pupil premium eligible pupils	58% (299 pupils)
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)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rachael Shotton
Pupil premium lead	Neil Hardy
Governor / Trustee lead	Julie Birkinshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£518,925
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
Total budget for this academic year	£441,086
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	Pay 15% to Trust PP - £77,839

Part A: Pupil premium strategy plan

Statement of intent

Southey Green's pupil premium strategy aims to remove, or reduce the impact of, barriers that inhibit our students from accessing a high-quality education and ensure that all disadvantaged pupils have the same opportunities as their peers to achieve their full potential.

Our strategy targets the key challenges that we believe our pupil premium children face, see below, and are based on the key principles of reducing the attainment gap, improving readiness to learn and creating life-long learners.

We are committed to taking an evidence-based approach, meaning all our strategies are supported by research evidence or past success within our setting. Through consistent reflection and evaluation, we will build on our successes and adapt to the needs of our students to ensure that all pupils thrive and attain well in our classrooms and beyond.

The INOVA School Excellence Strategy vision is to ensure that every child, regardless of background or starting point, thrives through equitable access to outstanding education. The Key Performance Indicators established in the INOVA School Excellence Strategy focus on tackling disadvantage and drive the Challenges within this Strategy Statement.

Our ultimate objectives are that our disadvantaged pupils attain superb outcomes in line with their non-disadvantaged peers, through equitable access to excellent teaching. We will also provide cultural capital 'Powerful Moments' to enhance their sense of belonging to school and ensure readiness for life in an ever-changing world – a platform for social mobility.

Our principles for tackling disadvantage have been established in partnership with national expert Marc Rowland, through the Learn Sheffield 'Making the Difference' programme:

- We will prioritise equity of access to excellent teaching provision, understanding that quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.
- Targeted academic support will be data driven; care will be taken to ensure that participation in intervention does not involve pupils being withdrawn from other crucial activities.
- Wider strategies will focus on ensuring that our disadvantaged pupils feel a sense of belonging, reflected through strong attendance – this is key for securing excellent outcomes.
- We will take an empirical approach, with activities grounded in research. We will objectively measure impact through data, observation, case studies and student voice, adjusting strategy accordingly.

Challenges

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

Challenge number	Detail of challenge																								
1	<p>Outcomes – End of Key Stage attainment</p> <p>At the end of 2025, the Key Stage 2 outcomes were in line with national outcomes for all children, with 63% of children achieving the expected standard in Reading, Writing and Maths.</p> <p>The school's year 6 disadvantage cohort exceeded the outcomes of other disadvantaged children nationally by 7%.</p> <p>There is, however, still a gap when comparing school pupil premium to school non-pupil premium and national non-pupil premium.</p>																								
2	<p>Equity of access to excellent teaching</p> <p>The school have seen an increase in staff mobility over the past year with 7 new teaching staff.</p> <p>As a large 3-form entry school, we will be identifying and implementing consistent pedagogical strategies within the classroom linked to the school's Teaching and Learning Toolkit. Further to this, the school intend to implement a PedTech strategy to enhance the pedagogical approaches in the classroom.</p>																								
3	<p>Literacy (reading, writing, oracy)</p> <p>The outcomes at the end of year 6 for both reading and writing were below national for all children and when comparing disadvantaged to other disadvantaged and non-disadvantaged nationally.</p> <p>Outcomes in writing for Reception children at the end of 2025 were below national and impacted on the overall GLD.</p> <p>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 can be limited.</p>																								
4	<p>Attendance</p> <p>INOVA Trust performance data indicates a strong positive correlation between the attendance and outcomes of disadvantaged pupils – strong attendance is key for equity of access to excellent teaching.</p> <p><i>Data below shows attendance data for the academic year 2024-25.</i></p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP attendance %</th> <th>Non-PP attendance %</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>89.63%</td> <td>96.29%</td> </tr> <tr> <td>2</td> <td>91.14%</td> <td>96.27%</td> </tr> <tr> <td>3</td> <td>92.11%</td> <td>94.45%</td> </tr> <tr> <td>4</td> <td>94.26%</td> <td>96.47%</td> </tr> <tr> <td>5</td> <td>93.04%</td> <td>96.88%</td> </tr> <tr> <td>6</td> <td>93.31%</td> <td>94.82%</td> </tr> <tr> <td>All</td> <td>92.25%</td> <td>95.98%</td> </tr> </tbody> </table>	Year	PP attendance %	Non-PP attendance %	1	89.63%	96.29%	2	91.14%	96.27%	3	92.11%	94.45%	4	94.26%	96.47%	5	93.04%	96.88%	6	93.31%	94.82%	All	92.25%	95.98%
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5	<p>Powerful Moments – cultural capital and enrichment opportunities</p> <p>Engagement in cultural capital opportunities is key to disadvantaged pupils having equity of access to the national curriculum. Many of our children do not have the same opportunities as their peers when it comes to life experiences (cultural and social capital) and the school want to further enhance the curriculum opportunities by providing experiences and raising aspirations for the future.</p> <p>Engagement in enrichment opportunities is key to developing pupils’ metacognitive and self-regulation strategies, and sense of belonging. We also believe a feeling of belonging is key to driving attendance.</p>
6	<p>Changing demographic of need</p> <p>There are children across Southey Green who have more than one area of vulnerability and may be pupil premium and Sen or pupil premium and have English as an additional language.</p> <p>Whilst the percentage of children with SEND remains consistent for the past 4 years (between 19-24%) the severity of need has increased significantly, with EHCP numbers rising from 6 in July 2020 to 29 2025. <i>55% of SEN pupils at Southey Green are also Pupil Premium.</i></p> <p>17.34% of the school population is believed to have English as an additional language; this is 2.79% higher than previous years. <i>41% of EAL pupils at Southey Green are also Pupil Premium.</i></p>
7	<p>Suspensions</p> <p>There has been a spike in suspensions over the <i>2023/24 and 2024/25</i>. Whilst the school is now seeing a reduction in the number of children suspended, further reducing suspensions is a priority for the school. Last academic year, of the 15 children suspended, 14 were pupil premium children.</p>

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
<p>Challenge 1: Outcomes</p> <p>Narrow the gap between <i>Pupil Premium and non-Pupil Premium</i> in the combined outcomes for Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> ✓ 2026 Year 6 performance data indicates narrowing gaps between PP and non-PP ✓ 2026 IDSR shows strong performance of PP in comparison to national PP ✓ Y6 books show progress over time. ✓ Improved standardised mock assessments across Y6 for at least 90% of disadvantaged people – Reading, Maths and SPAG ✓ Progress data for disadvantaged is in line or above national. ✓ Reading ages of the Y6 pupils have improved from baseline to end of year.

<p>Challenge 2: Equity of access to excellent teaching</p> <p>There is a consistent approach to key pedagogical strategies across the school with a particular focus on:</p> <ul style="list-style-type: none"> ✓ Checking for understanding ✓ Dual coding ✓ Feedback ✓ 100% participation ✓ Relentless routines. <p><i>There is a successful transition to PEDTech, with iPads enhancing these aspects of pedagogy for Pupil Premium pupils.</i></p>	<ul style="list-style-type: none"> ✓ Steplab evidence shows that 100% of teachers are using the strategies from the T&L toolkit. ✓ 100% of teachers have elements of dual coding within their practice. ✓ Monitoring evidence highlights that teachers are checking for understanding in all lessons ✓ PEDTech strategy has been implemented across the school with all teachers using iPads confidently as a teaching tool.
<p>Challenge 3: Literacy (reading, writing, oracy)</p> <p>Improved English outcomes across all key stages.</p>	<ul style="list-style-type: none"> ✓ Attainment at the end of FS2, KS1 and KS2 will build upon the 2025 outcomes. ✓ Reduction in the attainment gap between PP and non-PP pupils in reading and writing ✓ Positive progress measures evident for PP children in reading and English ✓ Termly reading assessments show progress throughout the year, and year to year ✓ WPM for PP children assessed and monitored termly, with interventions established ✓ Reduction in the number of PP pupils with a reading age significantly below chronological age ✓ Increased confidence and quality of spoken language amongst PP children evidenced through learning walks and observations ✓ Consistent use of planned oracy strategies e.g. sentence stems, paired talk, cold calling
<p>Challenge 4: Attendance</p> <p>Briefly state the improvement in attendance for disadvantaged cohort you are aiming for in 2025/26</p>	<ul style="list-style-type: none"> ✓ Attendance across school will be above 94% ✓ PP attendance will improve from last year (92.9%) ✓ The attendance gap between PP and non-PP (93.9%) will close further ✓ There will be a reduction in persistently absent pupils from last years 21.8% ✓ FSM children will remain above the national average (92.9% for Southey Green last year).

<p>Challenge 5: Powerful Moments 100% of PP pupils to participate in cultural capital / extra-curricular / enrichment activities</p>	<ul style="list-style-type: none"> ✓ Tracking data indicating number/proportion of PP pupils participating in cultural capital / extra-curricular / enrichment activities ✓ 100% of PP pupils participate in cultural capital/extra curriculum/enrichment activities ✓ Student voice from PP pupils indicating positive response to opportunities ✓ SEND/PP children are over-represented in after-school clubs and activities ✓ Powerful moments and Southey Super 6 are planned into the calendar across school
<p>Challenge 6: Changing demographic of need</p>	<ul style="list-style-type: none"> ✓ All SEND children will have pupil passports – highlighting their provision and pupil voice ✓ EAL champion will be established in school and deliver training sessions to staff ✓ Flexible “Hub”, “Nurture” and “Orchard” groupings in place for targeted children – reviewed and assessed half-termly ✓ Pupils with EAL will achieve in line with their peers ✓ SENCOs will monitor and give feedback to all teachers half-termly to ensure provision meets the needs of pupils ✓ BTK assessments show progress for SEND pupils
<p>Challenge 7: Suspensions</p>	<ul style="list-style-type: none"> ✓ Suspension figures reduce for individuals and cumulative figure for end of year ✓ Reduction in number of repeat suspensions for PP children ✓ Reduction in total days/sessions lost for PP children due to suspensions ✓ Appropriate provision is in place for children at risk of suspensions or permanent exclusion ✓ Interventions (SEMH) take place for children with frequent behavioural incidents, as evidenced on TA/learning mentor timetables ✓ Behaviour plans in place for identified children – proactive approach

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: £ 255,041

Activity TRUST – Purple School level - Black	Evidence that supports this approach	Challenge number(s) addressed
<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> ✓ Alignment of assessment and standardised testing – Create and Implement Trust Primary Guidance for assessment ✓ Insight support with Data Analysis and platform ✓ RSL conferences undertaken termly with Raising standards leads. ✓ SMARTGRADE -ark maths diagnostic tool Standardised termly assessments across Y1-Y6 for Reading, SPaG and maths 	<p>Diagnostic_Assessment_Tool.pdf</p>	<p>1,2,3</p>
<p>Leadership capacity allocated to driving equity of access to excellent teaching:</p> <ul style="list-style-type: none"> ✓ School visits from Chief of Learning to support monitoring of T&L ✓ School support visits from Directors with school specific focus: <ul style="list-style-type: none"> ○ Director of SEN ○ Director of Maths and PP lead ○ Director of Reading ✓ Executive Headteacher strategic support ✓ Chief of QA visits – Health check / safeguarding / progress board 	<p>Effective Professional Development EEF</p>	<p>1,2</p>
<p>Implement teaching and learning platform/resources to support teacher development:</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	<p>1,2</p>

<ul style="list-style-type: none"> ✓ Access to WalkThru for personalised CPD to school priority and personalised next steps. ✓ Pulse checker implemented as 'typicality monitoring tool' ✓ Implementation of Pocket Ped sessions. ✓ Implementation of Steplab – CPD support, network meetings, Trust support 		
<p>Access to Professional Learning opportunities:</p> <ul style="list-style-type: none"> ✓ Agile appraisal and coaching across the school. ✓ Opportunities for staff to attend IoT training sessions to support leadership aspirations and capacity. ✓ Access to NPQ and apprentices – cover support ✓ Half termly network meeting opportunities for: <ul style="list-style-type: none"> ○ Reading ○ Maths 	<p>https://d2tic4wv01usb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	2
<p>Transition to PedTech to support pedagogical approaches:</p> <ul style="list-style-type: none"> ✓ Purchase of iPads for all teachers and pupils. ✓ CPD for Digital Leader representative ✓ Trust CPD events and support from Showbie team ✓ Showbie accounts purchased and disseminated to support dual coding/modelling etc 	<p>EdTech interventions for disadvantaged pupils EEF</p> <p>EEF Digital Technology Summary of Recommendations.pdf</p>	1,2
<p>Recruitment of additional class teacher in Y6 Jan – Aug</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>“Reducing class sizes has a small positive impact of 2+ months, on average”.</p> <p>Southey Green have had an additional class in Year 6 in two previous academic years and found it to be greatly beneficial for both academic success in 2022-2023 and supporting with behavioural challenges in 2023-2024. This allowed for the “quality interactions” mentioned by the EEF and also flexibility in groupings when needed.</p>	1,3

<p>Ark maths – continue to embed Ark Programme across school</p> <ul style="list-style-type: none"> - engage with Ark consultant - purchase maths resources for ARK programme and delivery 	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery</p> <p>The Ark programme comes with a range of evidence showing between 1-3months additional progress (various studies). Deeping pupils conceptual understanding, improving teacher pedagogy and developing language remain our priorities and the programme’s “Dimensions of depth” and CPD videos support these aims perfectly.</p> <p>We are currently in the second year of our “mastery approach” journey and look forward to developing further.</p>	<p>1,2</p>
<p>Collaboration with the maths hub (NCETM)</p>	<p>Alongside the introduction of Ark, we are looking to continue our journey with the Maths Hub and NCETM in order to improve pedagogy and mathematics practice within school, with a view to improve attainment and progress in maths. The maths lead, and teachers, will take part in TRGs and look to implement ‘mastery’ practice across school. We have accessed aspects of the Maths Hub when working as part of the “Y5-8 Transition Project”, as well as there being a plethora of evidence that the NCETM and Maths Hubs are successful across the country.</p>	<p>1,2</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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. ‘Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment’. This strategy continues from previous years and feedback from staff is that they feel supported and it benefits their teaching practice.</p>	<p>1,2,3,4,6</p>
<p>Development of the school Oracy strategy</p>	<p>How oracy education gives confidence and a... Aspirer Research School</p>	<p>3</p>

	<p>Voice 21: Oracy Curriculum, Culture and Assessment Toolkit -... EEF</p> <p>Evidence from inquiry shows oracy improves academic outcomes, underpins literacy (one of our key priorities) and supports wellbeing and confidence. The school oracy strategy will be reviewed termly and formed part of the initial staff training in 2024, as well as being built into the maths lessons through the Mastery Mathematics Programme.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 61,039

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Intervention support from Trust Directors, commissioned at Progress Boards, e.g:</p> <ul style="list-style-type: none"> ✓ GDS Writing group – TH ✓ Reading Group Y6 booster – SR ✓ Reluctant boys writing group - SR 	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	1,2
<p>LEAP provision in place for Nursery children</p>	<p>Leap is a proven 12 session programme aimed at developing children’s oral language skills. It is endorsed by the Sheffield City Council, and the NHS, and we have delivered it within school for a number of years with success. The work in Nursery will be assessed regularly and help form part of the speech and language provision for children as they move through school.</p>	1,3
<p>Speech and language intervention for small groups and 1-1.</p> <p>Delivered by 2 L3TA over a full week timetable</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. Speech and language remains our highest level of need and the interventions delivered are vital for some children to succeed and access learning.</p>	1,3
<p>Times table boosters for Year 4 children</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1

	<p>“Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.” Our times tables interventions follow this method and have resulted in consistently good MTC scores (above National) for the past three years.</p>	
<p>Purchase and implementation of NumberSense Times Tables Programme</p>	<p>https://numbersensematics.com/ttf</p> <p>Alongside the booster groups above, we have also started the NumberSense Times Tables programme, after seeing success with their Early Years and Number Facts Fluency schemes. This will bring consistency across all classes as well as helping our PP children to improve their times tables further.</p>	1,2
<p>After school 1-1 and small group boosters delivered to Y6</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>“On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.(+5 months)”. Last year 24 children who accessed after-school boosters made accelerated progress (more than 1 years progress) in their KS2 assessments.</p>	1
<p>Fast Track phonics tuition R Y1 Y2</p>	<p>Fast track phonics tuition gives additional support in Years 1 and 2 for children that require it, following their daily phonics sessions. These are used to support all children that require it, including SEND, and help ensure no child falls behind with the building blocks for reading and writing. Internal data shows that children who do not pass the phonics screening in Y1 benefit greatly in Y2 by having additional support.</p>	1,3
<p>Fresh Start delivered across Y4-Y6</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>Internal data, following assessments, shows that there are a significant number of children in UKS2 who require phonics interventions. Whilst the evidence is not completely secure, our past success with the RWI scheme and the need to support these children with intervention, means we are willing to launch the interventions across school.</p>	1,3
<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>Our partnership with Fusion has enabled moderation and consistency in Sheffield Support Grid judgements, provided training and support for our teaching staff and developed an evidence based approach to improving the offer for our pupils with SEND. External provision and SALT support has also been used successfully in the past – EP is to be evaluated on a case-by-case basis to ensure cost effectiveness and impact.</p>	6

Pupil passports for all SEND children	All SEND children will have a “pupil passport” identifying their need, provision and giving them an opportunity to have pupil voice. This will aid with the monitoring of provision and help provide clarity to those working with the children.	6
Hub Provision	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 skilled staff, personalised programmes, sensory circuits, communication-rich resources, family engagement, and a strong emphasis on independence, self-care and social-emotional development.	2,6

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

Budgeted cost: £ 124,907

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership capacity allocated to support with graduated response to behaviour and attendance:</p> <ul style="list-style-type: none"> ✓ Chief of inclusion school support ✓ Director of SEN support ✓ Trust primary sharing panel introduced 	<p>EEF behaviour guidance (2022) – leadership support is critical in establishing consistent and effective behaviour systems. Strong senior leadership oversight ensures that policies are applied fairly and consistently, which reduces exclusions and suspensions.</p> <p>A graduated approach (tiered interventions) is highlighted as more effective than a one-size-fits-all approach, particularly for disadvantaged pupils, as it allows early identification and targeted support before incidents escalate.</p> <p>Ofsted have also found that schools with dedicated leadership roles overseeing behaviour and inclusion, see improved attendance, reduced suspensions and better engagement.</p>	4,7
<p>Access to Attendance platforms to support</p>	<p>Access to attendance platforms enables early identification and analysis of pupil attendance patterns. Research from EEF</p>	4

<p>identification of children and analysis of attendance data:</p> <ul style="list-style-type: none"> ✓ A-Star attendance purchased and implemented ✓ SOL attendance purchased and implemented ✓ CPD opportunities and Networking as part of Trust centralised offer 	<p>and DfE shows that data-driven monitoring supports targeted interventions, reduces persistent absence and narrows attendance gaps for disadvantaged pupils. Combining digital monitoring with trained staff will allow us to be in the best position to improve attendance and close the PP gap.</p>	
<p>Purchasing and use of transportation to support off-site visits/experiences</p>	<p>Supporting off-site activities and visits is particularly beneficial for Pupil Premium (PP) children because it provides experiences they may not otherwise access, helping to close gaps in opportunity and engagement.</p>	5
<p>Additional opportunities/support commissioned by the Trust for wider opportunities</p> <ul style="list-style-type: none"> ✓ School support from Director of belonging ✓ Experiences commissioned by Trust to schools to enhance the school level wider opportunities offer. <ul style="list-style-type: none"> ○ Beyond the 4 walls ○ Residential visits ○ Outward Bound 	<p>Research shows that educational visits broaden horizons for disadvantaged pupils, giving them exposure to cultural, social, and outdoor experiences that are often limited in their home environments. These trips contribute to a broad and balanced curriculum, fostering teamwork, decision-making, and confidence through shared experiences. They also have a positive impact on attendance and motivation, with evidence suggesting that pupils are more engaged in school when they see learning connected to real-world contexts. For PP children, who may face barriers to participation, subsidising transport and costs ensures inclusivity and equity, allowing them to benefit from the same developmental opportunities as their peers.</p>	5
<p>SEN resources / support:</p> <ul style="list-style-type: none"> ✓ Evaluate my school analysis and review of school and Trust level provision ✓ Provision Map purchased and implemented ✓ Clicker access for children 	<p>The school's commitment to strengthening SEN provision is evident through a comprehensive analysis and review at both school and Trust level, ensuring that support is strategically aligned with pupil needs. The implementation of the Provision Map enables staff to track interventions and measure impact effectively, while access to Clicker software empowers children with literacy difficulties to engage more confidently in learning. Step Forward psychology sessions provide targeted emotional and behavioural support, complementing Fusion's specialist input to address complex needs. In addition, the Let's Verbalise programme enhances speech and language development, giving pupils vital communication skills. Together, these resources create a robust, multi-layered</p>	6

<ul style="list-style-type: none"> ✓ Step Forward psychology sessions ✓ Fusion support ✓ Let's verbalise 	<p>framework that promotes inclusion, accelerates progress, and nurtures the wellbeing of SEN learners.</p>	
<p>Relaunch of Southey Super 6</p>	<p>Our Southey Super Six encompasses aspirational experiences designed to enrich their learning. Each year group has six carefully considered activities linked to six key areas: STEM, Outdoor Learning, Personal Development, the Wider Curriculum, Creativity and Extra-Curricular Activities. These tasks are not only something for the children to look forward to each year but we also know that these experiences create lasting memories. They enhance the cultural capital of our school, which in turn positively impacts pupils' academic achievement, personal development and future success.</p>	<p>5,7</p>
<p>Maintain accurate registration of all Pupil Premium children to enable early identification of barriers to learning and ensure targeted support can be provided.</p>	<p>Accurate registration of all Pupil Premium (PP) children is essential to ensure that no pupil is overlooked and that barriers to learning can be identified at the earliest stage. By maintaining precise records, schools are able to monitor attendance, progress, and engagement more effectively, which in turn allows staff to tailor interventions to individual needs. This strategy promotes equity, as it ensures that PP children receive timely support and access to opportunities that might otherwise be missed. Clear identification also strengthens accountability at both school and Trust level, enabling leaders to evaluate the impact of provision and allocate resources strategically. Ultimately, robust registration processes underpin a culture of inclusion, ensuring that every PP child is visible within the system and supported to achieve their full potential.</p>	<p>1-7</p>
<p>School EWO undertaking daily home visits, collections to ensure children are attending school.</p>	<p>With attendance being a key priority for our PP children, having an EWO to conduct home visits and build relationships with families with persistent absence issues has been proven to be effective and will be crucial for 2023-2024.</p>	<p>4</p>
<p>Attendance monitoring and incentives completed</p>	<p>Attendance interventions have been shown to have a positive impact previously – e.g. 2023/2024 - 62% of the children targeted improved attendance and 43/49 children remained above PA, alongside the attendance improvements across school and for FSM children last academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>There is mixed evidence on what is effective, but we follow the parental engagement approach, where positive impacts have been found.</p>	<p>4</p>
<p>Continue to promote the 'Pre-loved boutique' to give parents easy access to school uniform and</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement has been shown to have a possible impact of +4 months and, given the current cost-of-living issues, this will aid our families who may be most affected.</p>	<p>5</p>

outdoor clothing – coats, shoes		
Unravel service bought in for 1 day per week, offering counselling to children on 1-1 basis.	https://unravelsupport.co.uk/about-us/ Unravel are a team of specialised emotional and behavioural psychologists and practitioners who provide bespoke support for children, young people, families and professionals. All their psychologists and practitioners are appropriately qualified, experienced and highly-trained. We have a number of children who accessed this service last year with positive results and feel that there are a number of children who would benefit this year.	6,7
School free breakfast club and bagels offered to all children in the mornings 8am-8:40pm	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast “Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months’ additional progress for pupils in Key Stage 1 with moderate to low security. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club.” Evidence from last year showed a positive impact for our parents - “As the breakfast club is now fully launched there are 173 children on the register (85pp) 120 parents also come to breakfast club throughout the week.”	1-7
After school provision offered across KS1 and KS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity As well as the obvious benefits to health and wellbeing, the school want to provide as many opportunities as possible to children where they can access enrichment activities and offer opportunities that children may not get elsewhere.	5
Easter and Summer holiday provision offered to PP children with access to breakfast and lunch and extra-curricular activities in school and outside	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools “Summer schools can also provide additional experiences and activities, such as arts or sporting activities. This might be valuable in and of themselves or be used to increase engagement alongside academic support.” Attendance to Easter and Summer schools is always strong and feedback from parents and children is overwhelmingly positive (see PP review).	5
Subsidised school visits planned for children across the school, at least 1 trip per year across all key stages and 2 KS2 residential visits	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf We are determined to continue to offer an extensive list of trips, visitors and experiences to our pupil premium children. These are assessed yearly, with regular monitoring of impact and feedback taking place following each experience. We feel this is a key aspect of enhancing cultural and social capital for our pupil premium children.	5

<p>School to buy into Sheffield Childrens University package</p>	<p>https://www.childrensuniversity.co.uk/about-us/the-difference-we-make/</p> <p>“In 2021 Children’s University published the results of a research project into the impact of Children’s University on the development of essential skills in children aged 11+. Results from the project showed a direct link between participation in Children’s University and the use and improvement in essential skills development in line with the Skills Builder Framework.”</p> <p>This has been established in our school for a number of years with great success. Many of our children may not get to experience many of these opportunities without putting these in place. Last year - 28 after school clubs were on offer to years 1-6 throughout the week with 462 places offered to children. Figures for the past 4 years show that a significant number (45-55%) of these are PP children.</p>	<p>5</p>
<p>Equipment available for children to access at breaks and lunches to increase engagement.</p>	<p>Our previous experience shows that when children have access to equipment for sports/activities at breaks and lunchtimes, the number of behavioural incidents is reduced. CPD will be delivered to supervising adults to ensure they make the most of the equipment and provide pupils with the opportunity to play, interact and communicate effectively – developing the pupils’ social skills.</p>	<p>7</p>
<p>Plan and deliver parent workshops throughout the year.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Last year there were a number of parental workshops in each year group, detailed in the PP review, which strengthened our ties within the community. We will continue to offer these each year moving forward.</p>	<p>5,7</p>
<p>School to use alternative provision settings that are appropriate to the needs of individuals</p>	<p>https://www.gov.uk/government/publications/alternative-provision-in-local-areas-in-england-a-thematic-review/alternative-provision-in-local-areas-in-england-a-thematic-review</p> <p>The report above outlines how good registered AP plays an important part in providing high-quality support, care and education to vulnerable children, as well as outlining the dangers and how it can be used negatively. As a school we always focus on giving quality first teaching and supporting children internally, but have found that external AP can help support some students. As a school we follow the guidance in the report – consulting with professionals, liaising with parents, check the suitability for the child and specify time frames and the learning to take place whilst there.</p>	<p>7</p>

Total budgeted cost: £ 440,987