

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Outcomes at the end of Reception 2025 and benefit of having the onsite nursery to support progression.**

At the end of 2025, 88% of Wisewood children achieved a Good Level of Development. This is compared to Sheffield average of 65.5%, the Yorkshire and Humber average of 66.2% and national average of 68%.

76% of Pupil Premium children achieved the GLD

Wisewood Primary School's on-site nursery provides a strong foundation for high-quality early education, delivered by a trained teacher working alongside highly qualified and experienced early years staff. This ensures consistent, research-informed practice that supports children's development across all areas of learning.

Early identification of need is a key strength of the provision, enabling staff to quickly recognise and respond to emerging needs in communication, social, emotional and cognitive development. This ensures that disadvantaged pupils and those requiring additional support are identified at the earliest possible stage, allowing timely and targeted interventions to be put in place.

The on-site provision also strengthens partnership working with families, enabling staff to build strong relationships from the start of a child's school journey. This early engagement supports parents and carers to understand their child's development and access support where needed, improving continuity between home and school.

In addition, the nursery works closely with external agencies, ensuring swift referrals and coordinated support for children with identified needs. This joined-up approach helps to remove barriers to learning early, particularly for disadvantaged pupils and ensures that interventions are responsive, appropriate and well-matched to individual needs.

- Early identification of additional needs, particularly for disadvantaged pupils.
- High-quality provision led by a trained teacher with experienced early years staff.
- Stronger early engagement with families and improved home–school partnerships.
- Timely referrals and effective multi-agency working with external services.
- Early intervention improving readiness for transition into Reception.
- Improved outcomes in communication, social development and school readiness for identified pupils.

#### **Outcomes Y6.**

The combined outcomes for disadvantaged children at Wisewood at the end of year 6 in 2025 and the 3-year average have been above national disadvantaged. In addition to this, when comparing the outcomes at the end of KS2 with national non-disadvantaged there is a very small gap of 1% over a 3-year average. This shows that disadvantaged children at Wisewood are achieving as well as other children nationally.

### Disadvantaged pupils - Reading, writing and maths expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	39	67%	46%	Above (sig+)	68%	-1	Not applicable	Not applicable
2025	14	64%	47%	Above (non-sig)	69%	-5	No meaningful change	High - FSM, High - SEN, Low - Stability
2024	10	70%	46%	Above (non-sig)	67%	3	Positive gap	High - FSM, Low - Stability
2023	15	67%	44%	Above (non-sig)	66%	0	Positive gap	High - FSM

There is a very similar picture when comparing individual subject outcomes at the end of KS2 with national disadvantaged figures. Wisewood students outperformed national disadvantaged students in Reading, Writing and Maths individually and were very close to achieving in-line with national non disadvantaged in Reading and Maths in 2025. There was only a 2% gap between Wisewood disadvantaged children to national non-disadvantaged achieving the expected standard in Reading and Maths.

The most significant gap for Wisewood at the end of 2025 was the writing outcomes at the end of KS2 when compared to national non disadvantaged. While the school were 5% higher when compared to national disadvantaged, there was a gap of 14% when compared to non-disadvantaged. This will be a priority that we will aim to address within the new strategy plan.

### Phonics outcomes

80% of children passed their phonics screening check at the end of 2025 with disadvantaged children within Wisewood performing better than non-disadvantaged by 6%. Nationally, 67% of disadvantaged children passed the year 1 screening in 2025. Wisewood exceeded this by 16%

- Wisewood Disadvantaged pass – 83%
- Wisewood Non-Disadvantaged pass – 78%
- National Disadvantaged pass – 67%

The school have a systematic approach to teaching phonics, which is taught consistently across all groups and with fidelity. There has been time invested in training, coaching and monitoring to ensure that all groups are making good progress from their starting points.

### Speech and Language to support literacy and oral communication – cpd impact and interventions

Following a staff audit to identify priorities for professional development, Wisewood Primary School worked closely with Step Forward Psychology and Let's Verbalise to strengthen staff knowledge and confidence in supporting speech, language and communication needs across the school. This targeted CPD has focused on improving the delivery of high-quality interventions and classroom strategies to develop pupils' oracy skills with a particular emphasis on supporting disadvantaged pupils.

Specialist training, coaching and collaborative working have strengthened staff understanding of how speech and language needs can impact learning, engagement and wellbeing. Teachers and teaching assistants are now more confident in identifying communication barriers and delivering effective support through classroom practice and targeted interventions. Consistent approaches to modelling language, developing vocabulary and promoting purposeful talk (walkthrus) have improved pupils' speaking and

listening skills particularly for disadvantaged pupils, who are demonstrating greater confidence, independence and participation across the curriculum as evidenced in lesson observations and learning walks, pupil voice, monitoring of speech and language interventions using impact data of pre and post assessments and improved behaviour for learning with increased engagement in group talk tasks.

- Staff audit identified speech, language and oracy as a key CPD priority.
- Specialist support from Step Forward Psychology and Let's Verbalise strengthened staff expertise.
- Improved staff confidence in identifying and supporting speech and language needs.
- Enhanced quality and consistency of targeted interventions and classroom support.
- Development of language-rich classrooms and purposeful opportunities for talk.
- Improved questioning, modelling and scaffolding strategies across lessons.
- Increased pupil confidence in speaking, listening and verbal participation.
- Greater use and understanding of vocabulary across the curriculum.
- Improved access to learning for disadvantaged pupils through adaptive communication strategies.
- Stronger whole-school focus on oracy, communication and pupil engagement.

### **Support to children who are PP and SEN**

Wisewood Primary School has developed a highly inclusive and strategic approach to SEND provision, ensuring early identification of need through robust assessment, strong staff training and effective partnership working with families and external agencies. Staff have been supported through targeted professional development to strengthen expertise in adaptive teaching, communication support, relational practice and intervention delivery, enabling them to make precise adjustments that support access to learning for pupils with complex needs.

Strong multi-agency collaboration ensures that provision is well-coordinated and responsive to pupils' changing needs. As a result, pupils with SEND, including those who are disadvantaged, are better supported to engage in learning, develop independence and make progress from their individual starting points within an inclusive school environment.

- Strengthened partnership working with educational psychology services, enabling more precise assessment, tailored strategies and effective support for pupils with complex learning and developmental needs.
- Improved outcomes through collaboration with Let's Verbalise, enhancing staff expertise in speech, language and communication strategies and supporting targeted oracy interventions.
- Earlier identification of need through close work with the 0–5 team and nursery provision, ensuring concerns are recognised at the earliest stage of development and timely support is put in place.
- Strong collaboration with the autism team, leading to improved understanding of individual needs, more consistent approaches, and better tailored support for pupils with autism.
- Enhanced family engagement through coffee mornings and informal support sessions, helping to build trust, strengthen relationships and increase parental confidence in supporting learning and development at home.

### **Maths across school**

At Wisewood Primary School, Pupil Premium funding has been used to strengthen mathematics provision through the implementation of the Ark mathematics curriculum and Number Sense approaches within the Early Years Foundation Stage. The funding has supported high-quality teaching, targeted interventions, and the development of strong early mathematical understanding for disadvantaged children. We recognised that disadvantaged pupils can begin school with gaps in early number knowledge and mathematical language. Through carefully sequenced teaching and intervention, the provision aimed to ensure children developed secure foundational maths skills from the very start of their education. Facilitating expert support within school has been key to the outcomes in mathematics across school. 88% of PP children achieved the ELG for each area of mathematics.

### Disadvantaged pupils - Maths expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	39	82%	60%	Above (sig+)	80%	2	Not applicable	Not applicable
2025	14	79%	61%	Above (non-sig)	81%	-2	No meaningful change	High - FSM, High - SEN, Low - Stability
2024	10	90%	59%	Above (sig+)	79%	11	Positive gap	High - FSM, Low - Stability
2023	15	80%	59%	Above (non-sig)	79%	1	Positive gap	High - FSM

Wisewood Y4 pupils who are disadvantaged scored an average of 21.3 in their multiplication check at the end of 2025. This is 2 marks higher than the national average (19.3)

### Improved pupil numbers and slowing mobility

Wisewood Primary School has experienced a reduction in pupil numbers due to falling local birth rates and a high number of primary schools in the local area, which has impacted overall school admissions. In response, this has been identified as a key strategic priority for the new academic year, with support from the Trust to ensure financial stability, effective staffing structures and sustained educational provision.

Wisewood has worked to maintain high-quality teaching and learning while adapting staffing and provision to reflect reduced pupil numbers. This collaborative approach has ensured that curriculum quality and support for vulnerable pupils, including those eligible for Pupil Premium funding, remain a central priority.

Despite the demographic challenge, the school continues to maintain strong provision and is working strategically to mitigate the impact of falling rolls, ensuring that all pupils continue to receive high-quality education and support within a stable and well-planned school structure.

### Walk-Thrus

Wisewood Primary School has implemented the WalkThrus approach to strengthen the consistency and quality of teaching across the school. Using evidence-informed strategies, WalkThrus support teachers and teaching assistants in delivering high-quality adaptive teaching, particularly for disadvantaged pupils. The approach has improved classroom practice, increased staff confidence and ensured pupils receive clear explanations, effective scaffolding and targeted support to help them achieve success.

- Improved consistency in teaching and learning across classrooms.
- Strengthened adaptive teaching to better meet the needs of disadvantaged pupils.
- Increased staff confidence through clear, structured teaching strategies.
- Enhanced teaching assistant practice in interventions and small-group support.
- Reduced cognitive load through carefully sequenced explanations and modelling.
- Improved pupil engagement, participation and confidence in lessons.
- Supported effective questioning, feedback and scaffolding strategies.
- Developed a shared language and collaborative approach among staff.
- Enabled misconceptions to be identified and addressed more quickly.
- Contributed to improved access to learning and progress for Pupil Premium pupils.

## Attendance – Improvement in attendance over time and impact of EWO

### FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (3 term)	72	92.1%	92.3%	Close to average	Relative decline	High - FSM, High - SEN
2023/24 (3 term)	83	92.5%	92.0%	Close to average	Relative improvement	High - FSM, High - SEN
2022/23 (3 term)	84	90.3%	91.6%	Close to average	Relative improvement	High - FSM, High - SEN

Attendance of pupil premium children has remained close to average for the academic year. The appointment of an EWO has helped with more focussed monitoring of attendance and the ability to offer more support to families in need.

### Relational practice

Wisewood Primary School has prioritised the development of staff expertise in relational practice through collaboration with external agencies and pastoral professionals, alongside the completion of the Specialist Practitioner Programme with Positive Regard by three members of staff. This has strengthened whole-school capacity to support emotional regulation, attachment needs and positive mental health.

Staff have developed a deeper understanding of trauma-informed practice and the importance of consistent, nurturing relationships in helping pupils feel safe, settled and ready to learn. This shared training and external partnership working has supported more consistent approaches to behaviour and improved staff confidence in recognising and responding to emotional need.

As a result, relational approaches are more embedded across the school, with staff increasingly confident in using co-regulation, restorative conversations and predictable routines. This is leading to stronger relationships, improved pupil engagement and a greater sense of safety and belonging across the school community.

- Increased engagement with external agencies and pastoral support services has informed targeted school priorities for mental health and wellbeing.

- Staff have developed stronger understanding of attachment, emotional regulation and behaviour as communication through targeted CPD.
- Consistent use of relational strategies has improved pupils' sense of safety, belonging and readiness to learn as reported by Sarah Hubbard during Health Check.
- Improved early identification of emotional and wellbeing needs through daily interactions and pastoral systems.
- Enhanced support for Pupil Premium pupils, who are more likely to benefit from targeted emotional and relational interventions.
- Increased use of co-regulation, restorative approaches and predictable routines across the school staff have accessed training with positive regard to deliver 'regulation through play.'
- Improved staff-pupil relationships, supporting greater engagement in learning and classroom participation.
- Strengthened multi-agency working to ensure timely and appropriate support for vulnerable pupils.

### **Breakfast club**

At Wisewood Primary School, Pupil Premium funding has been used to provide free access to Breakfast Club for disadvantaged children. The club provides a safe, nurturing and welcoming environment where children start their day at school in positive way whilst accessing a healthy breakfast, positive adult and peer interactions and physical activity to stimulate the executive functioning skills before lessons begin. The impact of the provision has seen targeted pupils accessing breakfast club which has led to:

- Improved punctuality and attendance
- Increased readiness to learn and classroom engagement
- Improved concentration and classroom behaviour
- Improved emotional well-being
- Reduced financial pressure on disadvantaged families
- Greater consistency in morning routines
- Enhanced safeguarding support

### **The impact of the Breakfast Club provision has been evidenced through:**

- Improved attendance records for targeted children
- Attendance monitoring data
- Teacher observation and feedback
- Pupil voice and well-being conversations
- Positive feedback from parents and carers

### **Access to trips and wider opportunities**

At Wisewood Primary School, Pupil Premium funding has been used to support the delivery of our extensive personal development offer. We aimed to ensure equity in access to wider curriculum opportunities and this can be seen in the use of funding for geography field trips, music tuition and participation in Aspirations Day. The carefully planned experiences have been designed to enhance cultural capital and build a strong sense of belonging and inclusion, and raise aspirations for future education and careers. The impact of the enhanced provision has led to:

- Enhanced engagement and understanding across the curriculum

- Improved attendance in enrichment clubs and opportunities from disadvantaged children
- Improved confidence, oracy and social skills in disadvantaged pupils
- Increased cultural capital and sense of 'belonging' in disadvantaged children and their families
- Increase of children accessing music lessons and creative experiences (performances)

The impact of subsidised wider opportunities and trips has been evidenced through:

- Pupil registers for trips, clubs and wider opportunities
- Positive pupil voice and feedback
- Improved confidence and engagement
- Increase in participation for performances
- Enhanced curriculum outcomes linked to experiential learning.