

Pupil Premium Strategy Statement – Emmanuel Anglican/Methodist Junior Academy 2025-2028



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 outcomes for disadvantaged pupils last academic year.

School Overview (June 2026)

Detail	Data
School name	Emmanuel Anglican/Methodist Junior Academy
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2025/26 to 2027/28
Date this statement was published	December 2025 – <i>reviewed June 2026</i>
Date on which it will be reviewed	September 2026
Statement authorised by	Mark Backhouse (Head of School)
Pupil Premium Lead	Valerie Albutt (Deputy Headteacher)
Trustee Lead	Mark Wheeler
Pupil Premium Local School Board Member	Rhea Kurcewicz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,058
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year:	£107,058

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about the Pupil Premium funding, it is important to consider the context of our school and our pupils together with the challenges faced. Within our school setting, we recognise that “disadvantaged” includes those pupils who are entitled to, or defined as:

- Free School Meals (FSM);
- Pupil Premium Grant (PPG);
- Children in Care (CiC) / Looked After Children (LAC) / Previously Looked After Children (PLAC);
- Children with English as an Additional Language (EAL);
- Pupils experiencing family disruption or reduced parental engagement, and pupils with identified safeguarding needs;
- One-parent families;
- Those with safeguarding concerns.

The needs of our pupils drive this strategy. Equity for all pupils is at the heart of this plan. We also understand that this strategy is a process, not an event, and it affects every individual differently. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers.

Rooted in our Anglican and Methodist foundation, Emmanuel Anglican/Methodist Junior Academy is a welcoming Christian community where every child is recognised as a unique person. Our daily work and relationships are shaped by our core values *Be Respectful, Be Courageous, Be Safe*, which guide how pupils treat themselves and others, how they approach challenge, and how they keep themselves safe at school, in the community and online. We nurture a warm, loving and inclusive environment where children grow as resilient, kind and happy members of their community, developing wisdom, hope, community and dignity through a broad, ambitious curriculum and rich personal development. As part of the Diocese of Sheffield Academies Trust (DSAT), our shared Christian vision and partnership strengthen our commitment to excellent education for all, including those facing disadvantage.

Through our care and compassion, we add value to the lives of our children so that they can become pillars of the community, making a difference. We aim for our children, regardless of their background, to be the best that they can be and to meet their full potential in life by striving to remove barriers to success and fear of failure. We strive to support our pupils to become confident, articulate and ambitious individuals. In doing so, we recognise that language development is a central barrier for many disadvantaged pupils; closing vocabulary and oracy gaps is key to success for all.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that

goal, including progress for those disadvantaged pupils who are already have high attainment.

The profile of disadvantaged children is wide ranging at Emmanuel Anglican/Methodist Junior Academy. Many are higher attaining due to their starting points from the end of Key Stage 1 due to most pupils transitioning from a separate infant feeder school and so benefit from regular pre-teaching and keep-up interventions. A number of our disadvantaged children eligible for pupil premium also have specific SEN provision. There are also a number of children with underlying issues affecting their mental and emotional wellbeing who require ongoing support in order to access learning and make progress. Other barriers include financial factors, which, without support, would prevent children accessing enrichment opportunities (such as attending trips, visits or after-school clubs). When deciding on how we use our pupil premium funding, we also consider the challenges faced by vulnerable pupils, such as those who have a social worker. The planned activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In order to address the needs of our disadvantaged pupils, high-quality first teaching is at the heart of our school's approach, with a focus on areas in which disadvantaged pupils require the most support. This is because evidence (such as that published from the Education Endowment Foundation (EEF)) and research show that this is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit all pupils at Emmanuel Anglican/Methodist Junior Academy. To enable this, all our subject leaders are accountable for the progress of disadvantaged pupils within their subjects. They have designed and planned an ambitious curriculum, based on findings from current research, to ensure teachers choose and employ the most appropriate strategies to ensure high standards of attainment, progress and engagement of the disadvantaged pupils. To ensure high-quality teaching and learning for all pupils, our curriculum subjects are designed to provide:

- Access to high-quality first teaching. Staff are provided with CPD to enable them to provide this.
- A curriculum that is vocabulary rich.
- Opportunities for pupils to develop their oracy skills through speaking and listening opportunities.
- A range of assessment opportunities to ensure teaching is pertinent to pupils needs.
- Additional adults to support disadvantaged pupils and provided pre/post-teaching as required.
- An inclusive curriculum for all - intervention does not impact on disadvantaged pupils access to a broad and balanced curriculum
- A curriculum that promotes pupils' cultural capital - access to the best there is across all of the subjects. Financial barriers for families are removed which, without support, would prevent children accessing enrichment opportunities (such as attending trips and visits) across the curriculum.
- Pre-teaching and keep-up interventions.
- Opportunities to foster parental engagement with school through sharing of learning and opportunities for parents to visit school.

- An understanding of the wider world and occupations to foster ambitions and career choice.

Through monitoring, subject leaders and teachers constantly review the impact of their curriculum area (the way it is delivered, assessed and enhanced) on those pupils in school we define as disadvantaged.

Every interaction matters. If children feel safe, valued and liked, they are ready to learn. We therefore aim to develop strong relationships across the school (adult to pupil; pupil-to-pupil and adult to adult.) Our whole school nurturing approach to dealing with behaviour aims to provide a consistent approach when adults deal with incidents. All staff receive regular training and updates on this approach. We also have a Learning Mentor to provide support to pupils and their families as well as bespoke support to identified pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

All staff at Emmanuel Anglican/Methodist Junior Academy are responsible for meeting the needs of our disadvantaged pupils and, through our strategy; we will ensure that they progress. Implicit in the intended outcomes for our strategy is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Ultimately, the approaches we have adopted complement each other to help all of our pupils excel, irrespective of socio-economic disadvantage. We have developed a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what every pupil can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Reading attainment and fluency of some disadvantaged pupils is below their peers; a proportion enter Key Stage 2 requiring phonics catch-up. Reading Fluency and Phonics – assessments and monitoring (observations and discussions with pupils) indicate that our disadvantaged pupils, upon starting in Year 3, generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Further assessments and observations indicate that, as a result, disadvantaged pupils lack fluency in reading. Internal and external assessments indicate that reading progress and attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Rationale: On entry to Year 3 in 2025, 10/19 (53%) of the disadvantaged pupils have been identified as requiring further phonic intervention and are below age-related expectations for their phonic knowledge. 2025 KS2 Outcomes: The percentage of children achieving the expected standard or higher was 56% of pupil premium children compared to 82% for non-disadvantaged. QLA 2025 identified: weaknesses around: 2f - Identify / explain how information / narrative content is related and contributes to meaning as a whole 2a – Give / explain the meaning of words in context 2b – Retrieve and record information / identify key details from fiction and non-fiction Additionally, pupils ability to read for longer periods and answer questions in a timely manner (reading stamina).
2	Language and vocabulary gaps for some disadvantaged pupils, affecting reading comprehension and writing across the curriculum. Rationale: Oracy, Speaking and Listening - assessments and monitoring (observations and discussions with pupils) indicate that our disadvantaged pupils have underdeveloped oral language skills and more gaps in their vocabulary than their non-disadvantaged peers. These are evident from their start in Year 3 and, in general, are more prevalent among our disadvantaged pupils than their peers.
3	Spelling – Analysis of termly Spelling, Punctuation and Grammar assessments show that disadvantaged pupils achieve significantly less in the spelling part of the assessment, with the average disadvantaged pupil scoring below half (10/20). This has a significant impact on the overall achievement of the disadvantaged pupils. Rationale:

	Overall GPS scores for pupil premium children are 56% achieving the expected standard compared to 77% from non-disadvantaged. 2025 KS2 Outcomes: Spelling was a barrier for children achieving the expected standard within their writing assessment with 44% of pupil premium pupils achieving the expected standard compared to 85% from non-disadvantaged in 2025.
4	Mathematics - Mathematics attainment and conceptual understanding below peers; gaps in number fluency and problem-solving. Rationale: 2025 KS2 Outcomes: The percentage of children achieving the expected standard or higher was 38% of pupil premium children compared to 77% from non-disadvantaged.
5	Social and Emotional Needs and Pupil Wellbeing – Through our PSHE curriculum, assessments (including pupil voice and parent surveys) and monitoring (observations and discussions with pupils and families) have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Rationale: Throughout the 2024-25 academic year, 28 children and their families have been supported by social care or through early help. 20 of these pupils were disadvantaged pupils (30% of the disadvantaged pupils in school) Post-Covid, school has noted a significant need to provide support for an ever increasing range of social and emotional issues, where school remain the lead professionals for an extended period of time due to pressures within the medical professional referral system. School have offered a wide range of social, emotional and mental health support to bridge the gap between an ever-increasing level of need for a more specialised and bespoke professional support. Emotional regulation and emotional resilience has been identified as an area of development and through Nurture and Zones of Regulation, it is hoped pupils become more resilient learners. Through our Early Help offer and pastoral support, there has been an increase in demand for Family Intervention Support and Parenting Hub referrals to support families with funding household essentials food, fuel and utility bills. School continue to support families with providing regular food parcels, school uniform and personal hygiene products.
6	Attendance and Persistent Absentees: Attendance: disadvantaged pupils' attendance and punctuality are below school and national averages; persistent absence affects progress. Rationale: Attendance data for the previous year (2024-25) indicated that the annual attendance of our Pupil Premium children was 92.6%, which was 3.2% below non-disadvantaged pupils in school (95.8%). Overall, our school

	attendance was above national figures for 2024-25. Whole school attendance was 94.5% and National average was 94.8%. Persistent Absentees – full year: 26.9% of the disadvantaged pupils were persistently absent last year. 17 pupils have been repeatedly late. School had 1 child on a part-time timetable during 2024-25 who was disadvantaged. At the start of 2025-26, 4 x pupils are on reduced timetables who are all classed as disadvantaged. The part-time timetables negatively affect the pupil premium attendance and whole school attendance. The decision and rationale for this has been varied due to individual need, which have included to prevent permanent exclusion, positive engagement in school, meet the needs of the individual and mental health supportive measures. Our assessments and observations indicate that absenteeism is affecting disadvantaged pupils' progress and attainment. School have seen an increase in health issues (including mental health), which have become a barrier to pupils attending school and direct correlation with attainment. Interventions, supportive plans and signposting to wider agencies have not had the desired impact or the length of waiting time for further support (from wider agencies) has seen an escalation in need. School have seen an increase in heightened anxiety, trauma and adverse childhood experiences, decline in emotional resilience, disengagement with learning, bereavement, decline in social interaction and communication. The supportive interventions are delivered mainly by school due to the reorganisation of Local Authority offered services. School's attendance ethos is one where we aim to listen, understand, empathise and support families to ensure their children flourish and meet their full potential. Creating an environment where children are fully engaged with their learning through high expectations of attendance and quality first teaching. Here at Emmanuel Anglican/Methodist Junior Academy we reward weekly attendance, termly attendance and annual attendance. We communicate our attendance expectations with parents and pupils and work collaboratively to unpick any barriers and create a supportive plan of how to overcome these.
7	Pupils' Readiness to Learn – our monitoring (observations and discussions with pupils and families) indicate that some of our disadvantaged pupils are under equipped for learning (for example due to lack of uniform, breakfast, attendance).
8	Cultural Capital – Limited experiences outside of the curriculum - studies show that disadvantaged pupils suffer in comparison to their non-disadvantaged peers when considering extra-curricular activities and experiences. Our conversations and observations with pupils and families at Emmanuel Anglican/Methodist Junior Academy show that this is an issue that is negatively affecting many of our disadvantaged pupils.

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
Reading – Improve reading attainment and progress among disadvantaged pupils at the end of KS2.	Use baseline data and compare to data points in December, April and July to see an increase in the percentage of disadvantaged children at expected or above for their age in reading. Likewise, pupil progress in reading for disadvantaged pupils is in line with non-disadvantaged pupils. KS2 reading outcomes in 2027/28 show that more than 82% disadvantaged pupils met the expected standard. By July 2028, the percentages of disadvantaged pupils meeting/exceeding KS2 expected standard at Year 6 is in-line or above those pupils classed as non-disadvantaged
Reading (Phonic Knowledge) – Improve phonic and fluency skills among disadvantaged pupils.	Half-termly phonics assessment show an improvement in pupils' phonic knowledge with half-termly phonic assessments show disadvantaged pupils no longer require phonic intervention. Ongoing assessments, pupil discussions, book scrutiny and observations indicate significantly improved language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Oracy, Speaking and Listening – Improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Evidence from observations and assessments shows improved oral responses and precise vocabulary use across subjects; improvements triangulated with book looks and formative assessment.

Spelling – Improve spelling skills and vocabulary among disadvantaged pupils.	Analysis of termly Spelling, Punctuation and Grammar assessments show that disadvantaged pupils' average score in the spelling part of the assessment has significantly increased. This has a significant positive impact on the overall achievement of the disadvantaged pupils with regards to their Spelling, Punctuation and Grammar outcomes.
Mathematics - Improved mathematics attainment and problem-solving for disadvantaged pupils at the end of KS2.	By July 2028, more disadvantaged pupils are meeting/exceeding the KS2 expected standard in maths rises to targets set annually, with improved arithmetic fluency and problem-solving evidenced. KS2 maths outcomes in 2027/28 show that more than 77% of disadvantaged pupils met the expected standard.
Social and Emotional Needs and Pupil Wellbeing - Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Analysis of results from student and parent surveys and teacher observations show high levels of wellbeing by 2027/28. An increase in participation in enrichment activities, particularly among disadvantaged pupils. Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents as recorded in the school's behaviour recording system • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Attendance - Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, along with reducing persistent absence.	Sustained high attendance by 2027/28 demonstrated by: • The overall absence rate for all pupils being no more than 3%, and to bring attendance of disadvantaged pupils in line with their non-disadvantaged peers. • The percentage of all pupils who are persistently absent being below 8% and the figure for disadvantaged pupils being in line with their non-disadvantaged peers.

	By July 2028, whole-school attendance to be meet our trust's target of 96% and the gap for disadvantaged pupils reduced; persistent absence for disadvantaged pupils decreases year-on-year
Readiness to Learn - Disadvantaged children to improve their engagement with learning in our school.	Increase the percentage of disadvantaged children accessing online resources to complete homework. All disadvantaged to have access to full school uniform. All disadvantaged children to have access to breakfast.
Cultural Capital – Limited experiences outside of the curriculum – Increase the amount of cultural and extracurricular experiences that our pupils experience. Use funding to support families to ensure that our pupil premium children can benefit from range of experiences (including trips, visits and residential).	The percentage of disadvantaged pupils taking part in extra-curricular sports clubs and competitions to increase compared to 2024-2025. Disadvantaged children to be able to partake in any cultural or extra-curricular clubs where applicable. An increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: **£54,570**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop an ambitious curriculum: ensuring a good quality of education is provided to all - including the most disadvantaged pupils - through recruitment and retention of teachers along with high-quality training to develop staff CPD. Culture of high expectations for all by scaffolding up - and developing metacognitive strategies. Teachers forming strong relationships with pupils and building expertise of individual pupil need. The use of live marking and feedback to provide immediate feedback and intervene as required. Budgeted cost: Budgeted amount for CPD and release time 2025-26: £7567 + £2368 = £9935	The EEF Guide to the Pupil Premium - Autumn 2021 EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) “Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9 Feedback; Feedback EEF (educationendowmentfoundation.org.uk) Metacognition: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 6
Purchase online subscription to Pathways to Read to provide staff with quality reading resources for whole-class teaching. Budgeted cost: £1,400 (and then £315 per year)	The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with collaborative learning techniques and Phonics activities to develop reading skills. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2

	“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9	
Embed dialogic teaching and structured talk activities across the curriculum; CPD and release time; resources to support vocabulary instruction. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. Budgeted cost: <i>As above for CPD budget.</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF EEF Teaching & Learning Toolkit: Oral language interventions show high impact (+6 months) when implemented well. (See references).	1, 2
Further embed the teaching of our maths curriculum using White Rose Maths planning and resources (and Ready to Progress planning and resources for pupils off-track). Budgeted cost: £1780 We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Budgeted cost: <i>As above for CPD budget.</i>	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2	4
Employ a qualified teacher to provide PPA cover and leadership release time, ensuring consistency and high-quality teaching when class teachers are out of class. Budgeted cost: £39,556	DfE pupil premium guidance emphasises high-quality teaching as the cornerstone of PP strategies; protecting instructional time and ensuring consistency through qualified cover supports this. EEF Guide to the Pupil Premium highlights teacher quality and effective professional development as Tier 1 priorities.	1, 2, 3, 4, 6
Purchase of standardised diagnostic assessments (Rising Stars NTS Assessment Papers) along with access to Boost Insights to provide accurate	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3, 4

analysis of assessments of disadvantaged pupils. Training for staff to ensure assessments are interpreted and administered correctly. Budgeted cost: £1899		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions):

Budgeted cost: **£12,187**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to purchase resources to support the delivery and planning of a DfE validated Systematic Synthetic Phonics programme (Read Write Inc phonics) to secure stronger phonics teaching for pupils who require phonics intervention to develop their early reading skills. Budgeted cost: £237 Ensure all relevant staff (including new staff) have received paid-for training in phonics and to deliver the Read Write Inc phonic scheme effectively. Budgeted CPD cost: £2566 Additional phonics sessions will be targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWI Link Advisor.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) DfE validated SSP list (e.g., Read Write Inc.) and EEF Toolkit (Phonics) indicate secure evidence for improving early reading/decoding; alignment with class teaching and diagnostic assessment increases impact. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1, 2
Further embed the teaching of our maths curriculum using Ready to Progress planning and resources for pupils off-track. Budgeted cost: £0 – previously purchased	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence	4

	in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2	
One to one and small group interventions for pupils in need of additional support, delivered in addition to, and linked with, normal lessons - <i>this will include all year groups and will also focus on Year 6 later in the year along with multiplication interventions for pupils in Year 3 and 4.</i> Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings Targeted interventions for identified groups of pupils. • Reading Comprehension Interventions • Maths – multiplication and fluency interventions • Additional TA hours to provide release for teaching staff or to deliver the interventions themselves (with a focus on short pre and post teaching sessions). Budgeted cost – additional TA hours: £8,605 Budgeted cost – after-school multiplication and fluency clubs: £779	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. The average impact of the 27 small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
After-school maths booster sessions (small-group tutoring linked to classroom planning; focus on number fluency and problem solving). Budgeted cost: As above	EEF Toolkit: Small-group tuition (+4 months) and DfE Tutoring guidance recommend short, regular sessions aligned to the curriculum; supported by EEF Maths KS2/3 guidance (structured interventions, manipulatives, problem solving) One to one tuition Teaching and Learning Toolkit EEF	4
To support our families with helping their children attending school and their readiness for school. School Advice Sessions will be held throughout the year for	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement EEF (educationendowmentfoundation.org.uk)	6, 7

targeted families along with additional parenting workshops working in conjunction with school's Family Intervention Service link workers and the Parenting Hub, on a variety of areas to promote readiness for learning and engagement with school. Budgeted cost: <i>Part of our school's Local Authority partnership with Sheffield Safeguarding Partnership</i>		
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Wider strategies:

Budgeted cost: £16,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and embed the DfE's attendance guidance on working together to improve school attendance: strengthen monitoring, early help pathways, and communication with families; appoint attendance lead.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence DfE Working together to improve school attendance (statutory guidance, 2024 update): https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6, 7
To offer disadvantaged pupils the opportunity to attend a paid Breakfast Club for free. This will ensure that children arrive at school early and have a healthy start to the day. Free Breakfast Club to support punctuality, readiness to learn and wellbeing. Budgeted cost: £2254	DfE statutory attendance guidance highlights whole-school culture and supportive practices to reduce absence; breakfast provision can remove barriers linked to punctuality and readiness to learn. DfE Working together to improve school attendance (statutory guidance, 2024 update): https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6, 7
Whole-staff behaviour and anti-bullying training; embed Jigsaw PSHE and Zones of Regulation; targeted pastoral	EEF Toolkit: Behaviour interventions; Social and Emotional Learning (embedding SEL within routines, supported by PD).	5

support from the Learning Mentor.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	
To promote cultural capital/extra-curricular activities (including subsidised trips and residential) and free access to after school clubs to increase enrichment, engagement and confidence; targeted PP participation. Budgeted cost – trips/residential: £10,000 Budgeted cost - clubs: £2000	EEF Toolkit: Outdoor adventure learning evidence on academic outcomes is limited/unclear, but wider benefits (self-efficacy, teamwork, motivation) are consistently reported; aligning experiences with classroom learning can strengthen impact. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation EEF (educationendowmentfoundation.org.uk) EEF Toolkit: Arts participation shows positive moderate impact on wider outcomes and links to attainment when connected to learning; physical activity clubs have small positive impacts and can support attendance and engagement. Ofsted research (2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils.	7, 8
To supply school uniform and PE kits for disadvantaged pupils to remove financial barriers and support inclusion. Budgeted cost: £1,500 To continue to provide a bank of second-hand uniform that can be accessed by families as needed.	There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity. School uniform EEF (educationendowmentfoundation.org.uk) EEF Toolkit notes limited direct impact of school uniform on attainment; however, DfE attendance guidance emphasises whole-school culture and barrier removal to improve attendance and engagement.	7
To provide free (or subsidised) music lessons through Rocksteady Music (band-based tuition), prioritising disadvantaged pupils, to provide individual music tuition. Budgeted cost: £894	The aims of Rocksteady Music are: Self-confidence - Pupils are taught within a normal classroom situation where their self-confidence grows as they learn alongside each other and their teachers. Skills - Pupils develop their musical skills in a creative way, participating in rhythm games and singing and learning to play instruments. Shared success - Performances are planned into the programme, giving parents the opportunities to share in their children's success.	7, 8

	Training - Class teachers get 'in house' professional development which augments and supports music provision in school. Continued learning - There is the opportunity to continue instrumental tuition after the programme has ended. EEF Toolkit: Arts participation shows moderate positive impact on engagement and can support attainment when connected to core learning; increased participation supports wellbeing and confidence.	
To set aside a contingency fund for acute issues. Budgeted cost: £23,653	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This prevents over/under-spend against the £107,058 allocation.	All

Total budgeted cost: £83,405 + £23,653 (contingency fund) = £107,058

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

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

Based on all the information above, the performance of our disadvantaged pupils made minimal progress to achieve the outcomes we set out to achieve in our strategy for 2021-2024, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

This details the impact that our pupil premium activity had on pupils in 2024 to 2025

Overall Outcomes

Good Progress	Average Progress	Minimal Progress
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Pupil Premium vs Not PP:

- Reading (scaled): 56.2% vs 81.8% (-25.6 pp)
- Maths (scaled): 37.5% vs 77.3% (-39.8 pp)
- GPS (scaled): 56.2% vs 77.3% (-21.0 pp)
- Writing (TA): 43.8% vs 86.4% (-42.6 pp)
- Science (TA): 75.0% vs 86.4% (-11.4 pp)
- Combined R/W/M: 37.5% vs 72.7% (-35.2 pp)
- Y4 MTC: 77.8% vs 90.3% (-12.5 pp)

Summary: Outcomes for all pupils are strongest in reading and science and less so in maths along with combined outcomes for reading/writing/maths. Disadvantaged outcomes remain well below non-disadvantaged peers, with the largest gaps in maths, writing and the reading/writing/maths combined measure. These findings reinforce the need to maintain a focus on high-quality teaching, sharper keep-up/targeted support (particularly for number and writing/spelling), and continued attention to inclusion and attendance/engagement.

Teaching

Good Progress

Average Progress

Minimal Progress

Progress rating this year: Average progress (strengths in elements of reading and science; variability in writing accuracy/spelling and maths fluency for disadvantaged pupils).

What we did:

- Implemented whole-school approaches to curriculum sequencing and assessment, with live marking, and used standardised assessments to inform next steps in core subjects.
- Continued focus on reading diet and whole-class reading routines to build fluency and retrieve information effectively.

What we saw (evidence of impact):

- For all pupils, proportion at EXS+/ ≥ 100 was comparatively strong in Reading (71.1%) and Science (81.6%), but Maths (60.5%) and combined R/W/M (57.9%) was less so.
- Disadvantaged pupils did not benefit equally: sizeable PP gaps across Reading, Maths, Writing and R/W/M indicate that classroom quality and/or access to the taught curriculum are not yet translating into equitable outcomes.

What we'll change next year:

- Tighten explicit instruction in spelling and transcription to support writing accuracy (linking class teaching with daily practice and feedback).
- Re-balance maths teaching sequences to prioritise number sense and arithmetic fluency, ensuring frequent, low-stakes cumulative review that feeds directly into problem-solving tasks. In 2025-26, the maths curriculum will be taught in year groups rather than in mixed classes.
- Ensure every year group plans and delivers precision scaffolds and worked examples that enable disadvantaged and SEND pupils to access the full ambition of the lesson, with non-negotiables for in-lesson checking and immediate keep-up.

Targeted Interventions:

Good Progress

Average progress

Minimal Progress

What we did:

- Deployed short, regular keep-up and pre-/post-teach sessions in phonics/reading and maths, prioritising disadvantaged pupils; used small-group formats in upper KS2 aligned to class content.

What we saw (evidence of impact):

- Reading: Disadvantaged pupils at EXS+/ ≥ 100 reached 56.2%, still -25.6 pp behind Not PP (81.8%).
- Maths: The largest gap (-39.8 pp) with only 37.5% of disadvantaged pupils reaching ≥ 100 vs 77.3% of Not PP.
- Writing (TA): 43.8% disadvantaged vs 86.4% Not PP (-42.6 pp); spelling/transcription appears to be a key limiting factor.
- Science (TA): Smaller gap (-11.4 pp) suggests more equitable access here.
- Combined R/W/M: 37.5% disadvantaged vs 72.7% Not PP (-35.2 pp); overall impact did not sufficiently raise the proportion achieving all three.

What we'll change next year:

- Sharpen diagnosis and entry/exit criteria for each intervention cycle (6–10 weeks) so that content and dosage precisely match the barrier.
- Schedule intervention without narrowing the curriculum (protect breadth while increasing frequency/consistency).
- Quality-assure delivery (coaching, brief observation rubrics, fidelity checks) and monitor half-termly impact for disadvantaged children.
- Earlier intervention in Year 3/Year4 to consolidate phonics/fluency and number sense before upper KS2 demands increase.

Wider Strategies:

Good Progress

Average progress

Minimal Progress

Attendance and Persistent Absence Outcomes (2024-25):

<u>Measure</u>	<u>Disadvantaged (PP)</u>	<u>Non-disadvantaged</u>	<u>Gap (PP – Non-PP)</u>
Attendance	92.6%	95.8%	-3.2 pp
Overall absence	7.4%	4.2%	+3.2 pp
Authorised absence	3.6%	3.1%	+0.5 pp
Unauthorised absence	3.9%	1.1%	+2.8 pp
Persistent absence	26.9%	5.4%	+21.5 pp

What we did:

- Continued to implement wrap-around and pastoral support approaches (attendance/behaviour/wellbeing), subsidised enrichment, and readiness-to-learn measures.
- Implemented whole-school attendance expectations and early help pathways, with regular communication and rewards for good attendance.
- Provided targeted pastoral support and barrier-removal (e.g. breakfast provision, uniform, and home–school connection).

What we saw (evidence of impact):

- Disadvantaged attendance 92.6% vs non-disadvantaged 95.8% (gap -3.2 pp).

- Persistent absence higher among disadvantaged (PP 26.9% vs 5.4%, gap +21.5 pp).
- Unauthorised absence notably higher for PP (gap +2.8 pp), including 3 pupils with 10+ unauthorised days.

What we'll change next year:

- Tighten step-up to formal processes for PA, with weekly tracking by year group and named PP/SEND cohorts.
- Increase parent engagement touchpoints and targeted incentives; link attendance actions to academic support and club participation.
- Strengthen multi-agency coordination where health/SEMH barriers drive absence; link to graduated response and personalised timetables only as time-bound interventions.

Making use of Sheffield Safeguarding Partnership multi-agencies to continue to serve the families well, the number of disadvantaged children needing the support is decreasing, as 'Early' intervention is reducing the need for longer and more sustained intervention.

Overall evaluation against our strategy 2021 - 2024:

- Teaching: steady development of curriculum and assessment practices; impact not yet equitable - PP and SEND outcomes trail their peers, particularly in Maths, Writing/Spelling, and R/W/M combined. Rating: Average progress.
- Targeted interventions: insufficient impact on closing disadvantaged and SEND gaps, with Maths and Writing the most pressing. Rating: Minimal progress overall (with a positive sign in Science and a smaller PP gap in Y4 MTC).
- Wider strategies: implementation likely supported readiness and inclusion, but quantitative evidence (attendance, PA, behaviour, club uptake) is not present in the dataset; tracking is needed to attribute impact. Rating: Mixed / evidence limited.

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin Training
Jigsaw PSHE / RSHE	Jigsaw Education
Zones of Regulation	Think Social
Rocksteady Music School (in-school band lessons)	Rocksteady Music School

Service Pupil Premium Funding

How our service pupil premium allocation was spent last academic year
Pastoral support has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have a Learning Mentor in school who are dedicated to the emotional wellbeing of identified pupils in school including service children. As part of their work, they carry out individualised provision as needed for those children whose parents/carers are in armed services. During Pupil Review meetings, through our assessment procedures, we identified gaps in service children's education caused by moving between schools, which we addressed with targeted support as needed.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.