

Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024 -25

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Year 6 - Disadvantaged (Percentage at Standard 2024-25. Final)

Area	National	Sheffield	School
Reading	81	-	79
Writing	78	-	63
Maths	80	-	83
Spag	79	-	88
Comb	69		63

Our Year 6 outcomes, for disadvantaged pupils are above national in maths and Spag

School Outcomes- (Whole school (all), Non Disadvantaged and Disadvantaged). Percentages at ARE (Age Related Expectations) Final.

Area	All	Non Dis	Dis
Reading	75	71	79
Writing	67	71	63
Maths	78	87	83
Spag	87	87	88
Comb	62	61	63

Across the school the performance of disadvantaged pupils is better than or close to that of non-disadvantaged pupils and all pupils

Attendance – 23/24 compared to 24/25 for disadvantaged pupils (PP)

2023/24	2024/25	Gain / Loss
91.9%	93.3%	+1.4%

Attendance of PP pupils improved by 1.4% 2023/24 to 2024/25

Persistent Absence – 22/23 compared to 23/24 for disadvantaged pupils (PP)

2023/24	2024/25	Gain / Loss
31.5%	24.5%	-7%

Persistent absence of PP pupils decreased by 7% 2022/23 to 2023/24

Staffing (class teachers / support and training)

Staff continue to have access to high quality CPD both within the school and from external providers.

Employment of additional staff continues to ensure very favourable pupil / staff ratios. This enables our staff to better focus on individual pupils and adapt learning activities to meet their specific needs; thereby improving outcomes.

All classes continue to have a dedicated TA to support learning (though this is increasingly under threat due to rising needs of SEN pupils). Further additional support staff, who are not attached to specific classes, deliver additional support to our SEN and EAL pupils in order that they too can reach their potential. Staff are also able to address pupils' worries and concerns and support their mental health. Consequently, some of our more vulnerable pupils were more settled in school and therefore better able to access their learning.

Our additional staff, i.e. EAL / SEN support and the Safeguarding Liaison Officer etc were deployed across the school, based on analysis of learning outcomes, to further support and aid learning. This additional support is built into lesson by class teachers and is evidenced in planning and outcomes. Consequently, this additional support is always focused and targeted and is used to enable pupils to better access learning activities and to narrow the attainment gap to their peers.

Additional LSAs (Lunchtime Supervisory Assistants) have continued to be employed to add to our capacity at lunchtimes and to ensure that there is sufficient cover to meet the needs of those pupils who find more unstructured time a challenge with some pupils accessing the Arbour: consequently, lunchtime behaviour is good.

Phonics / Reading

We have continued to develop our approach to phonics teaching. Lessons, in all groups, have been monitored throughout the year and children's progress and attainment has been assessed every six weeks. Our RWI lead has continued to provide individual and group development sessions to further support staff. PDMs and twilights have also been used to develop staff skills in this area.

ICT Provision

Additional software, to promote and enhance learning in a range of subject areas, was used e.g. LBQ (Learning by Question) Programme.

Development of the Learning Environment

Both inside and outside spaces are being improved to ensure that we are providing our pupils with an engaging and stimulating place in which to develop and grow. This year we have also been informed that we have been selected as one of six Sheffield schools to be part of the DFE's rebuilding programme. We have therefore scaled back some of the site work planned as the school will be rebuilt – possibly on a new site, in the next five to six years.

In 2024-25 we have:

- Further developed our reading provision to provide a richer more appropriate reading resources and a more attractive reading environment
- Actively promoted reading for pleasure.
- Repainted areas of the school as necessary
- Further developed additional teaching spaces for SEN pupils
- Purchased additional classroom furniture as required
- Purchased additional curriculum resources to enhance teaching
- Continued to develop our F2 outdoor area with further appropriate resources.
- Added further new play resources to our playgrounds to enhance break / lunchtime time.
- Begun to redevelop the garden as an outdoor learning space for SEN pupils

Because of these developments, our pupils experience a richer more engaging environment and are therefore better able to work in class and have a better quality of play / lunchtime.

Uniform / PE Kit

Our school takes in an increasing number of children from refugee families and families facing challenging circumstances – this includes many children in receipt of pupil premium funding. In such cases, in order to ensure that the children can access PE, quickly settle in to the school and are made welcome, we provide them with a full PE kit and school uniform on admission. Our school uniform is well supported by our families and wearing it gives our pupils a sense of belonging and helps to create a mind-set that says I am coming to school to learn.

Booster / Homework / Remote Learning

When our children need additional input to enable them to reach their targets we provide homework and booster packs in areas such as reading, maths, spellings / phonics. These packs are planned by and made by the children's class teachers. In our older year groups, teachers set / deliver some learning on line for children to access at home. This has proved popular with the children who are accessing it

Breakfast Club

Our breakfast club provides a safe and supportive environment where parents / carers can leave their children secure in the knowledge that they are being well cared for. Breakfast Club provides an informal environment where staff can meet and talk with parents / carers regarding any concerns they may have about their children. In addition, as part of our drive to improve reading standards in the school we give away a range of reading books to children who have met their targets each week - This has always been very popular and helps foster a love of books / reading in our pupils.

Welcome packs for new EYFS pupils

As part of our transition programme we ensure that all children are given a welcome pack comprising of information on the school a whiteboard and pens, paper, pencils, felt tips, crayons and a reading book.

Externally provided programmes

No non-DfE programmes were purchased in the previous academic year.