

Byron Wood Primary Academy

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Byron Wood Primary Academy
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	49.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	B Wood
Pupil premium lead	R Surridge
Governor / Trustee lead	J Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£317,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£317,075

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, regardless of background, are able to make progress in their academic attainment, as well as being exposed to a wide range of cultural experiences and to have exposure to different aspirations for the future.

In our school, we have a high proportion of disadvantaged children, as well as an extremely high proportion with English as an Additional Language. Due to the number of children who are New Arrivals to the country, a large number of pupils are from disadvantaged backgrounds but are not able to access financial support. These children also need the extra support and fast language acquisition that we offer at school. As such, the activities that are outlined below are intended to support all children, regardless of their backgrounds.

We aim to support all children through Quality First Teaching, driven by current research and delivered to all staff in a comprehensive programme of Professional Development. We ensure that staff are deployed strategically throughout school to support the needs that have been identified in each year group. Additional Adults in each class deliver a range of interventions to aid language acquisition, as well as to support children who have recently missed parts of their education through mobility or being New Arrivals to the country. In particular, there is a strong focus on Reading, with adults being dedicated to read on a one-to-one basis with children who have been identified as not reading regularly at home, for a range of reasons but including children whose parents are unable to read in English themselves.

As a high proportion of our families find it difficult to provide children with a wide range of experiences, we ensure that our Curriculum in all year groups is enhanced by educational visits, visitors, after-school clubs, etc. We also work hard to promote community cohesion, through our Relationships Education curriculum, tailored whole-school curriculum, parent coffee mornings and working parties, etc., so that no group finds themselves excluded in the area.

As a school, we strive to provide the best possible early education and chances in life, to all our pupils regardless of background, so that they can achieve their full potential. We believe in Excellence For Everyone, and this informs every aspect of our school's ethos and drives all of our initiatives.

Challenges

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

Challenge number	Detail of challenge
1	A proportion of PP number have SEND needs; many are high needs (i.e. level 3 or above on Sheffield SEND Support Grid). Speech & Language, and Cognition and Learning, scoring low on working memory and social and emotional needs.
2	Large proportion are EAL and new to UK, new to schooling so therefore need a more specialised approach to ensure strong outcomes.
3	Social behaviours for our children need modelling and supporting in school, as many receive poor models outside of school. The school needs to work with PCSOs regarding gang and knife crime, with our community and to liaise with parents so that children are not drawn into negative influences.
4	Families find it difficult to provide the children with a wide range of experiences, as well as life skills including swimming and other leisure activities; the reasons may be financial, lack of support to facilitate trips, family circumstances, a perceived lack of importance within different communities.
5	Attendance of disadvantaged children needs to increase from 89.9%, narrowing the difference between disadvantaged pupils and their peers nationally.

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
To raise attainment and progress of Pupil premium pupils who also have SEND needs. This will be achieved and measured through data tracking, using the Birmingham Toolkit.	Improved progress and attainment for Disadvantaged/SEND pupils.
To deliver targeted support to identified groups of disadvantaged pupils, leading to positive outcomes in reading, writing and mathematics.	Improved attainment for disadvantaged pupils, narrowing difference between PP pupils and their Non-PP peers.
Improve social behaviours and self-esteem, measured by Boxall profile and in-school data, as well as reports from the school community.	Number of Pupil Premium children getting red cards is reduced, internal exclusions decrease and fixed term exclusions stay low (In 2024-25, 1 PP pupils had a FTE1).
Reduced behavioural incidents to ensure improved continuity of education.	Decrease in behaviour incidents and maintain the low number of Fixed term exclusions issued.

<p>To increase aspirations and access to learning through pupils accessing a range of educational experiences and visits.</p> <p>To improve the outcomes for higher attaining disadvantaged pupils (especially in English) through access to competitions and enrichment activities.</p>	<p>Enriched curriculum enables children to talk and write about their experiences thus increasing their basic skills and raising their self-esteem leading to positive progress outcomes.</p> <p>Improved outcomes for higher attaining disadvantaged pupils, especially in Writing, due to the first hand experiences which improve understanding of the concepts being written about.</p>
<p>Improved attendance to enable pupils to access more learning.</p> <p>Numbers of pupils identified as PA reduced.</p>	<p>Communication with parent / carers (regarding PA, lateness, attendance, term-time holiday requests, COVID) increases with set targets and measurable goals. Improved attendance of Pupil Premium children (92.2% 2024-25) and reduce Persistent Absence (26.6% PP).</p>
<p>For pupils to demonstrate understanding of cultural differences.</p> <p>To improve cultural cohesion in the community, including families.</p>	<p>Reduced numbers of Child Protection incidents and Learning Mentor time used for this.</p> <p>Pupils articulating and modelling British Values.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **125,674**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p>	<p>1, 2</p>

<p>To release SLT members to complete leadership role & QA/ monitoring to enhance quality of provision eg:</p> <ul style="list-style-type: none"> • Learning walks • Work scrutiny • Data analysis of in-class / with-drawn support • Astrea briefings <p>£15,000</p> <p>Sheffield Music Hub teachers to deliver 45 minute instrument teaching to both Y3 classes for half a year.</p> <p>£1,674</p>	<p>https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education</p> <p>“Excellent music education opens opportunities, ...it gives children and young people an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. These experiences and achievements stay with them and shape their lives.... we recognise the vital importance of every child having access to the instruments and equipment they need to make progress with music,”</p>	<p>4</p>
<p>Professional development on evidence-based approaches, for example feedback, meta-cognition, reading comprehension, phonics or mastery learning</p> <p>Continued professional development for teachers of Read, Write, Inc groups</p> <p>£6,000</p> <p>Engagement in Reading for Pleasure</p>	<p>Research supports this approach: https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/</p> <p>The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</p> <p>The EEF report, Reading Comprehension Strategies, states that on average, disadvantaged</p>	<p>1, 2</p> <p>1,2</p>

<p>programme – identified lead, whole staff training, monitoring, increased reading resources, pupil voice</p> <p>£10,000</p> <p>Whole school staff development on clear routines and cognitive load, including Rosenshine Principles - delivered by the Principal, who will be released for training</p> <p>£13,000</p>	<p>children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://www.gov.uk/government/speeches/nick-gibb-the-importance-of-an-evidence-informed-profession</p> <p>“The most effective teachers, according to Rosenshine’s evaluation of the evidence, do not overwhelm their pupils by presenting too much new material at once. Instead, they intersperse explanations with directed questioning and multiple examples.” https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</p>	
<p>Mentoring and coaching</p> <p>Allocation of staff to support New Arrivals, PP and disadvantaged pupils within the whole class to support progress in core subjects, including supporting the class teacher with planning and adaptive teaching</p> <p>£40,000</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p>	<p>2</p>

Mentoring and coaching Additional HLTAs, targeting children for support within class, and to release the class teacher to run catch-up sessions in the afternoon, targeting children who receive less support from home. £40,000	Research supports this approach: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£98,085**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy	Research supports this approach: https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/ The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf	1, 2

<p>Target ed Y1 and Y2 readin g with a TA 8.30- 8.50 4x weekly</p> <p>Daily Rapid Interv ention for childr en who have not met objecti ve (20 minut es daily) £10,0 00</p>		
<p>Teach ing assis- tant de- ploy- ment and inter- ven- tions</p> <p>Supp ort from TAs to delive r Lang</p>	<p>Research supports this approach: https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/</p> <p>The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</p>	1, 2

<p>uage Acquisition in Early Years Foundation Stage (eg. LEAP , VIP, NELI)</p> <p>£36,000</p> <p>All TAs receive training in teaching Reading Fluency. Target children and run interventions.</p> <p>£5,000</p>		
<p>Activity and resources to meet the specific needs</p>	<p>The positive impact of oral interventions and early intervention has been researched as follows -</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learninghttps://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/toolkit/oral-language-interventions/</p>	<p>1</p>

<p>of dis- ad- van- taged pupils with SEND</p> <p>Holisti c readin g, Speec h & Langu age therap ist £6,825</p> <p>Target ed SEND interve ntions as identifi ed throug h Suppo rt Plans £10,000</p> <p>Educa tional Psych ologist £8,166</p> <p>Learni ng Supp ort £18,094</p>		
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Re- source es to sup- port acqui- sition of lan- guage for pupils with EAL and poor lan- guage mod- els Flash Acad- emy ac- counts cre- ated for all pupils in school , with time set aside for weekly prac- tice £4,000	<p>The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</p>	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£93,316**

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>Learning Mentors working with PCSOs on knife and gang crime interventions</p> <p>Learning Mentors running small group interventions (e.g. Theraplay, Lego Therapy)</p> <p>Weekly behaviour meetings to monitor and plan strategy</p> <p>£43,000</p>	<p>Children learning to develop listening, speaking and thinking skills. Children to learn their rights and understand how these rights are protected for their benefit, growth and their need to do well. The positive impact of this approach can be found at - https://www.unicef.org.uk/rightsrespecting-schools/the-rrsa/impact-of-rrsa/</p>	3
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> <p>After school clubs – alternating between targeted academic groups and clubs for wider experiences (e.g. sports, music, arts)</p> <p>£7,000</p>	<p>The impact of physical activities on learning is seen to have a moderate impact (based on a limited research base)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/physical-development-approaches/</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spendinghttps://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - In line with the research, providing pupils with access to a</p>	<p>3, 5</p> <p>4</p>

<p>To enhance learning: Educational visits/visitors; performances in school Costs for PP children subsidised £4,000</p>	<p>full range of educational experiences can decrease outcome gaps.</p>	
<p>Breakfast clubs and meal provision</p> <p>Breakfast Club to increase readiness for learning and attendance £3,465</p>	<p>Strategies that support good attendance is listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spendinghttps://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	5
<p>Supporting attendance</p> <p>Appointment of an Attendance Officer with responsibility for tracking attendance, contacting parents, administering policies, working with Sheffield LA, etc.</p> <p>Training for staff in Bromcom</p> <p>Inclusion manager/Principal meetings with parents</p> <p>Collecting children (Mini bus costs)</p>	<p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spendinghttps://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the attendance of disadvantaged pupils improves outcomes.</p>	5

<p>Home visits for vulnerable children, absent children, welfare calls (Mini bus costs)</p> <p>Attendance Officer 20 mins daily on gate</p> <p>First-day phone calls made as routine, with translator where necessary</p> <p>£35,851</p>		
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Total budgeted cost: £291,560

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Although this academic year has not included any extended periods of home learning due to COVID19, the effects of the previous disrupted years are continuing to have an impact. At the end of Key Stage 2, formal national assessments show that, in Reading and Maths, fewer children have achieved their expected standard than has been the case in the past (R 52%, W 57%, M 55%), although Reading and Maths have risen from the previous year.

In school, a comprehensive programme of professional development for all teaching staff, clearly aligned with the school's priorities, means that more children are being provided with Quality First Teaching as standard practice, enabling them to make progress despite their challenges. Those staff who are Early Career Teachers are accessing support from the Deputy Principal and other experienced staff, ensuring that they are already teaching to a 'good' standard. Several staff are also accessing a coaching programme to work collaboratively to further develop their pedagogical practice. The weekly Professional Development Meetings include half-termly lesson studies, enabling staff to have professional conversations and learn from each other.

In phonics, all children had made progress, moving groups when they were reassessed in September 2025. The results for the Year 1 phonics screening showed 81% of the cohort (PP 74%) achieved the expected standard, which demonstrates excellent progress for pupils whose home language is not always English. This is due to the emphasis that has been placed on training staff to a high standard, ensuring that all phonics lessons are effective and that phonics methods are being applied across all lessons.

Attendance for disadvantaged pupils remains low (92.2% 2024-25). The safeguarding team has increased home visits for any children who are regularly or persistently absent. Identified vulnerable pupils are given a phone call, or a home visit if there is no answer, by the safeguarding team whenever they are absent. A new appointment of an Attendance Officer in school will ensure that absences of all children will be acted on promptly, penalty notices can be issued rigorously (particularly where families take extended leave around a school holiday, often overseas), and children can be removed from role if their absence lasts too long.

We have continued to implement a range of strategies to support children's development of their social skills. There has been an overall reduction of incidents in school, with fewer incidents being recorded.

Externally provided programmes

Programme	Provider

Further information (optional)