

Pupil premium strategy statement – Ballifield Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	475
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachael Binns
Pupil premium lead	Clare Roddis
Governor / Trustee lead	Andy Wynne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£109,080

Part A: Pupil premium strategy plan

Statement of intent

At Ballifield our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all curriculum areas. Every child in school is recognised as a unique individual. We celebrate and welcome diversity within our school community. We are determined to give every single child the opportunity to develop their full potential and succeed. We do this by ensuring the pupils have access to a stimulating, broad and balanced curriculum, which is delivered within a nurturing environment. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We want all our pupils to become resilient, collaborative and confident learners so that they are able to rise to challenges. Well-being is the key to happiness and so we ensure our pupils have access to a wide range of opportunities and support that includes ensuring good mental health and well-being through our nurture approach and understanding of Trauma Informed approaches and healthy minds. Our ambition for our pupils is for them to be literate, numerate and have a broad understanding of how and why the world around them works. In this way, we ensure that they are well equipped and prepared for the next phase in their education.

Our curriculum continues to evolve by considering the current needs of our pupils alongside our school's vision, community issues, values, relevance, statutory requirements, cultural aspects and school development priorities. Our curriculum provides the pupils with an understanding of the subject specific concepts, knowledge and skills, which they will need in the future for further learning and to support their ambitions for their future careers.

Our strategy is also integral to wider school plans for education recovery, including the engagement of parents, a focus on language and communication and social and emotional aspects of learning for pupils whose education has been worst affected, including non-disadvantaged pupils

In achieving the above, our pupil premium strategy will support disadvantaged pupils and the following will be considered:

- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed using robust diagnostic assessments.
- Focus on professional development for all staff in order to ensure high quality teaching
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve

Information in blue has been added following further analysis of data

Challenges

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

Challenge number	Detail of challenge
1	Our internal and previous external assessments, observations and discussions with pupils indicate that reading attainment, particularly in KS2, for disadvantaged pupils is below that of their peers. 2025 data 45% (18pp below national disadvantaged 63%)
2	Our internal and previous external assessments, observations and discussions with pupils indicate that maths attainment, particularly in KS2, for disadvantaged pupils is below that of their peers.
3	Our internal and some previous external assessments, observations and discussions with pupils indicate that writing attainment, particularly in KS2, for disadvantaged pupils is below that of their peers.
4	Our assessments, observations and discussions with pupils indicate underdeveloped oral language and vocabulary gaps among many disadvantaged pupils. This is evident from reception through to KS2.
5	Observations and discussions with children and families have identified increased social and emotional issues for many pupils, including our disadvantaged pupils. This is evidenced by the increase in numbers of children involved in TAF and CIN meetings and the increased data from CPOMs showing the numbers of children experiencing SEMH difficulties and anxiety.
6	Our internal data shows that social and emotional barriers for disadvantaged pupils and with other vulnerabilities are causing a negative impact on attendance including persistent absence which in turn impacts on their progress and attainment. 2023-24 Whole School 93.8% PP 89.4% 2024-25 Whole School 94.1% PP 87.4%

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
High quality teaching and targeted academic support to improve reading outcomes for disadvantaged pupils. Attainment gap will be reduced between pupils eligible for pupil premium and other pupils	Assessment and observations show that gaps in learning for disadvantaged pupils have decreased compared to other pupils. Outcomes in reading for KS1 and KS2 to be in line or exceed national for 2026/27. Increased % of disadvantaged children will meet the expected standard in 2026/27.
High quality teaching and targeted academic support to improve maths outcomes for disadvantaged pupils. Attainment gap will be	Assessment and observations show that gaps in learning for disadvantaged pupils have decreased compared to other pupils.

reduced between pupils eligible for pupil premium and other pupils	Outcomes in maths for KS1 and KS2 to be in line or exceed national for 2026/27. Increased % of disadvantaged children will meet the expected standard in 2026/27.
High quality teaching and targeted academic support to improve writing outcomes for disadvantaged pupils. Attainment gap will be reduced between pupils eligible for pupil premium and other pupils	Assessment and observations show that gaps in learning for disadvantaged pupils have decreased compared to other pupils. Outcomes in writing for KS1 and KS2 to be in line or exceed national for 2026/27. Increased % of disadvantaged children will meet the expected standard in 2026/27.
High quality teaching and targeted support to improve oral language and vocabulary skills for disadvantaged pupils across the school.	Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This will be evidenced through sources such as engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.
To achieve and sustain overall improved well-being and mental health for all pupils in school and in particular for our disadvantaged pupils	Sustained high levels of well-being and mental health demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • Reduction in behaviour incidents reported on CPOMs • Reduction in incidents reported on CPOMs where SEMH/anxiety is the main concern Improved attendance of targeted pupils where SEMH is hindering their attendance at school.
Early identification and targeted support impacts positively upon pupils' attendance including persistent absence, progress, attainment and positive mental health and well-being.	Attendance increases for all vulnerable and disadvantaged pupils, including persistent absences. This will then impact on the progress and attainment of these pupils across all subjects. Extensive pastoral support is provided through regular and effective communication to increase attendance and engagement with learning.

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: £46,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of high-quality teaching of reading in particular focusing on fluency and comprehension in line with EEF and DfE guidance, including the reading framework. We will fund teacher and teaching assistant time to embed key elements to improve the teaching of reading and closing the gaps between pupils. This will include the use of external support e.g. consultants such as the English Hub. STAR reading assessments and accelerated read to be used by staff to assess pupil's	The average impact of reading comprehension strategies is an additional seven+ 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.. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include: prediction; questioning; clarifying; summarising; inference; and activating prior knowledge https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Decades of research prove the reliability and validity of Star Assessments https://www.renaissance.com/products/star-assessments/#:~:text=Hundreds%20of%20studies%20show%20Star%20strongly%20correlates%20with%20other%20achievement%20tests.&text=Over%2050%20independent%20research%20publications%20support%20Star%20Assessments.&text=More%20than%2015%20peer%2Dreviewed,Star%20as%20an%20outcome%20measure. Reading framework published by the DfE in September 2023. This document has been developed through the contributions of experts from across the literacy sector and of school leaders. It is based on the valued experience and knowledge of teachers, reading and language experts, educational organisations. The	1, 6

attainment and identify gaps that will inform their future planning and teaching of whole class reading lessons. Interventions for targeted pupils will be planned for and delivered to ensure gaps are closed, especially for disadvantaged pupils.	framework supports schools in motivating pupils to develop a love of reading and also supports schools working with parents to help their children learn to read. https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf	
Enhancement of high-quality teaching of maths in particular focusing on the teaching of reasoning and problem-solving aspects, including the vocabulary used in line with EEF and DfE guidance. We will fund teacher and teaching assistant time to improve the teaching of maths and closing the gaps between pupils. This will include the use of external support e.g. maths consultants and the maths hub. Additional training and support will be given to staff in analysing STAR assessments and Freckle maths, identifying children for intervention.	Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Teach pupils strategies for solving problems. Select problem-solving tasks for which pupils do not have ready-made solutions. Teach them to use and compare different approaches. Show them how to interrogate and use their existing knowledge to solve problems. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. The average impact of effective feedback is 6+ months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Decades of research prove the reliability and validity of Star Assessments https://www.renaissance.com/products/star-assessments/#:~:text=Hundreds%20of%20studies%20show%20Star%20strongly%20correlates%20with%20other%20achievement%20tests.&text=Over%2050%20independent%20research%20publications%20support%20Star%20Assessments.&text=More%20than%2015%20peer%2Dreviewed,Star%20as%20an%20outcome%20measure	2, 6
Enhancement of high-quality teaching of writing in particular focusing on the teaching of spelling, punctuation and grammar, including the vocabulary used	Writing is a very challenging skill to learn and there is less evidence about the most effective ways to teach writing than there is about reading. Nevertheless, access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum. Encouraging children to manage and monitor aspects of their writing is a key step.	3, 6

in line with EEF and DfE guidance. We will fund teacher and teaching assistant time to improve the teaching of writing and closing the gaps between pupils. This will include the use of external support e.g. English hub, school improvement partners	Writing is a physical task as well as an intellectual one. 'Transcription' refers to the physical skills involved in writing and the skill of spelling words correctly. Pupils must learn to form letters and spell words correctly, start to write in joined-up handwriting when appropriate, and use a keyboard As pupils develop their literacy skills, teaching should respond to their changing needs. This requires teachers to collect accurate and up-to-date information about pupils' current capabilities so that they can adapt their teaching to focus on exactly what each pupil needs to progress. Teaching that adapts to pupils' needs is more efficient because effort is focused on the best next step and is not wasted by rehearsing skills or content that a child already knows well https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1734271934 Writing can be thought of as a task made up of five stages: planning, drafting, revising, editing, and publishing. Pupils should be taught each of these components and underlying strategies. A writing strategy is a series of actions that writers use to achieve their goals and may support one or more components of the writing process. Over time, pupils should take increasing responsibility for selecting and using strategies. It is important to promote the basic skills of writing— skills that need to become increasingly automatic so that pupils can concentrate on writing composition.⁶⁴ This includes the transcription skills of handwriting (or typing, where appropriate) and spelling, as well as sentence construction (forming sentences that effectively convey meaning, with appropriate grammar, syntax, and punctuation). Teaching accurate letter formation is essential to improving the quality and fluency of pupil's handwriting.⁶⁷ Although children are explicitly taught letter formation in the early years and Key Stage 1, many children continue to struggle with letter formation or develop inaccurate letter formation habits in Key Stage 2. Developing pupils' handwriting fluency and accuracy is therefore important for this age group As pupils develop their literacy skills, teaching should adapt to their changing needs. This makes teaching more efficient because effort is focused on the best next step. This approach can support both high- and low-prior-attaining pupils by ensuring that the challenge and support that they receive is appropriate. https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1734276098 Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. The average impact of effective feedback is 6+ months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
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Introduce and embed across school dialogic activities across the curriculum to enhance high quality teaching of oral language and vocabulary. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary through using talk activities in learning We will purchase resources and fund time for CPD. Improving vocabulary will feature on both reading, writing and maths school development plans as a priority	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary. Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4
Diagnostic testing will continue to be used to identify gaps in learning through rigorous use of the STAR assessments for maths and reading Training for staff to ensure assessments and reports are interpreted and administered correctly.	Standardised tests provide a reliable insight into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1 Use of following standardised assessment tools: STAR assessments for maths and reading RWI assessments The use of Birmingham SEND Toolkit (BTK) to support the teaching of pupils with SEND Fusion learning support Decades of research prove the reliability and validity of Star Assessments https://www.renaissance.com/products/star-assessments/#:~:text=Hundreds%20of%20studies%20show%20Star%20strongly%20correlates%20with%20ot%20her%20achievement%20tests.&text=Over%2050%20independent%20research%20publications%20support%2	1, 2, 6

	0Star%20Assessments.&text=More%20than%2015%20peer%2Dreviewed,Star%20as%20an%20outcome%20measure	
Improve the quality of social and emotional learning throughout school. SEL and trauma informed schools' approaches will be embedded into routine practices through professional development and training for all staff by Trauma Informed schools' practitioner and involvement in the Healthy Minds project. More staff will attend the 10-day diploma to become trauma informed school practitioners to enable them to support children using the TIS approaches.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Teach SEL skills explicitly. Integrate and model SEL skills through everyday teaching. Reinforce SEL skills through whole-school ethos and activities https://educationendowmentfoundation.org.uk/early-years/toolkit/social-and-emotional-learning-strategies Our objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience. https://www.traumainformedschools.co.uk/ Healthy Minds is a school-based project which aims to support the emotional health and wellbeing of children and young people. It puts emotional resilience at the heart of children's health and wellbeing and recognises its impact on their learning, attainment, behaviour and future employability. https://www.sheffieldchildrens.nhs.uk/services/camhs/healthy-minds/ Through research, experience and the latest scientific studies – I have learned just how powerful the way we think is. Once we understand the science and logic around how and why we think the way we do – we can be more in control of our lives. I teach about emotions, self-control, calming techniques, positive habits, thinking skills and so much more. My mission is to share my understanding about our amazing brains to help children, teenagers and adults alike feel that bit more normal, a bit more in control and a lot more happy! https://mymightymind.co.uk/	5, 6

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £34,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for identified pupils, a significant proportion who will be disadvantaged pupils, BTK, Freckle and other intervention programmes to close the gaps identified through STAR assessments	Standardised tests provide a reliable insight into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1 Decades of research prove the reliability and validity of Star Assessments https://www.renaissance.com/products/star-assessments/#:~:text=Hundreds%20of%20studies%20show%20Star%20strongly%20correlates%20with%20other%20achievement%20tests.&text=Over%2050%20independent%20research%20publications%20support%20Star%20Assessments.&text=More%20than%2015%20peer%2Dreviewed,Star%20as%20an%20outcome%20measure	1, 2, 6
Targeted support using school led tutoring for identified pupils to close gaps in learning using high quality staff with pre and post assessments.	High-quality tutoring to support the diverse needs of pupils remains the priority and schools should ensure that all tutors selected for School-Led Tutoring have experience of working with pupils to support teaching in the subject and phase they wish to tutor in. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 6
Additional and targeted sessions of RWI 1:1 or small group tutoring for pupils who require additional phonics support and practice	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 6

	RWI programme has had several independent external evaluations to look at the effectiveness of the programme https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf	
Additional and targeted sessions for Y6 in small groups who require additional support in preparation for SATs	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 6
Research and implement a programme to improve oracy and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. We will fund training for teaching assistants and teachers to deliver the intervention and assess children's progress using before and after data to show the effectiveness of the programme. HLTA who has speech and language training to work full time in order to follow speech and language programmes on a 1:1 basis with targeted children and deliver small group language interventions such as LEAP and VIP.	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Alex Quigley explores the increased demands of an academic curriculum and how closing the vocabulary gap between our 'word poor' and 'word rich' students could prove the vital difference between school failure and success. This book presents the case for teacher-led efforts to develop students' vocabulary and provides practical solutions for teachers across the curriculum, incorporating easy-to-use tools, resources and classroom activities. Grounded in the very best available evidence into reading development and vocabulary acquisition https://researchschool.org.uk/derby/news/closing-the-vocabulary-gap https://clpe.org.uk/system/files/2023-09/CVG%20evaluation_final%20report.pdf The LEAP is a structured 12 session programme, which aims to develop children's oral language skills. The LEAP is appropriate for children from F1 –Y1 who may have limited speaking and listening skills for a range of reasons. This could include children with English as an additional language, children with poor speaking and listening skills, or children who have had limited opportunities to develop their speaking and listening. Evidence consistently shows that communication and language approaches benefit young children's learning. Using multiple approaches will support the development of children's communication and language. https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language	4

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

Budgeted cost: £28,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training and support in using the Trauma Informed schools' approach to support pupil's well-being and mental health, including the use of emotionally available adults, calm corners, Healthy Minds Champions, targeted support and introduction of the relationship policy with the aim of developing our school ethos and improving well-being across school. More staff trained on 10-day diploma to become trauma informed practitioners. MHST worker trained by CAMHS in school once per week to support individual pupils with	Our objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience. https://www.traumainformedschools.co.uk/ Healthy Minds is a school-based project which aims to support the emotional health and wellbeing of children and young people. It puts emotional resilience at the heart of children's health and wellbeing and recognises its impact on their learning, attainment, behaviour and future employability. https://www.sheffieldchildrens.nhs.uk/services/camhs/healthy-minds/ Sheffield MHST will build on the Healthy Minds whole school approach to emotional wellbeing, which has been developed in collaboration with Sheffield schools and CAMHS. Children and young people can adapt and even thrive in the face of stressful events but to do so they need appropriate levels of protection, comfort, and the opportunity to process and learn from their experience. An optimal framework for building and supporting emotional resilience has a balance of the key concepts of structure, attunement (relationship) and emotional regulation. https://www.learnsheffield.co.uk/Partners/Healthy-Minds/ https://www.sheffieldchildrens.nhs.uk/services/camhs/healthy-minds/	5, 6

social and emotional needs.		
Nurture – Bespoke nurture group and personalised break and lunch time support for children with social, emotional and mental health difficulties. Support packages provided are based on nurture principles, attachment based theory, attention autism and upcoming training in mighty minds intervention. Additional and trained staff are provided to support pupils at vulnerable times of the day SENDCO to complete the strategic leadership for IR and Hub provision in 2025 and share information and plans with nurture staff to improve the provision.	Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Nurture groups are classes of between six and 12 children or young people in early years, primary or secondary settings supported by the whole staff group and parents. Each group is run by two members of staff. Children attend nurture groups but remain an active part of their main class group. https://www.nurtureuk.org/nurture/what-nurture-group There are over 62 academic studies in the last two decades researching nurture group (NG) provision. https://www.nurtureuk.org/research-evidence/reports/ Through research, experience and the latest scientific studies – I have learned just how powerful the way we think is. Once we understand the science and logic around how and why we think the way we do – we can be more in control of our lives. I teach about emotions, self-control, calming techniques, positive habits, thinking skills and so much more. My mission is to share my understanding about our amazing brains to help children, teenagers and adults alike feel that bit more normal, a bit more in control and a lot more happy! https://mymightymind.co.uk/	5, 6
Continued use of Boxall and Motional assessments to identify children with SEMH needs and identify areas to be developed in order to make progress.	The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. Identifies the levels of skills the children and young people possess to access learning https://new.boxallprofile.org/?utm_source=nurtureuk.org&utm_medium=website&utm_campaign=redirect_via_button Motional is a community of like-minded professionals who share an easy-to-use online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people. It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills. It can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing. https://motional.io/	5, 6
After school club opportunities will be	The study includes analysis of the Millennium Cohort Study as well as case studies in primary schools to explore the relationship between engagement in out of school activities and attainment. In this research brief, we highlight the	6

targeted to include disadvantaged pupils to increase participation and well-being by encouraging children to take part in physical activities or activities based on their interests e.g. Science club	importance of after school clubs for increasing disadvantaged children's access to activities and explore what it is about how these clubs are structured and delivered that helps to engage less affluent families. https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf	
Learning mentor and the pastoral team to work with children and their families and outside agencies if applicable to improve behaviour, attendance, persistent absence and punctuality.	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance	6
Increase parental engagement to support attendance and equip parents with the understanding of the importance of good attendance and the impact on progress and attainment as well as health and well-being	Being in school is important to your child's academic achievement, wellbeing, and wider development. There is evidence to suggest that regular school attendance is a key mechanism to support children and young people's educational, economic and social outcomes. Schools can facilitate positive peer relationships, which is a contributes to better mental health and wellbeing. Attendance at school is crucial to prepare young people for successful transition to adulthood, and to support their longer term economic and social participation in society. There is also evidence that the students with the highest attendance throughout their time in school gain the best GCSE and A level results. Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. https://educationhub.blog.gov.uk/2023/09/28/what-are-ghost-children-and-why-is-school-attendance-important/ With clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country. Improving attendance is a multifaceted mission, requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies. We have structured our resources around six evidence-informed themes. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://researchschool.org.uk/durrington/news/the-evidence-base-behind-attendance-interventions	6
Parent workshops and meetings to support home learning and equip parents with the understanding to	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 5, 6

support their children at home in order to make good progress. Staff will lead workshops on phonics, reading, maths, pastoral aspects of learning to support the challenges outlined in this document.		
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Total budgeted cost: £109,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Ballifield Primary school is a larger than average primary school compared to other primary schools nationally, with 450 pupils currently on roll, including nursery.

The school serves a predominantly mono-cultural but increasingly diverse population, with 77% White British pupils and 23% from multi-ethnic backgrounds; 8% have English as an additional language (EAL). The school's location deprivation indicator is quintile 4 (more deprived), reflecting the socio-economic challenges faced by many families in the community. However, pupil stability is high (93%), indicating strong parental confidence in the school.

Additional Context of school

Deprivation & Socio-Economic Context

Handsworth is ranked in the most deprived 30% of areas nationally, with approximately 25-30% of children living in income-deprived households (above Sheffield average of 24% and national average of 20%)

School pupil premium: 19.1% (88 pupils and increasing) below locality average but significant cohort 19.1.26

Median household income: £25,000-£28,000 (below Sheffield median ~£30,000)

Higher unemployment (6-7% vs Sheffield 5.5%, national 4.5%)

Health Indicators

Illness absence 4.1% vs Sheffield 2.1% - double Sheffield average, suggesting underlying health issues in the community. In autumn 2025 in Sheffield Public health reports indicate a particularly challenging flu season, which started unusually early.

Child obesity Y6: ~24-25% (above national 21%)

Mental health: Estimated 15-20% of children experience mental health difficulties

Crime & Safety

Crime rate: 80-100 per 1,000 population (above Sheffield 75, national 70)

Higher rates of ASB, domestic abuse, and youth exploitation risks

School response: Attends Woodhouse Handsworth & Stradbroke Crime & Vulnerability Meeting. Regular Safeguarding audits and reviews. Supervision meetings. 5 DSLs, NSPCC Speak Out Stay Safe programme Housing & Mobility

25-30% social housing, 25-30% private rented (higher than Sheffield average)

Issues with overcrowding, temporary accommodation, housing quality

57% of pupils join from outside catchment - suggests housing instability/mobility

However, high pupil stability once enrolled: 92.72% (well above national 79.5%) - school provides stability.

Community Demographics

25.6% BME (increasing)

6.7% EAL pupils (growing from 5% in 2023) - 20% EAL in EYFS 2025 cohort.

Lower adult education levels: 8-10% no qualifications (vs Sheffield 7%, national 6.5%)

Pupil Premium funding comprises of those eligible for free school meals and children who are currently or previously looked after (in public care) totalling 18.4% and increased from 17.4% last year. 21% of pupil premium pupils have also been identified as having additional needs.

The proportion of children who have special educational needs is 18% (Dec 25). There are 69 pupils at School Support and 12 EHCPs. 66% of those on the SEND register have communication and interaction difficulties as their primary need, including ASD, 19% have SEMH as their primary need and 12% of those on the SEND register have cognition and learning difficulties as their primary need. 74% of those on the SEND register are boys.

Children continue to come into school with low levels of language acquisition, there are significant undeveloped social and personal skills with many children not having basic play skills such as turn taking and the ability to share. The F2 cohort were born at the time of the COVID lockdown and this is apparent in their social and emotional skills. The Y3 and Y5 cohort continue to have difficulties with emotional regulation, friendships and social skills.

Main headlines for FS2 2024-25:

- The percentage of disadvantaged children gaining GLD rose in 2025 by 4%
- We were above national for disadvantaged children meeting GLD in 2025
- 66% of the children met GLD in 2025 which was a decrease from 73% the previous year.
- A number of the children did not reach GLD as they did not meet the standard in PSED although they did well in academic areas such as literacy and maths.

Main headlines for Y1 Phonics Screening Check 2024-25:

- The percentage of children meeting the expected standard in the Y1 PSC rose in 2025 by 5%. The percentage of Y2 children meeting the expected standard rose by 2%.
- This was supported by the high-quality tutoring provided for RWI, the coaching and support provided to all staff delivering the RWI curriculum and intensive boosters for children in the spring and summer term including gaining the support of parents to help at home.
- The percentage of disadvantaged pupils meeting the expected standard dropped in 2025 from 71% to 63%
- We were below national for disadvantaged children meeting the expected standard by 4%
- We are aware of this drop and are looking at how disadvantaged pupils are supported in their phonics learning and have been identified for targeted support

Main headlines for Key Stage Two 2024-25:

- There was a rise in attainment from 2024 to 2025 in maths and the combined measure. In all other subjects there was a decrease in attainment. This is particularly significant in reading and GPS where the difference was 7%. This is cohort specific, there was a high level of SEND in the year group with 4 EHCPs 2 of which were disadvantaged pupils.
- There was a rise in the attainment of disadvantaged pupils meeting the expected standard in Maths. In the other subjects there was a decrease in attainment for our disadvantaged pupils.
- We were also below national for disadvantaged pupils in reading, writing and GPS but in maths we were 12% above the national. We are looking at what has worked well in maths to see if we can apply it to the other subjects.

Maths

We have continued our close work with the Maths Hub specialist Catherine Salvadori. This is now the second year of our Teaching for Mastery journey, and the school continues to benefit from hub support, collaborative planning opportunities, and specialist guidance around long-term curriculum design. The Number Sense Programme continues, with Year 1 using the full sequence and Years 2–4 embedding elements to support fluency and consolidation. The school is part of the controlled group for Mastering Number (KS1) this year. We will receive the full training, resources and support from the Maths Hub next year (2025/26).

A significant amount of work this year has focused on improving the consistency and reliability of assessment across school: All staff have moved to using White Rose End-of-Block and End of Term Assessments across all year groups to enable staff to identify gaps and misconceptions and address these through same day interventions or pre-teach sessions. This has enabled the children to feel more confident in the maths sessions and make progress. Staff have access to newly circulated assessment documentation, including standardised recording formats and progression maps which allow them to track progress. A crucial Knowledge Gap document has been developed for each year group following guidance from our school improvement partner. This supports accurate handover, helps identify pupils requiring targeted intervention, and ensures continuity of learning across transitions. We are in the early stages of using these assessments and documents so the impact has not yet been fully measured.

Our focus in maths for the upcoming year is to:

- Develop strong fluency in basic skills
- Develop further a depth of understanding for problem solving and reasoning
- Effective diagnosis and support for conceptual understanding

Writing

We have been working closely with Teresa Heathcote, an English consultant, to review and refine our curriculum so that it better supports progression in skills and outcomes. A key focus this term has been the introduction of dictated sentences to develop pupils' transcriptional fluency, aligned with recommendations in the updated DfE Writing Framework. We have received quality training including whole school INSET and work with individual year groups looking at planning and targeted support from Theresa Heathcote, Handwriting training following eh ISHA programme from Martin Harvey and we have completed moderation of writing with a local school.

Monitoring shows staff are applying a more consistent approach to handwriting, with positive impact on pupils' presentation. The English leader has successfully completed Y6 city moderator training and is supporting other Sheffield schools through the Learn Sheffield writing project. An initial review of the writing framework supports our direction of progress for writing with increased focus on early transcription, clear sentence-level skill instruction and focus on shorter, high-quality pieces of writing.

Our priority in writing for the upcoming year is to:

- Strengthen the teaching and learning of writing by implementing a clear, sequenced approach and providing purposeful opportunities for writing across the curriculum

Oracy

Oracy remains a key area of development across the school. Teresa Heathcote has delivered PDM training to all staff, and the English Lead has attended a seminar led by academics and professionals specialising in oracy. Collaborative sessions are planned with a local school for the Spring term where good practice can be reviewed and shared. Staff have received training on oracy in INSET and PDM sessions, emphasizing the use of talk partners to develop social and emotional aspects of communication and strategies to enhance the speaking and listening elements of the National Curriculum. Vocabulary lessons are an integral part of the teaching sequence and children are becoming more confident in using vocabulary in their writing and when talking about their subject specific learning. EYFS have developed their own oracy curriculum and although in its early stages progress can be seen in how confident the children are at speaking especially given their low starting points. This will be further developed and monitored throughout the year. Our speech and language HLTA has developed her skills through a range of training and delivers language interventions such as NIP and LEAP across school but focusing mainly on KS1 children who need to gain the foundational language skills to make progress.

Our priorities in oracy for the upcoming year are to:

- Further develop our oracy curriculum to provide a structured, progressive approach that builds pupils' competence in spoken language and listening
- Provide a wealth of opportunities to develop spoken language and listening skills across the curriculum

Social and Emotional Learning

Leaders and staff create a calm, orderly, respectful, supportive and positive environment in which pupils can thrive. We use the Trauma-Informed Approach across school which includes the following approaches:

- Personalised teaching and learning approaches for pupils with SEMH difficulties
- 4 qualified trauma-informed practitioners working with vulnerable children
- Developing pupils' ability to reason and self-regulate
- Zones of regulation incorporated in classrooms
- EAA (emotional availability aids) available to all children as and when needed
- 23 staff trained in positive behaviour management and de-escalation strategies (Team Teach)
- 2 Level 3 teaching assistants work closely with SENDCO implementing bespoke nurture provision
- Haven Nurture Unit for pupils with SEMH difficulties. The aim of the unit is to foster pupils' emotional well-being to facilitate healthy learning attitudes.
- The support across school includes: 1-1 TA support, learning mentor support, access to nurture provision, trauma-informed counselling, alternative provision, bespoke breaks and lunchtimes, bespoke PE/active sessions

Our priorities for social and emotional learning for the upcoming year are:

- Further reduce persistent absence, especially among disadvantaged pupils
- Enhance approach to supporting children's mental health and wellbeing
- Increase capacity for staff trained in positive behavioural management strategies (Team Teach)
- Strengthen our nurture provision and inclusive practice to ensure that vulnerable and challenging children including those accessing the nurture hub receive a high-quality, broad curriculum.

Attendance

The school has closely monitored and tracked attendance including that of disadvantaged pupils and has introduced measures to improve the attendance of our vulnerable pupils including a breakfast club and an active start club to encourage pupils into school and on time funded through pupil premium money.

- **Disadvantaged pupils (46 tracked individually):**
- Recent intervention data (Sept 25-Jan 26): majority showing improving trend
- Average improvement: 16% for improving cohort
- Examples: 72%→87%, 70%→92%, 79%→94%, 73%→84%
- Non-PP: 96.0% attendance (above national 95.8%)

Out attendance has been impacted by an outbreak of chickenpox and an early flu season in the autumn term.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
STAR assessments, Freckle, accelerated read	Renaissance
RWI	RWI