



STUDENT PREMIUM STRATEGY STATEMENT

BENTS GREEN SCHOOL

2024/2025 to 2027/2028

SCHOOL OVERVIEW

Detail	Data
School name	Bents Green
Number of students in school	345
Proportion (%) of student premium eligible students	53%
Academic year/years that our current student premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Laura Rzepinski – Executive Head teacher
Student premium lead	Laura Rzepinski
Governor	Mark Raynor

FUNDING

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£182,275
Recovery premium funding allocation this academic year	£0
Student premium funding carried forward from previous years	£0
Total budget for this academic year	£182,275
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

This statement details our school's use of student premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

PART A: STUDENT PREMIUM STRATEGY PLAN

Statement of intent

Our aim is to use pupil premium funding strategically and effectively to improve outcomes and life chances for our disadvantaged pupils, ensuring that they are able to engage fully in learning, make meaningful progress, and develop the skills they need for adulthood.

At the heart of our approach is a commitment to high-quality teaching, underpinned by a needs-led, evidence-informed framework that recognises the complex and interrelated barriers faced by our pupils. For autistic pupils and those with complex SEND, progress is dependent on the successful integration of learning, communication, wellbeing, and regulation. Pupil premium funding is therefore targeted to remove barriers that prevent pupils from accessing learning and thriving within a broad and balanced curriculum.

Student wellbeing is a fundamental priority at Bents Green. We recognise that pupils cannot make sustained academic or developmental progress unless their emotional, sensory, and mental health needs are understood and met. Many of our disadvantaged pupils experience challenges with attendance, emotional regulation, anxiety, and engagement in school. Funding is therefore used to support attendance, emotional resilience, mental health, and wellbeing, ensuring pupils feel safe, regulated, and ready to learn. This includes access to a sensory-informed curriculum, therapeutic approaches, and structured support that enables pupils to participate meaningfully in school life.

All of our pupils have speech, language and communication needs (SLCN) identified within their EHCPs. These needs are central to our strategy, as communication underpins learning, social interaction, and independence. For many disadvantaged pupils, SLCN significantly impacts confidence, engagement, and progress across the curriculum. Pupil premium funding is therefore directed towards whole-school communication strategies, targeted interventions, and the development of phonics and reading, using approaches appropriate for autistic learners. Staff are trained to use consistent, evidence-based communication methods to support understanding, expression, and interaction.

High-quality teaching and learning remains the most effective lever for improving outcomes. Investment in staff development is a priority, including training in autism-specific pedagogy, trauma-informed practice, sensory integration, and communication strategies. Funding supports the ongoing professional development of teachers and teaching assistants, early career teacher support, and recruitment and retention, ensuring that staff have the skills and confidence to meet the diverse and complex needs of our pupils.

Many of our disadvantaged pupils have limited access to outdoor learning, practical experiences, and enrichment opportunities due to vulnerability within the community. Pupil premium funding supports a curriculum that includes structured outdoor and experiential learning, promoting personal development, independence, and wellbeing. These opportunities contribute to pupils' social, emotional, physical, and cognitive development, while supporting positive relationships with the natural environment and the wider world.

While this strategy is targeted at disadvantaged pupils, we recognise that effective SEND provision benefits all learners. By strengthening teaching, communication, wellbeing support, and curriculum access, the approaches outlined will improve outcomes for all pupils, ensuring equity, inclusion, and preparation for adulthood across the school.

Challenges

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

Challenge number	The detail of challenge
1	<p>Speech, Language and Communication Needs (SLCN)</p> <p>The majority of our pupils have speech, language and communication needs (SLCN) identified within their EHCPs, which present a significant barrier to learning if not effectively addressed. Research consistently identifies oral language as a foundational skill for learning across the curriculum, with difficulties in this area impacting reading comprehension, writing, social interaction, emotional regulation, and independence.</p> <p>For a growing number of pupils, SLCN is complex and severe, including non-verbal communication, limited expressive and receptive language, and significant difficulties with social communication. These challenges directly affect pupils' confidence, engagement, and ability to access teaching, particularly in group learning contexts. Evidence from speech and language therapist (SaLT) assessments, EHCP reviews, classroom observations, and pupil voice indicates that disadvantaged pupils experience greater levels of communication difficulty than their peers, which may be linked to reduced access to early intervention, enrichment, and consistent communication support outside school.</p> <p>EEF evidence highlights that targeted oral language interventions, when delivered by trained staff and embedded within classroom practice, can lead to meaningful improvements in communication and learning outcomes. Without sustained, specialist intervention and whole-school communication strategies, these pupils are at increased risk of disengagement and reduced progress.</p>
2	<p>Limited Access to Outdoor Learning and Cultural Capital</p> <p>Many of our disadvantaged pupils have limited access to outdoor, practical, and enrichment activities beyond the school environment due to vulnerabilities within the community, including social, financial, and safety-related barriers. This restricts opportunities for pupils to develop cultural capital, independence, and life skills that support engagement and learning.</p> <p>Evidence suggests that experiential and outdoor learning can have a positive impact on pupils' social development, wellbeing, engagement, and motivation, particularly for autistic pupils who benefit from sensory-regulated, hands-on learning experiences. Observations and discussions with pupils and families indicate that disadvantaged pupils have fewer opportunities to develop confidence, resilience, and real-world skills outside of school, increasing reliance on school-based provision to address these gaps.</p> <p>EEF research highlights that enrichment activities, when well planned and aligned with curriculum goals, can support broader outcomes including behaviour, wellbeing, and readiness to learn. For pupils with SEND, structured</p>

	<p>outdoor learning opportunities can also support sensory regulation and emotional wellbeing, which are critical preconditions for academic progress.</p>
3	<p>Social, Emotional, and Mental Health (Wellbeing)</p> <p>Student wellbeing is a significant priority at Bents Green, as pupils are unlikely to make sustained academic or developmental progress unless their social, emotional, and mental health needs are met. Many disadvantaged pupils experience higher levels of anxiety, emotional dysregulation, trauma, and difficulty with social interaction, which directly impacts behaviour, attendance, and engagement with learning.</p> <p>EEF evidence demonstrates that social and emotional skills are strongly linked to positive outcomes, including improved behaviour, academic attainment, and long-term life chances. Whole-class approaches to social and emotional learning, alongside targeted interventions for pupils with greater need, are shown to be most effective when delivered consistently and monitored carefully for impact.</p> <p>Guidance from the EEF on Improving Social and Emotional Learning and Improving Behaviour in Schools supports the explicit teaching of social and emotional competencies, the use of evidence-informed behaviour approaches, and the importance of staff training. For autistic pupils, these approaches must be adapted to reflect neurodiversity, sensory needs, and communication differences, ensuring that interventions are accessible and meaningful.</p>
4	<p>Reading and Writing (Literacy)</p> <p>Disadvantaged pupils often face additional barriers to developing literacy skills, particularly in reading and writing. Research indicates that pupils from disadvantaged backgrounds are less likely to engage with reading outside of school, which can limit vocabulary development, comprehension, and fluency.</p> <p>For pupils with SEND and SLCN, difficulties with phonological awareness, language comprehension, and expressive language further compound these challenges. Many pupils therefore require targeted academic support to develop literacy skills, with interventions carefully matched to individual need and aligned with classroom teaching.</p> <p>EEF evidence stresses that literacy interventions are most effective when they are explicit, systematic, time-limited, and delivered by trained staff, and when they do not unnecessarily remove pupils from access to the wider curriculum. The EEF's <i>Selecting Interventions</i> tool and literacy guidance support the use of evidence-informed approaches, particularly those that integrate phonics, oral language, and reading comprehension strategies.</p>
5	<p>Attendance</p> <p>Attendance remains a significant challenge for some of our most disadvantaged pupils. Barriers to attendance include anxiety, unmet wellbeing needs, family circumstances, and difficulties with transitions, all of which are more prevalent for pupils with SEND.</p>

EEF evidence suggests that no single strategy is universally effective in improving attendance. However, targeted parental engagement, consistent communication, and personalised support approaches show promise, particularly when combined with strategies that address the underlying causes of absence. The EEF guidance on Working with Parents to Support Children's Learning emphasises the importance of building strong relationships with families and offering more intensive, tailored support where needed.

For disadvantaged pupils with complex needs, improving attendance requires a multi-agency, flexible, and relationship-based approach, ensuring that school is experienced as a safe, supportive, and inclusive environment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan for pupil premium (2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Increased staff confidence in how to provide the best support for children with SLCN.</p> <p>Teachers understand what is meant by a communication-friendly classroom and demonstrate this in their practice</p>	<p>CPD for all staff with a language and communication focus with SLCN, all staff develop in this area.</p> <p>Staff audit to monitor the effectiveness of training – staff knowledge and identification of support has increased.</p> <p>Learning walks/lesson observations to monitor the impact of communication strategies being implemented across school successfully.</p> <p>Parent and student questionnaires to show positive feedback.</p> <p>Achievement of EHC plan termly outcomes with a focus on communication needs being met and developed.</p> <p>Establishing better links with SALT and Educational psychologists, developing a new referral system and ways to ensure resources are used in the most cost-effective and productive way.</p>
<p>Outdoor Learning linked to personal development</p> <p>Students will demonstrate an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being through being stimulated by the outdoors experience.</p> <p>Students develop healthier lifestyles</p> <p>Students learn how to undertake a range of practical activities and carry out small achievable tasks.</p> <p>Students develop an appreciation of the environment and a life-long relationship with nature.</p>	<p>Investment in resourcing the outdoor learning curriculum and all outdoor learning spaces. All students engage well in the outdoor learning experiences.</p> <p>Develop links with outdoor learning providers to ensure staff can develop and receive CPD in this area.</p> <p>Have a range of outdoor learning experiences on offer for students across all pathways and year groups.</p>
<p>Wellbeing</p> <p>Bents Green Staff across both sites are trained in delivering high-quality ELSA, Lego</p>	<p>All staff are trained in interventions across all sites.</p> <p>Calendared sharing of practice.</p>

<p>Therapy, Mighty Minds, Behaviour Box, TT10 and any other appropriate interventions.</p> <p>Intervention team staffing and development to provide small group and 1:1 intervention to be delivered to support student wellbeing and engagement.</p>	<p>Intervention logs on CPOMS show an increase in successful intervention outcomes for students.</p> <p>Intervention slots on all students' timetables.</p> <p>Intervention workers are in place on both sites.</p> <p>Senior leaders communicate the strategic plans for interventions across the school.</p> <p>Ongoing development of staff to ensure they continue to support students to achieve their EHCP outcomes.</p>
<p>Improved attainment for disadvantaged pupils in reading and writing.</p>	<p>Through the achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2027/28.</p> <p>All staff to feel confident supporting students with reading and phonics. This to be evidenced through surveys and staff conversations.</p> <p>All staff to understand the whole school reading and writing strategy.</p> <p>Have well-resourced reading materials that benefit the individual needs of the students.</p>
<p>All students to have improved attendance and be engaging fully with school life.</p>	<p>All student's attendance figures to have improved in line with the LA KPIs and school SIP KPIs.</p> <p>A whole school strategy in place to support attendance.</p> <p>Strategies in place to build relationships between school and parents/carers to support improvements in attendance.</p> <p>Evidence of these relationships can be seen by improved attendance figures and parent/carer feedback.</p> <p>All staff to be EBSA trained.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 42,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff audit to monitor effectiveness of training.</p> <p>Learning walks/lesson observations to monitor the impact – Via our self-evaluation process.</p> <p>Parent and student questionnaires</p> <p>CPD schedule – supports CPD in this area.</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modeling language and reasoning.</p> <p>EEF studies report that studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	1
<p>Teachers/ TAs to receive CPD in outdoor learning techniques.</p> <p>Engage with outdoor education providers and other outdoor learning opportunities – allotment development etc.</p>	<p>Their initial findings suggest that engaging in a Forest School can contribute to the development of collaborative learning skills, by encouraging children to work with others on challenging outdoor activities.</p>	2
	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important</p>	4

<p>Continue to ensure all new staff are trained in pre phonics/ phonics and fluency.</p> <p>Investment in phonics and reading resources and reading material.</p> <p>CPD calendar to support staff development in this area.</p> <p>Whole school reading and writing strategy implemented and resources in place to support this.</p> <p>Embed the new phonics program.</p>	<p>component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Phonics improves the accuracy of the child's reading but not necessarily their comprehension.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention specialist and curriculum engagement specialist to work with staff to disseminate their knowledge and support maximum student numbers.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches have positive overall effects.</p> <p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p>	1,3 &5

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £50,000

Continue to establish the Learning mentor role across all four sites, in place to support all students where attendance is difficult. Continue to run our Home tutor one day a week offer – teacher. Continue to allocate L3TA time to support non-attending students. Further top up training on the use of the EBSA approaches. Continue to support students through the Sheffield AP local offer where necessary.	Guidance report – working with parents to support children's learning. Shows various ways that building and developing good relationships with parents and carers can support a child to access school. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) Emotionally Based School Avoidance (EBSA) is a broad umbrella term used to describe a group of children and young people who experience significant and enduring challenges in attending school due to emotional factors. Over the past few years there has been considerable effort by Educational Psychologists and other professionals to shift the narrative around EBSA, moving away from the language of "school refusal" to a more compassionate and person-centred approach that also considers the wider environmental factors that could be contributing to the EBSA. More recent research has also focused on the Voice of Child, shining a light on children's experiences of EBSA and how they believe their needs have been perceived and conceptualised by others. Sadly, a theme throughout these studies has been one whereby children do not always feel that their EBSA is truly believed or understood (Baker, 2015 & Billington, 2018).	3 5

Total budgeted cost: £182,275

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

Student premium strategy outcomes

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

The student premium activities implemented during the 2024-2025 academic year had a significant, positive impact on student outcomes. Key achievements and their impact are summarised below:

Teaching and Learning

Investment in staff development has led to improved consistency and quality of teaching, particularly in relation to communication, phonics, and inclusive classroom practice. Staff audits, learning walks, lesson observations, and feedback from pupils indicate that training has increased staff confidence and competence in supporting pupils with complex speech, language and communication needs.

Whole-school approaches to communication and language have supported pupils to engage more effectively in learning. Consistent modelling of language, increased use of structured communication strategies, and explicit teaching approaches have resulted in improved pupil participation, increased expressive communication, and greater confidence when accessing the curriculum. These improvements align with evidence that disadvantaged pupils benefit disproportionately from high-quality communication and language approaches.

The implementation of a whole-school reading strategy, alongside investment in phonics resources and staff training, has strengthened early reading provision. Phonics teaching is now more explicit, systematic, and matched to pupils' developmental levels, resulting in improved engagement with reading activities and increased accuracy in decoding for many pupils. While comprehension remains an area for continued development, pupils are better equipped with the foundational skills required for reading progress.

Targeted Academic and Behaviour Support

The introduction of specialist roles to support staff has increased the reach and effectiveness of targeted interventions. By disseminating expertise and modelling evidence-informed strategies, these roles have helped ensure greater consistency and quality of delivery across the school. Behaviour and self-regulation interventions have contributed to improved emotional regulation, reduced incidents of dysregulation, and increased readiness to learn for targeted pupils.

Evidence from observations and behaviour monitoring indicates that pupils receiving targeted support are better able to manage transitions, engage with learning tasks, and sustain attention. These outcomes are particularly significant for disadvantaged pupils, whose complex needs often require coordinated and skilled intervention.

Wellbeing, Attendance, and Wider Strategies

Wellbeing-focused strategies have had a measurable positive impact on pupils' engagement and attendance. The continued development of the Learning Mentor role across all sites has strengthened relationships with pupils and families, enabling earlier identification of barriers and more responsive support. Targeted work with families has increased trust and communication, supporting pupils who experience anxiety or emotionally based school avoidance (EBSA).

The Home Tutor provision and targeted teaching assistant support for non-attending pupils have ensured continuity of learning and helped maintain relationships with school during periods of absence. Additional training in EBSA-informed approaches has supported staff to adopt a more compassionate, child-centred response, improving pupils' sense of safety and belonging. In several cases, this has contributed to improved attendance patterns and increased time spent in school.

Outdoor Learning and Enrichment

Investment in outdoor learning and staff training has expanded opportunities for disadvantaged pupils to engage in practical and experiential learning. Pupils have demonstrated improved collaboration, confidence, and emotional regulation during outdoor activities. These experiences have supported broader personal development outcomes and helped address gaps in cultural capital for pupils who have limited access to enrichment opportunities outside school.

Overall Impact

Taken together, pupil premium funding has supported:

- Improved staff expertise and consistency in meeting complex SEND needs
- Increased pupil engagement, communication, and readiness to learn
- Stronger early reading provision and access to literacy
- Improved wellbeing, emotional regulation, and attendance for targeted pupils
- Enhanced access to enrichment and outdoor learning opportunities

While disadvantaged pupils continue to face significant and complex barriers, the strategies implemented have strengthened the school's capacity to meet these needs effectively. The impact of this work will continue to be monitored and refined to ensure sustained improvement and equity of outcomes.