

Pupil premium strategy statement

This statement was updated in November 2025. 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	Sheffield Inclusion Centre
Number of pupils in school – As at 1st September 2025	182
Proportion (%) of pupil premium eligible pupils	79.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	T Rhodes
Pupil premium lead	A Khan
Governor / Trustee lead	R Dodds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,082.50
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	£200,082.50

Part A: Pupil premium strategy plan

Statement of intent

- Throughout the 3 year growth of Sheffield Inclusion Centre the proportion of pupils receiving Pupil Premium (PP) funding is high and has remained reasonably consistent
- At the beginning of 2024-25 this was 85.1%, NOR as at 1st September 2024 – 194.
- At the beginning of 2025-26 this was 79.7%, NOR as at 1st September 2025 – 182.
- In previous years, PP funding has been used successfully to ensure that progress of PP pupils is at least as good as the smaller non PP population.
- The strategy has broadly been to use PP funding to: Supplement staffing levels to ensure that ratios of staff to pupils remain high.
- To provide targeted interventions from specialist services.
- Ensure that all pupils received a free breakfast and lunch during each day in school

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Quality First Teaching
3	Self-esteem/SEMH Intervention
4	Special Educational Needs including challenging behaviours
5	'Lost learning' due to Covid-19 Pandemic

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
Attendance increase for PP pupils	Whole school increase in attendance and increase in PP cohort
Quality First Teaching	Increase in progress and outcomes for PP cohort
Self-esteem/SEMH Intervention	Increase in wellbeing and mental health of PP cohort
Special Educational Needs including challenging behaviours	Decrease in behaviour incidents and RPIs for PP cohort
'Lost learning' due to Covid-19 Pandemic	Close the gap in learning for PP cohort

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 49,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support and interventions. Targeted EHCP support	"Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average." Education Endowment Foundation	1,2,4,5
Trauma Informed training for staff to deliver Emotional Literacy Support for pupils who are experiencing temporary or longer term additional emotional needs	"On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment." Education Endowment Foundation	1,2,3,4,5

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

Budgeted cost: £ 125,582.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils make at least expected progress in reading and phonics.	Further closure of the gap of progress between PP and non PP pupils.	1,2,4,5
Pupils make at least expected progress against EHCP outcomes	Pupils making the same progress against EHCP targets as non PP pupils.	1,2,3,4,5

Pupils make at least expected progress in Using and Applying Mathematics	Maintain closure in the gap of progress between PP and non PP pupils.	1,2,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve behaviour and attitudes to learning. Using SIMS/training for staff to track/record behaviour	Fewer behaviour incidents recorded for identified pupils. Robust and supportive behavioural interventions in place for these pupils.	1,2,3,4,5
To increase the number of positive social interactions with adults and peers. 1-1 mentoring	Fewer behaviour incidents recorded for identified pupils. A range of groups offering opportunities for positive social interactions for these pupils.	1,2,3,4,5
To improve self-esteem and independence for our young learners.	Observed improvement in attitudes towards school achievement – using the PASS Achievements regularly celebrated and shared with the school community.	1,2,3,4,5

Total budgeted cost: £ 200,082.50

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.

All pupils receive contact from our staff team with safe and well visits assigned daily to our disadvantaged pupils if non-attendance in school.

The 2024-2025 academic year saw an improvement in examination results.

Overall our attendance remains a challenge for the school, however, many strategies are in place to encourage attendance. The broad and varied curriculum supports this.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Amazon Prime Boxall Profile Hamilton Trust Org UK PSHE Association Schools Safeguarding Network Team Teach Licence RWI (Oxford Owl) Ed Class Focus Educational Software Maths Circle Ltd Twinkl White Rose (Maths) Lexia	Amazon Boxall Hamilton Trust PSHE Association Safeguarding Network Team Teach Oxford EDLounge Twinkl White Rose Lexia UK

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Supporting strategies 2025/26

Funding due is £200,082.50

Strategy	Description of targeted funding	Impact measures	Evidence
Pupils have timetabled intervention teaching	To deliver an intervention curriculum for eligible pupils falling behind in their expected rates of progress in: English & Maths, reading & EAL needs. Coordinated by the Senior Leadership Team. Identified from pupil trackers & impact monitored by Senior Leadership Team	- Progress rates - Pupils returning to expected progress and monitoring evidence this is sustained	Outcomes
Access to a rich curriculum and extra – curricular activities	To build memorable events in to the curriculum, and offer a range of offsite trips, educational visits, vocational placements/Life Skills	Attendance rates improve behaviour profile positively improves	Attendance data
Therapeutic input	Access to counselling/psychologist/therapy	Behaviour profile positively improves 60%+ reduction in physical assaults on site	Decrease in behaviour incidents and RPIs
Individualised merits	One off & occasional events/purchases specific to the pupil	Behaviour profile positively improves	
KS2 sports funding	Physical activity	Behaviour profile positively improves	
IT hardware & software	Kit to support individual access to curriculum & accreditation. Software purchased.	Progress rates Accreditations on track for expected grade & beyond	Outcomes
Books & reading materials	To enthuse and embed positive attitudes to reading based on pupils' interests. GCSE revision guides for core subjects.	Achievement rates for reading increase Pupils returning to expected progress and monitoring evidence this is sustained	