

Pupil premium strategy statement – Sharnford Primary

This statement details our school's use of pupil premium (and recovery 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	71
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sharon Boyd-Hope
Pupil premium lead	Sharon Boyd-Hope
Governor / Trustee lead	Mark Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,879
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>).	£1,359
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£30,238

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is, 'Many hearts make our school nourishing, flourishing and fruitful'. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential academically, socially and morally.

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, face family upheaval and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. It also considers the research conducted by the EEF. Our schools will combine this evidence with professional judgement and knowledge of our own pupil's needs.

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.

Our intention is that non-disadvantaged pupils' attainment and growth will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not based on assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Ensure children receive support with non- academic challenges such as wellbeing, mental health and safeguarding concerns
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, regardless of pupils' background

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged pupils is below that of their non-disadvantaged peers
2	A high proportion of disadvantaged children have parents or carers who do not engage in their child's education and / or low aspirations
3	A high proportion of our disadvantaged pupils have additional needs and often require specific, targeted interventions
4	A high proportion of our disadvantaged pupils experience changing and challenging family circumstances and / or a prevalence of anxiety, trauma, or behavioural issues.
5	A high proportion of our disadvantaged children enter school with underdeveloped reading, writing, or phonics skills

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
Improve attendance of disadvantaged pupils	As of July 2025 the attendance gap between disadvantaged pupils and non-disadvantaged is 4.6% by July 26 this will have reduced as a minimum to 2.5%
Our school acts as a springboard in promoting ambitious life opportunities for disadvantaged pupils and their families as well as promoting parental involvement	Increased attendance at in school events – e.g parents' evening, open days, meet the teacher, curriculum workshops and other school-based events. Records of attendance at events will be monitored and trends reported over time
Home-school partnership promotes removal of barriers for specific SEND support	100% of parents of disadvantaged pupils attend pupil passport reviews and/or SEND annual reviews 100% of the parents of disadvantaged pupils engage with the annual SEND parent survey. Where applicable, parents of disadvantaged pupils fully engage with external provision and/or external agencies recommended by the SENDCo 100% of pupils attend targeted intervention
Home-school partnerships seek to increase the positive	Our Internal safeguard records for disadvantaged pupils demonstrate that:

outcomes of the involvement of external agencies and providing pathways	<ul style="list-style-type: none"> - An increasing number of cases on safeguard are closed successfully - The number of disadvantaged children remaining under monitoring conditions reduces - Records show that SENDCO & Family Support Worker provide pathways and liaisons for children/parents/carers to aid with SEMH needs and concerns
Improved reading, writing, phonics skills	<p>Assessments and observations indicate significantly improved reading, writing and phonics skills among disadvantaged pupils.</p> <p>This is evident through learning walks, pupil interviews, book looks, engagement in lessons, phonic screening outcomes and ongoing formative assessment.</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: £4536

Activity	Evidence that supports this approach	Challenge number(s) addressed
CUSP curriculum framework. (£4536)	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well....the potential impact of these approaches is very high, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1, 3 & 5

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

Budgeted cost: £ 3,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 targeted support SEND (£1615)</p>	<p>support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3 and 5</p>
<p>1:1 targeted support KS2 (£1615)</p>	<p>support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3 and 5</p>
<p>Use of programmes to improve listening, narrative and vocabulary skills (Talking Tables, Word Aware, Idioms, NELI. Nessy) and for developing reading and writing skills through targeted intervention (£1300)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4 & 5</p>

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

Budgeted cost: £14,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker (£6500)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p> <p>The EEF searched for impact evaluations published since 2000 that evaluated an intervention with a primary goal of increasing school attendance and that reported on a measure of pupil attendance or absenteeism. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>1,2,3,4</p>
<p>Support for disadvantaged children to access enrichment opportunities and increase their cultural capital e.g. trips, residentials and events. Provision of school uniform. (£1000)</p>	<p>Children with less cultural capital have difficulty with responding to setbacks, working with others, managing emotions and coping with difficult situations. Evidence shows they also have less oral language skills as a result of having less opportunities. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,4,5</p>
<p>Support for disadvantaged children to access needed support: counselling, therapy or forest school (£10,280)</p>	<p>Children with less family support or a family advocate may not access services due to lack of knowledge of services or ability to access these from a financial standpoint. Provision of key support to help children with SEMH needs is vital</p>	<p>1,3,4</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We continue to see that the attainment of disadvantaged pupils has been impacted by the pandemic. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils.

Attainment of disadvantaged pupils (Years 1-6) Summer 2025

19 pupils (1=5.2%)	BLW	WTS	EXS
reading	37%	37%	26%
Writing	32%	47%	21%
Maths	32%	47%	21%

Attainment of non-SEND disadvantaged pupils (Years 1-6) Summer 2025

7 pupils (1=14%)	BLW	WTS	EXS
reading		14%	84%
Writing		58%	42%
Maths		43%	57%

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A