Pupil Premium Strategy Statement 2025-26

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	Sharpness Primary School
Proportion (%) of pupil premium eligible pupils	20 of 112 (18%)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	31st December 2025
Date on which it will be reviewed	March 2026 June 2026 November 2026
Statement authorised by	Helen Buckingham
Pupil premium lead	Helen Buckingham
Governor / Trustee lead	Sara Matthews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,928
Pupil premium funding carried forward from previous years	£12,308
Total budget for this academic year	£45,236

Pupil Premium Strategy Statement 2025-26

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points academically, including those who are high achievers.

We place a high priority on personal development, and our aim is that the personal development of all pupils is well supported so that they leave Sharpness Primary School *Successful, Happy, Ambitious, Responsible and Proud* regardless of the barriers they may face socially or emotionally.

Our objectives:

- Remove barriers to learning created by social and emotional issues (mental health) which may include behaviour and/or attendance
- Enable all pupils to look after their own social and emotional wellbeing and to develop resilience
- Narrow the statutory attainment gap between PP and NPP peers especially at greater depth
- Enable a wide range of experiences and opportunities to develop a knowledge and understanding of the World

Achieving our objectives:

- Provide all staff with high quality CPD to ensure that pupils access effective QFT
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 where required
- Target funding to ensure that all pupils have access to trips, residentials and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities linked to our curriculum drivers (e.g. music and cultural)
- Provide appropriate nurture support to support pupils in their emotional and social development and their families

Challenges

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

Challenge number	Detail of challenge
1	Communication and language on entry
2	Social and emotional barriers which can impact on attendance, learning and attainment Limited support for families who do not meet Early Help/Social Care criteria but still require intervention/support
3	Academic achievement especially at greater depth
4	Lack of experiences which limit personal development
5	Attendance for a small % of PP is not in line with their peers

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
Children make good progress with communication and language development in line with their peers	Children's needs are effectively identified on entry Staff are trained in delivering Communication and Language interventions Communication and language is not a barrier to achieving GLD
Children are enabled to build resilience, emotional stability and self-esteem in order to reduce barriers to learning.	Children's needs are identified and provision is targeted based on the needs identified Provision is delivered effectively. Children are equipped with a range of strategies to support their well-being alongside strategies to support their learning. Pupils feel happy at school and are ready to learn so that they can reach their full potential Parents are supported to become more involved and engaged and support learning at home – particularly reading at

	home. There is an increase in parental engagement and the % of PP children achieving a Gold reading award continues to increase. Attendance is improved (where this is a barrier)
Attainment of disadvantaged children to be in line with non-disadvantaged children across the curriculum especially at greater depth	Children attain ARE/EXP at least in line with their NPP peers Children attain greater depth at least in line with their NPP peers
Children who have limited wider life experiences will experience an enriched curriculum and access wider school provision in line with our curriculum drivers.	PP children access all school activities Experiences are planned across the year enabling all children to broaden their cultural capital
Pupils' attendance will be in line with the national average and targeted pupils' attendance improves (linked to resilience and well-being) .	Attendance is robustly monitored and children/families identified Families are supported to explore barriers and work together to improve attendance Improved attendance has a positive impact on children's performance

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: £20,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of a TA to provide small group interventions (contribution towards)	EEF Small group tuition – moderate impact for moderate cost +4 months impact. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.	3

• Oral language interventions such as reading aloud and structured questions to support reading comprehension • Reading comprehension strategies	Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching. EEF Oral language interventions – very high impact for very low cost based on extensive evidence +6 months. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. EEF Reading comprehension strategies – very high impact for very low cost based on extensive evidence +6 months.	
Sustaining the mastery maths approach programme – securing best practice through collaboration NCETM training and release	EEF Improving Maths guidance Follows EEF recommendations at KS1 and KS2. EEF Supports teaching of metacognition and self-regulation. Very high impact for very low cost based on extensive evidence +7 months. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.	3
KAPOW Curriculum	EEF – Kapow aligns its subjects with EEF evidence and guidance on effective teaching, professional devel-	3

	opment, and implementing evidence-informed approaches to support pupil attainment and wellbeing.	
Phonics Training	To ensure that all staff have the knowledge and skills to deliver high quality teaching. EEF Phonics – high impact for very low cost based on extensive evidence +5 months. Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	3
Drawing Club Training and Resources	EEF – the core principles of Drawing Club and Curious Quests align with evidence and initiatives supported and recommended by EEF related to Early Literacy, arts participation and pupil engagement. The principles of The Writing Framework align with Drawing Club and Curious Quests in ensuring foundation knowledge and skills are secure by the end of KS1.	3
Forest School Training	EEF – The EEF's SEL toolkit and physical development guidance align with Forest School aims, supporting emotional intelligence and movement skills. Both Forest School and EEF guidance champion child development, wellbeing and effective learning, with Forest School providing methodology to achieve outcomes similar to those promoted by EEF's evidence-based strategies.	3, 4
Resources	Assessments	3

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

Budgeted cost: £7,500 (linked to budget for retention)

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to address individual children's needs in reading, writing and maths and close the attainment gap/increase the % achieving greater depth. • Oral language interventions (reading and C&L) • Precision teaching • Phonics • Reading comprehension • Maths • Pre-teaching • SPaG • Forest School	EEF Small group tuition – moderate impact for moderate cost: +4 months. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching. Increased 1-1 and small group teaching by the class teacher and TA to close gaps identified in reading, writing and maths will enable children to embed and apply skills in reading, writing and maths. Linked to the curriculum and focused on specific areas where pupils benefit from additional practice and feedback. EEF Oral language interventions – very high impact for very low cost based on extensive evidence +6 months. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. EEF Phonics – high impact for very low cost based on extensive evidence +5 months. Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Reading comprehension strategies – very high impact for very low cost based on extensive evidence +6 months. Alongside phonics it is a crucial component of early reading instruction. EEF Forest School - Both Forest	3

	School and EEF guidance champion child development, wellbeing and effective learning, with Forest School providing methodology to achieve outcomes similar to those promoted by EEF's evidence-based strategies.	

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

Budgeted cost: £16,881

Activity	Evidence that supports this approach	Challenge number(s) addressed
The pastoral support worker will run interventions to support pupils and families with their SEMH needs. SEMH Behaviour Attendance	EEF social and emotional learning – moderate impact for low cost: +4 months impact. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Positive impact on attendance which is monitored (as per intended outcomes)	2 April to October
Breakfast Club available to all PP	EEF Breakfast clubs – low-moderate impact for low cost: +2 months impact. Breakfast clubs can boost pupils' reading, writing and maths results and improve concentration and behaviour.	2
Music tuition Individual lessons Whole-class 10-week blocks	EEF cultural capital and attainment Arts participation – moderate impact for very low cost +3 months. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.	4

Experiences including: Residential One-day Creative Coram Life	We think that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education…enrichment approaches can directly improve pupils' personal development as well as attainment. (EEF) Very often, children from disadvantaged backgrounds do not have the same access to enriching experiences compared to many of their NPP peers. This can impact on their language and range of vocabulary, as well as their access to a culturally diverse world. We aim to close this gap so that all PP children have access to a wide range of experiences to supplement their curriculum and learning. We also actively seek additional funding through local charities to ensure that a PP child does not miss an opportunity to broaden their horizons.	4

Total budgeted cost: £45,235

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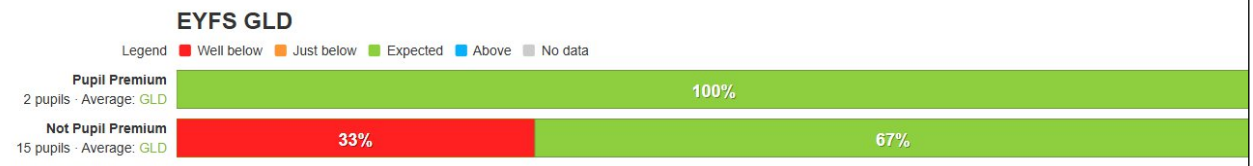
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

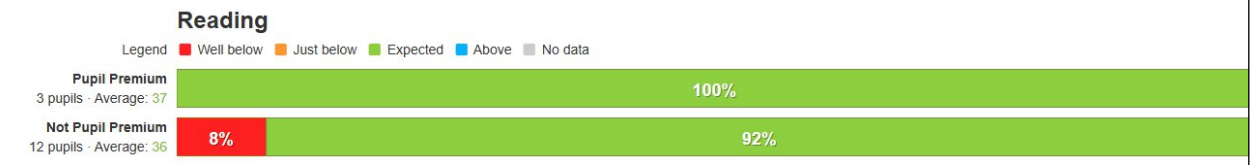
Review of 2024/25

Academic – Statutory Assessment

EYFS GLD



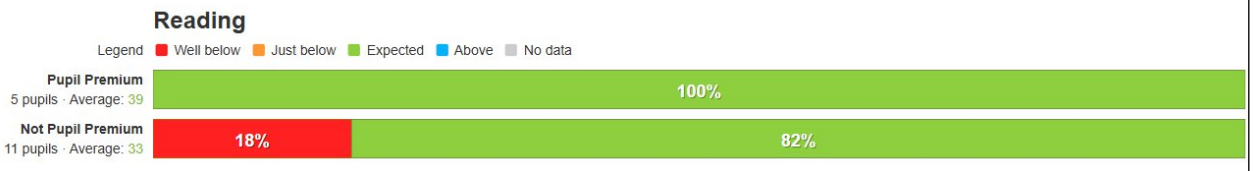
Phonics Y1



SPS All Pupils: 93%

National All Pupils: 80%

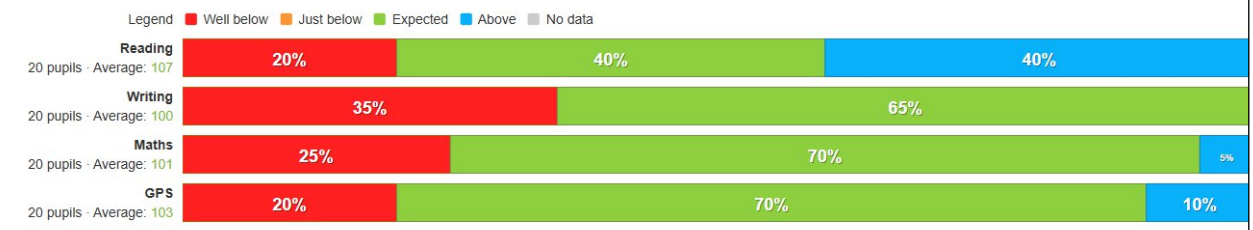
Phonics by the end of Y2



SPS All Pupils: 88%

National All Pupils: 89%

KS2 SATs – only x1 PP child so not appropriate to include PP results. Results below are for all pupils



Subject	EXS+	National	GDS	National	Average Scaled Score	National Average Scaled Score
Reading, Writing and Maths Combined	60%	62%	0%	8%	N/a	
Reading	80%	75%	40%	33%	107	106
Writing	65%	72%	0%	13%	N/a	N/a
Maths	75%	74%	5%	26%	101	105
GPS	80%	73%	10%	30%	103	105

In EYFS and phonics (both Y1 and Y2), pupil premium children have secured the knowledge and skills at each milestone and have made good progress. We have not reported on PP attainment in KS2 due to the small number. However, all PP children are tracked in all year groups through pupil progress meetings. These meetings identify the specific needs all of all pupils to ensure that targeted interventions are appropriate and effective with impact measured frequently but timely. Our continuing focus is on ensuring attainment for PP children is in line with their NPP peers particularly at GDS, and this is reflected in this year's strategy and school development plan.

Interventions

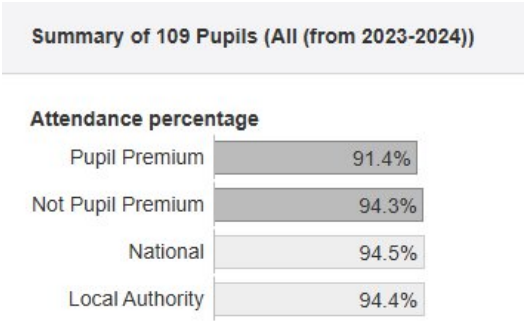
Progress is measured at frequent intervals, usually 6 weeks or earlier. Interventions are amended and tailored according to need and progress. Teaching assistants have attended CPD for reading and maths and this is continuing over this academic year. Phonics training for TAs supporting interventions as well as precision teaching has taken place and this is ongoing.

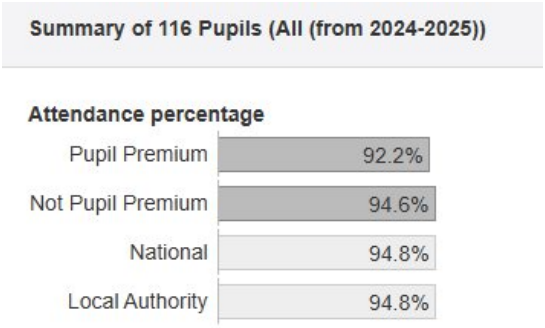
Phonics interventions proved very effective. Progress was rigorously monitored and all children made good progress over the year which is reflected in our results. 100% PP children attained the 32-mark threshold.

Social and emotional needs and anxiety

The FSW has continued to work effectively with children and families in a range of ways. She contacts families weekly providing support and advice to overcome barriers (children and families). This has impacted positively on engagement with home learning as well as attendance. E.g. children attending Breakfast Club has enabled children to have a good and calm start to the morning resulting in a readiness to learn, once the school day begins. This demonstrates that the role of the FSW has been crucial in building relationships with families to support the well-being of the whole family, which then impacts on attendance and attainment. There is currently a vacancy for this role.

Attendance





There has been an increase in PP attendance this year compared to the previous year.

Over the course of 2024/25, illness continued to affect attendance figures and data for PP is for a small % of pupils. Attendance for individual children is monitored and action taken in line with our Attendance policy. Attendance data reported in Autumn 2025 was 92.8% for PP and 93.6% for NPP. Attendance remains a priority for our PP Strategy for the coming year as well as a whole-school development priority.

Experiences

All PP children, except one, attended the residential. Throughout the year we were able to provide unique experiences. We have continued to buy into an online package which supports cultural and enriching experiences throughout the year. Coram Life provides the children with key support for personal development in line with our PSHE and RSE curriculum

Music tuition has impacted positively on PP children who have taken up the offer for 1-1 sessions. Whole-class tuition is now in place (from Autumn 2025) consisting of a 10-week block and performance. It is hoped that this impacts on increasing numbers taking up the 1-1 lesson offer.