



Pupil Premium Strategy Statement 2024-25

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	19 of 113 (17%)
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	29 th December 2024
Date on which it will be reviewed	March 2025 June 2025 November 2025
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	£30,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,706
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>	£35,396 35,441



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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, residential 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.



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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 NELI/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



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	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: £11,796

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of a TA in KS2 to provide small group interventions (Recovery Premium)	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	3



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• Oral language interventions such as reading aloud and structured questions to support reading comprehension • Reading comprehension strategies	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. 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.	
ELSA training by FSW	EEF social and emotional learning – moderate impact for low cost +4 months. 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.	2
Sustaining the mastery maths approach programme – securing best practice through collaboration	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	3



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	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.	
Learning By Questions – online learning platform	EEF – supports pupils' independence through questioning Supports metacognition and self-regulation. It encourages pupils to use what they know and apply it to their learning, monitoring their progress and adapting their approach accordingly as they go. Also enables swift teacher intervention to address misconceptions at the point of teaching. Very high impact for very low cost based on extensive evidence +7 months.	3

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

Budgeted cost: £7,500

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.	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	3



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• Oral language interventions (reading and C&L) • Precision teaching • Phonics • Reading comprehension • Maths • Pre-teaching • SPaG	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.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,100



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Activity	Evidence that supports this approach	Challenge number(s) addressed
The pastoral support worker will run ELSA 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
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	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	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	4



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	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.	
Resources	Assessments	3

Total budgeted cost: £ 35,396



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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2023/24

Academic – Statutory Assessment

Phonics Y1

Reading - Phonics Score

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



SPS All Pupils: 81%

National All Pupils: 80%

Phonics by the end of Y2

Reading

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)

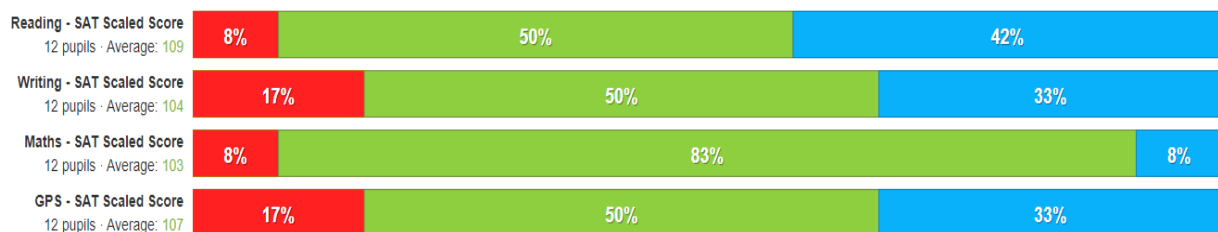


SPS All Pupils: 88%

National All Pupils: 91%

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

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)





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Subject	EXS+	National Figure	GDS	National Figure (Insight)	Average Scaled Score	National Average Scaled Score
Reading, Writing and Maths Combined	83%	61%	8%	7%	N/a	N/a
Reading	92%	74%	42%	28%	109	105
Writing	83%	72%	33%	12%	N/a	N/a
Maths	92%	73%	8%	23%	103	104
GPS	83%	72%	33%	31%	107	105

Due to small numbers of PP, data does not always represent the progress made, especially where there is a PP/SEN link. This is the case for Phonics by the end of Y2 and Y6 outcomes. Pupil progress 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 on ensuring attainment is in line with their NPP peers at EXS and particularly GDS is reflected in this year's strategy.

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 much improved results on the previous year to now slightly above national figures. 100% PP children attained the 32-mark threshold. Interventions for PP Y2 children who did not pass phonics in Y1 were also effective with 75% of PP who did not pass in Y1, passing in Y2.

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 is crucial in building relationships with families to support the well-being of the whole family, which then



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impacts on attendance and attainment. From January 2025. Our FSW will be increasing to two days per week to provide further support to children and families.

Attendance

Attendance for all pupils for the academic year 2023/24 was 93.8%. For NPP is was 94.3% and PP 91.4%. Local Authority figure was 94.4% (Insight) with National at 94.5% (Insight). Over the course of 2023/24, 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 2024 was 95.1% for PP and 95.3% 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 attended the residential. Throughout the year we were able to provide unique experiences during cultural weeks. Pupil conferencing identified that these experiences are providing enrichment and this has enabled pupils to remember key knowledge involved. We have also bought into an online package which supports cultural experiences throughout the year.