Pupil premium strategy statement

Sheerhatch Primary School

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.

School overview

Detail	Data
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	17.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2025-2026
Date this statement was published	5th November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Cheryl Williams
Pupil premium lead	Cheryl Williams
Governor / Trustee lead	Mary Whitehead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,555
Recovery premium funding allocation this academic year	£0
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*	£38,555

Part A: Pupil premium strategy plan

Statement of intent

At Sheerhatch Primary School, all staff and governors accept collective responsibility for all pupils, recognising that some may require additional support. We aim to create an inspiring and nurturing environment that meets the pastoral, social, and academic needs of every learner, so that they are able to make a good contribution to the communities they live in. We are committed to ensuring disadvantaged pupils achieve outcomes in line with or exceeding those of their peers through high-quality teaching, effective intervention, and targeted wellbeing support.

To continue to ensure the outcomes for pupils in receipt of pupil premium are in line with those of peers in school across the curriculum.

There is a whole school focus on ensuring quality first teaching in every classroom. Using the EEF guidance to maximise learning 1. High-quality teaching | EEF there will be a clear expectation that pedagogical strategies in the classroom are effective for all learners and that appropriate scaffolds are used to support all learning. Individual pupil profiles will regularly evaluate the impact of all teaching. The embedding of Read Write Inc as a progressive phonics scheme from early years ensures that the children gain the phonic, reading and writing foundations they require to support their learning across the curriculum and through their learning journey at Sheerhatch Primary School.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

Sheerhatch Primary School is working with the Harpur Trust to support the wellbeing needs of our children and families who require additional support. A family support worker is available one day per week. A non-class based SENDCo is available two days per week to provide SEND support to class teachers and children. All children are formally assessed termly to ensure that learning is retained; gap analysis ensures that teaching content is adjusted to meet the needs of the children.

Forest School provision is provided throughout the year by a dedicated teacher, who delivers sessions on the school site.

Challenges

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

Challenge number	Detail of challenge
1. Outcomes	Some pupils will benefit academically from tuition and support, to ensure they make equal progress with their peers.
2. Attendance	Attendance levels for those children in receipt of free school meals is currently 6 percentage points lower than those children not in receipt of FSM.
3. Enrichment	Some children have limited access to enrichment activities and cultural experiences.
4. Mixed aged classes/small cohorts	Mixed-age classes and small cohorts can create variability in attainment and progress data.
5. Parental support	Some families require support to engage with learning and attendance routines.

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
To continue to ensure the outcomes for pupils in receipt of pupil premium meet at least the national average at key assessment points.	Pupils in receipt of funding achieve at least national levels in EYFS, phonics screening and end of key stage 2 assessments. Pupils in receipt of funding and are identified with SEND needs are provided with targeted support to ensure progress.
To raise the level of attendance for children in receipt of pupil premium to the national average.	Pupils in receipt of pupil premium attend school regularly and on time. Children enjoy school and receive quality first teaching on a consistent basis.

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.

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

Budgeted cost: £38,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development of all staff including RWI training	1. High-quality teaching | EEF Principles of Instruction Read Write Inc. Phonics - trial | EEF All classroom based staff understand what is quality first teaching.	1
Small group (evidence based) intervention and tutoring. *Led by TAs*	EEF research paper on the benefits found from conducting small group interventions. EEF Tutoring Guide	1
Financial support provided to ensure all children access a range of cultural activities and enrichment opportunities	National College Blog Explaining Ofsted's Definition of 'Cultural Capital': A Comprehensive Guide	3
Educational support and time to ensure quality first teaching and appropriate adaptions in mixed aged classes	Improving Literacy at KS2 Improving Mathematics in Key Stages 2 and 3 | EEF Improving Primary Science | EEF	4

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

Budgeted cost: £0 (funded by Harper Trust)

Activity	Evidence that supports this approach	Challenge number(s) addressed
FACES/FFYP *Family support worker 1 day a week to meet with children and families to support attendance and/or wellbeing needs.*	EEF study into the use of family support workers. Understanding the use of Attendance & Family Liaison Officers… | EEF	1, 2, 5

Total budgeted cost: £38,555

Outcomes for 2025/26:

Intended outcome	Success criteria	Outcome
To continue to ensure the outcomes for pupils in receipt of pupil premium meet at least the national average at key assessment points.	Pupils in receipt of funding achieve at least national levels in EYFS, phonics screening and end of key stage 2 assessments. Pupils in receipt of funding and are identified with SEND needs are provided with targeted support to ensure progress.	GLD - 50% 1 out of 2 children Phonics - 50% 1 out of 2 children KS2 - 100% combined measure 5 out of 5 children 1:1 SEND support being provided for the children who did not achieve GLD and phonics pass
To raise the level of attendance for children in receipt of pupil premium to the national average.	Pupils in receipt of pupil premium attend school regularly and on time. Children enjoy school and receive quality first teaching on a consistent basis.	7 PP children are PA or SPA (2 children). Ongoing targeted support is being provided as well as penalty notice applications/warnings. PP children attendance is 7 percentage points lower than the whole school cohort (94%) this is an improvement of 2 percentage points on the previous year. Children are generally happy in school and where further support is required by external this has been access on an individualised basis (eg. play therapy, FYFP support).

		This is an area of focus again for next year using guidance from Making School Unmissable by Rachel McFarlane and Paul Jenkins Making School Unmissable Data outcomes and school monitoring demonstrates that QFT is improving.