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	125
Proportion (%) of pupil premium eligible pupils	20.8% (23)
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)**	2026-2027
Date this statement was published	30th September 2026
Date on which it will be reviewed	October 2027
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	£35,970
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*	£35,970

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 targeted support programme in conjunction with Bedford Blues Rugby Club is in place for our current year 6 children. 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 7 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

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 at key assessment points is at national average for disadvantaged pupils.	The attainment and progress of disadvantaged pupils will improve from individual starting points, with the gap between disadvantaged pupils and their peers diminishing. Where cohort sizes allow meaningful comparison, outcomes at statutory assessment points will be compared with national outcomes for disadvantaged pupils. Individual pupil-level progress, books, assessment information and provision reviews will provide additional evidence of impact. Pupils in receipt of funding and are identified with SEND needs are provided with targeted support to ensure progress.

	The attendance gap between pupils eligible for Pupil Premium and other pupils will reduce from the current baseline of 6 percentage points, with individual persistent absence reducing and attendance for identified pupils demonstrating sustained improvement. Children enjoy school and receive quality first teaching on a consistent basis. Targeted meetings with families of PP pupils; accessible information about attendance and learning; workshops/resources for supporting reading, phonics and maths at home; early contact where concerns arise. Evidence: EEF *Working with Parents to Support Children's Learning*.
To continue to increase the rate of progress children in receipt of PP and with SEND needs attain closer to the national average for disadvantaged pupils.	Non-class-based SENDCo time to support assessment, appropriate adaptations, provision planning and review of progress for PP/SEND pupils. Evidence: EEF evidence on high-quality teaching for pupils with SEND and targeted academic support

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: £35,300

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. Effective Professional Development | EEF https://walkthrus.co.uk/	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 Phonics | EEF Deployment of Teaching Assistants | EEF	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 adaptations 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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily monitoring of attendance with follow up calls by class teachers at the end of the day for children whose attendance is below 90%	Making School Unmissable Supporting school attendance | EEF EEF Working with parents	1, 2, 5
Targeted intervention programme run by Bedford Blues Rugby Club *Funded by the Harpur Trust £4,000*	Improving Social and Emotional Learning in Primary Schools | EEF	1, 2, 3
Forest Schools run by dedicated teaching for each class on a 3 weekly cycle - autumn and 1st half spring - KS2, 2nd half spring and summer - EYFS and KS1 *Funded by The Friends of Sheerhatch Primary School £2,000*	Forest Schools: impact on young children in England and Wales	1,2,3

Total budgeted cost: £5,000

Outcomes for 2026/27:

Intended outcome	Success criteria	Outcome