

Sherdley Primary School

Pupil Premium Strategy 2025/26

Review of 2024/25



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	433
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	December 2025 – December 2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Tom Gawne
Pupil premium lead	Matt Davies
Governor / Trustee lead	Katie Melia

Funding overview

Detail	Amount 24-25	Amount 25-26
Pupil premium funding allocation this academic year	£148,680	£153,695
Recovery premium funding allocation this academic year	£0	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0	£0
Total budget for this academic year	£148,680	£153,695

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our overall objectives for this strategy are:

- to ensure all disadvantaged pupils in school to meet or exceed national expected progress rates in order to reach age-related expectations at the end of year 6, thereby being secondary ready.
- to narrow and close the gap between disadvantaged and non-disadvantaged pupils in school.
- to raise the expectations and aspirations of disadvantaged pupils and their families.

Our previous three-year strategy has been fully reviewed and published. This new three-year strategy builds upon the work of the previous plan. We recognise that supporting the well-being and mental health of our children is equally as important as raising attainment, so all our priorities are centred around meeting the needs of the whole child.

Key principles of our approach are all underpinned by the EEF three-tiers: Quality First Teaching, Targeted Support and Wider Approaches. Approaches follow the implementation process of Explore, Prepare, Deliver and Sustain to ensure that they continue to be effective and have the desired impact.

Performance and attainment

Current published attainment				
End of Key Stage 2 Data	23-24		24-25	
	*Disadvantaged vs Non		*Disadvantaged vs Non	
	26 Eligible Pupils	31 Pupils	17 Eligible Pupils	41 Pupils
% achieving expected standard or above in reading, writing and maths	0%	65% - 20 44% - School 61% - National	53% - 9	54% - 22 54% - School 62% - National
% achieving expected standard or above in reading	50% - 13	77% - 24 65% - School 74% - National	59% - 10	73% - 30 70% - School 75% - National
% achieving expected standard or above in writing	42% - 11	84% - 26 65% - School 72% - National	59% - 10	63% - 26 63% - School 72% - National
% achieving expected standard or above in maths	35% - 9	87% - 27 63% - School 73% - National	71% - 12	76% - 31 75% - School 74% - National

Challenges

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

Summary of challenges													
<ol style="list-style-type: none"> 1. Attendance and Punctuality 2. Knowledge Retention 3. Gaps in Foundational Knowledge and Basic Skills 4. Language and Communication Skills 5. School Readiness and Emotional Regulation 6. Reading: At home and for pleasure 7. Parental Engagement 8. Wider Support and Enrichment Opportunities 													
Challenge number	Detail of challenge												
1	<p>Attendance and Punctuality Attendance of Pupil Premium children is lower than that of the non-pupil premium pupils (91.3% vs 96% in 24-25), with pupils recording significantly higher levels of unauthorised absence than their peers (4% vs 1.3%). We are seeing increased levels of poor punctuality, with the number of late marks after the register closes rising from 232 to 387 in 24-25.</p>												
2	<p>Knowledge Retention Core subject data, both statutory and termly, is typically lower than national levels for Pupil Premium students. Supporting them to retain information through regular retrieval activities, spaced practice and improved pedagogical approaches from staff will improve test scores and close the gap with national averages.</p>												
3	<p>Gaps in Foundational Knowledge and Basic Skills Staff feedback and monitoring of pupil books show poor handwriting, higher than expected levels of spelling errors and gaps in understanding hinder progress in subjects like Maths and Writing for some pupils. Addressing these challenges more precisely and persistently will reduce the strain on pupil's executive function and allow them to focus on more challenging material in lessons.</p>												
4	<p>Language and Communication Skills On entry, Pupil Premium children in EYFS arrive with lower levels in Literacy as well as Communication and Language. These gaps persist into KS1 with PP children achieving lower phonics screening scores and lower end of year outcomes. Across school, while our approach to English has been improved, oracy remains a key component to develop further as a priority.</p>												
5	<p>School Readiness and Emotional Regulation Pupils are joining us across the EYFS phase with fewer skills to support their readiness for learning, leading to poorer academic outcomes and increased incidents of poor behaviour or anxiety at the start of the day. One key metric which supports this is our entry data for reception pupils in Personal, Social and Emotional Regulation, which shows a declining trend.</p> <table border="1" data-bbox="316 1765 959 1944"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Not Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>25-26</td> <td>25%</td> <td>41%</td> </tr> <tr> <td>24-25</td> <td>37%</td> <td>48%</td> </tr> <tr> <td>23-24</td> <td>33%</td> <td>51%</td> </tr> </tbody> </table>		Pupil Premium	Not Pupil Premium	25-26	25%	41%	24-25	37%	48%	23-24	33%	51%
	Pupil Premium	Not Pupil Premium											
25-26	25%	41%											
24-25	37%	48%											
23-24	33%	51%											
6	<p>Reading: At home and for pleasure Engagement with reading at home is lacking for many pupils, especially at KS2. This is even more prevalent for Pupil Premium children – Summer 24-25 data shows PP children</p>												

	scoring lower in Reading in every KS2 class, as well as pupils reading lower book bands on average. Giving these children more opportunities to read at home and in school will support their development and close the Reading gap with their peers.
7	Parental Engagement The parents of Pupil Premium children attend less in-school events on average and show reduced levels of engagement with school communication and support. Adapting the way we hold events, focusing on more key issues for this demographic and opening additional communication channels is essential in increasing and maintaining support for families.
8	Wider Support and Enrichment Opportunities Our Pupil Premium children are significantly more likely to live in an area of high deprivation compared to their peers (57% in IDACI band A-D vs 25% non-PP). National research shows pupils living in higher deprivation are less likely to experience enrichment activities comparable with less deprived families.

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	How will this be monitored?
Improved attendance and punctuality, especially from our Pupil Premium students.	<ul style="list-style-type: none"> PP children's attendance improves relative to peers. PP children's punctuality improves relative to peers. 	<ul style="list-style-type: none"> Attendance logs
Better core subject outcomes compared to their peers when completing termly summative and statutory assessments.	<ul style="list-style-type: none"> Reading, Writing and Maths outcomes will improve vs previous years. 	<ul style="list-style-type: none"> Termly NFER data End of Year statutory data (SATs, MTC, Phonics, GLD)
Children access learning more effectively in class due to the reduced strain on executive function.	<ul style="list-style-type: none"> Handwriting will improve for many children. Incidents of spelling errors will reduce. Children will be able to write for longer sustained periods to a higher standard. Pre teaching will be implemented to fill gaps in learning where necessary. 	<ul style="list-style-type: none"> Monitoring events (learning walks, drop-ins etc) Staff / pupil voice
Improved outcomes for EYFS pupils in Communication and Language, and for KS1 pupils in their Phonics Screening assessments.	<ul style="list-style-type: none"> Data for Listening, Attention and Understanding, and Speaking will improve. Phonics screening data will improve, especially for PP children. 	<ul style="list-style-type: none"> EYFSP data Phonics Screening data
Pupils start at Sherdley more prepared for school life and make greater progress during their first year at school to move more in line with their peers. They can regulate their emotions more effectively	<ul style="list-style-type: none"> Data for Personal, Social and Emotional Regulation will improve. Staff voice will reflect the improvement in children 	<ul style="list-style-type: none"> Staff voice EYFSP data

and manage behaviours in a way which supports learning at EYFS.	through their observations.	
Children read more regularly, both at school and at home, leading to improved attitudes to reading, better reading habits and improved outcomes in data.	<ul style="list-style-type: none"> • More pupils will log reads on Boom Reader, and more frequently. • Staff report greater engagement with reading in school time. • Reading data (NFER scores, book band averages) improve. 	<ul style="list-style-type: none"> • Boom Reader – number of reads logged • Pupil / Staff voice • Reading data
Parents of Pupil Premium children attend more events in school and are aware of events, opportunities and support available to them.	<ul style="list-style-type: none"> • Attendance at school-wide events will improve, especially for PP families. • Engagement with the school app will increase 	<ul style="list-style-type: none"> • Tracking numbers of families attending events • Numbers of families signed up to the school app
Pupil Premium children will have an equal opportunity to access school events as compared to their peers. They will attend more additional offers such as after school clubs.	<ul style="list-style-type: none"> • The gap between amounts of PP and Non-PP children accessing school-wide events will reduce. 	<ul style="list-style-type: none"> • Registers of pupils attending events / clubs etc.

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: £25,105 (+ supply rate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase Teaching Walkthrus online CPD tool subscription.</i>	The EEF identifies effective CPD as a mechanism that provides instruction and modelling for staff to act on in their own classrooms. Walkthrus is a well-respected resource that will support teachers and leaders with embedding effective pedagogical approaches in a consistent manner. Effective Professional Development EEF Teaching Walkthrus	2, 3
<i>Bespoke CPD offer focused on effective pedagogical practices. Includes a review of current retrieval practice work.</i>	Strong, consistent classroom practices provide a research-informed approach to learning which supports children in making good progress regardless of their background or needs. EEF – Cognitive Science Approaches in the Classroom	2, 3

<p><i>Review current approaches to handwriting, potentially investing in a new scheme to support high-quality instruction from teachers.</i></p>	<p>Consistent, easy to implement strategies would provide staff with a toolkit to model and support handwriting to a higher standard. The use of a recognised scheme or intervention, taught sequentially, would allow children's skills to build over time.</p> <p>DfE – The Writing Framework EEF – Helping Handwriting Shine</p>	<p>3</p>
<p><i>CPD on inclusive practice (dyslexia, DLD, DCD), adaptations (scribing, assistive tech) and collaborative learning (Kagan, peer learning strategies).</i></p>	<p>Evidence-based adaptations for pupils with SEND, varied backgrounds, lower starting points etc increase attainment for vulnerable learners. EEF guidance and the writing framework both stress the need for differentiated and inclusive approaches.</p> <p>DfE – The Writing Framework</p>	<p>3, 5</p>
<p><i>Use the Tales Toolkit to develop storytelling and oracy in EYFS.</i></p>	<p>EEF evidence suggests that developing language through talking, stories and roleplaying is key to developing literacy in young children.</p> <p>Preparing for Literacy EEF https://talestoolkit.com/</p>	<p>4</p>
<p><i>Research and apply Dialogic Teaching approaches into EYFS everyday interactions.</i></p>	<p>Adapting interactions with children to include dialogic techniques has shown proven benefits in language development for low relative cost.</p> <p>Oral Language Interventions EEF https://www.amazon.co.uk/Dialogic-Teaching-Companion-handbook-educators/dp/1138570354</p>	<p>4</p>
<p><i>Purchase Writing schemes to support the work already completed in updating the school's approach to writing.</i></p>	<p>The addition of a scheme with proven outcomes for children will raise the floor for teaching standards in the subject, while allowing teachers to continue to apply current practices that work well for children in this context.</p> <p>DfE – The Writing Framework</p>	<p>2, 4</p>
<p><i>Structured CPD linked to oracy, sentence composition and the build towards writing.</i></p>	<p>Developing strong oral communication and composition underpins reading and writing skills that support children's wider learning through school.</p> <p>DfE – The Writing Framework</p>	<p>3, 4</p>
<p><i>Employ an additional LSA, part or full time, to work within KS1 to support the delivery of rapid catch-up phonics.</i></p>	<p>Targeted, small group phonics interventions yield strong impact. Frequent, uninterrupted sessions are vital for this, and additional adults may be needed to facilitate this.</p>	<p>4</p>

	EEF - Phonics	
<i>Release time for Phonics Lead to observe Little Wandle sessions in school, provide feedback and work to improve fidelity of practice.</i>	Dedicated time for a phonics subject specialist to review current practices and identify areas for development will help school to improve consistency of practice and raise standards across school. EEF - Phonics	4
<i>CPD and wider training/support focused on supporting the EYFS team to teach PSED skills throughout the curriculum and through varied provision settings.</i>	Supporting staff to identify key areas of development to target with their pupils will lead to increased focus, improved attitudes to learning, more positive behaviour instances and stronger relationships within the classroom. EEF – Supporting Personal, Social and Emotional Development	5
<i>Release remaining staff to access Mastering Number training.</i>	Mastering Number is a programme to secure basic skills, number fluency and understanding in Maths. Ensuring all staff are properly trained to facilitate this will ensure it has maximum impact. EEF – Cognitive Science Approaches in the Classroom	2, 3

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

Budgeted cost: £3,444.35 (+ supply LSA rate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase WellComm digital license to assess and provide interventions for pupils in EYFS.</i>	Tuition targeted at specific needs to either fill gaps in learning or boost overall attainment is effective at stopping pupils falling behind in learning. One to one tuition Teaching and Learning Toolkit EEF	3, 4
<i>Research and potentially purchase SRSD / IPEELL Writing intervention for UKS2 pupils.</i>	Self-regulated strategy development is an approach to support the improvement of writing. It helps children plan, monitor and evaluate their writing. IPEELL Writing Intervention	7
<i>Online resources such as Times Table Rock Stars, LetterJoin, Testbase and EdShed purchased to support intervention and</i>	Using resources that are engaging and provide immediate feedback to the learner has a more positive impact on learning and supports parent's engagement with home learning tasks.	2, 3, 7

<i>provide home learning opportunities.</i>	Homework Teaching and Learning Toolkit EEF	
<i>Continued use of Boomreader as our online reading portal for children and their families.</i>	Providing an easy to use, interactive platform for children to engage with will promote reading at home more effectively and increase engagement. Homework Teaching and Learning Toolkit EEF	6, 7
<i>Run after school 'homework club' to support students to complete homework tasks where they may not have access to electronics at home.</i>	Close teacher support with elements of peer guidance / collaborative learning shows positive evidence-based outcomes for pupils when structured well. EEF Cognitive Science Toolkit	2, 7, 8
<i>Continued use of SATs Companion to support and consolidate learning for all pupils in Year 6.</i>	Using resources to consolidate learning from across Key Stage 2 and support parents with accessing home learning tasks will better prepare children for end of year assessments and moving on to Secondary Education. Homework Teaching and Learning Toolkit EEF	2
<i>Continued use of Primary Quiz to support teachers delivering retrieval practice in class.</i>	Using well-prepared online resources can reduce teacher workload and ensure that high quality retrieval practice happens consistently for children. EEF – Cognitive Science Approaches in the Classroom	2
<i>LSAs trained to deliver Chatty Words.</i>	Trained adults running interventions that build children's vocabulary will allow pupils to access wider learning, support their interactions with each other and help them communicate more effectively. Oral Language Interventions EEF	2, 3, 4

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

Budgeted cost: £95,046 (+ contingency fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Officer monitors specific attendance of Pupil Premium children and engages with parents to reduce this.</i>	Schools that have reduced non-attendance apply good practice and procedures contained within this document. Working together to improve school attendance DfE	1
<i>Funded places for Pupil Premium children to access BLAST morning sessions and to fund school dinners.</i>	Wider strategies and case studies show breakfast clubs and meal provision can improve attendance, punctuality and learning readiness (EEF guidance on wider strategies; see EEF toolkits and case studies on	1

	attendance & well-being) [EEF — Improving Social and Emotional Learning in Primary Schools / case studies].	
<i>Attendance Officer and Pastoral Team support Pupil Premium children with check-ins / use of The Hub.</i>	Good practise states school should build strong relationships with families and pupils at risk of reduced attendance.	1, 5
<i>Pastoral Team completes regular group activities to support and develop social skills.</i>	Pastoral teams use space and resources in school to support pupils in lessons and through targeted interventions, allowing them to access learning in social environments more easily. Improving Social and Emotional Learning EEF	5
<i>Access to a counselling service for all pupils to support their emotional wellbeing.</i>	Access to external support to help children struggling with mental health and wellbeing issues means they are better prepared to access learning during the school day.	5
<i>Review and refresh training to support the embedding of a trauma informed approach to working with pupils.</i>	Training that supports pupils' emotional resilience and their interactions with adults in school will increase their ability to engage with learning and participate in school life / activities. Improving Social and Emotional Learning EEF	5
<i>Regular coffee mornings for families of PP, SEND and CLA children.</i>	Surveys indicate parents would like to speak with like-minded families. These could provide an opportunity to reach families who struggle to engage in wider school workshops such as homework or maths.	1, 7
<i>Financial aid for PP children to attend educational and residential trips.</i>	Children from lower socio-economic backgrounds do not always engage in additional cost experiences and parent-funded trips.	8
<i>Funding for PP pupils to access Rock Steady music provision.</i>	Wider experiences in school, such as external music teaching through our partnership with Rock Steady, would provide pupils with opportunity to develop skills and work with peers in a way otherwise not possible.	8
<i>Contingency fund for acute or arising issues.</i>	In order to respond to related issues arising, school will ringfence an amount of money in order to respond quickly to needs that have not yet arisen.	All
<i>Training for staff to deliver high-quality teaching and support to pupils and staff across school.</i>	Ensuring that staff remain well-trained and highly skilled is essential for a high-performing team. Having staff trained with the most up to date, research informed practice will improve the provision in school.	All

Total budgeted cost: £123,595.35 + supply cost / contingency fund

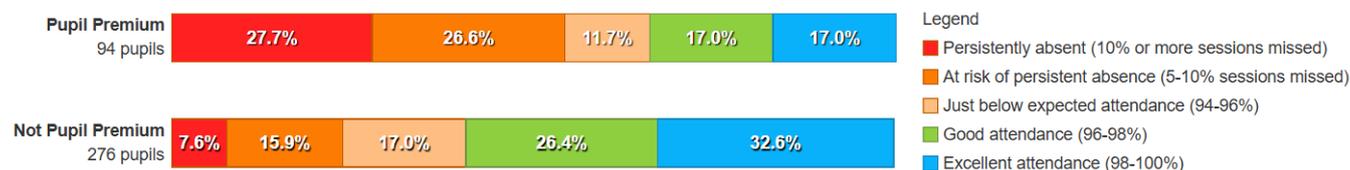
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Attendance

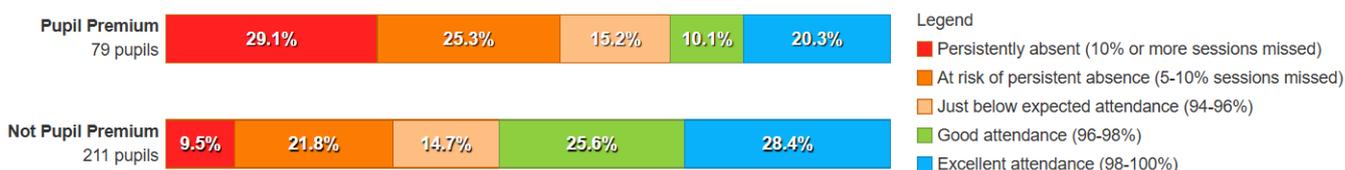
2024-

25



PP – 34% vs Non – 59%

2023-24



PP – 30.4% vs Non – 54%

Through the actions of the attendance officer working with staff and colleagues to raise the profile of attendance, we have seen improvements in PP children attending school. The raise of 3.6% represents our highest attendance of PP children over a school calendar year in the last three years. Moving forwards, we will look to build of the increased communication with parents that has led to this increase and to support staff to continue to have supportive or challenging conversations with parents to keep this high on the agenda.

2. EYFS Speech

2024-25



2023-24



There has been no improvement in end of year outcomes for speech between cohorts in Reception. The 24-25 outcomes reflect a challenging cohort which required wide-ranging

support across a broad range of areas. While significant progress was made from initial assessments upon entry (only 33% of PP children on-track for Communication & Language), further work needs to be done to improve outcomes in this area for future cohorts.

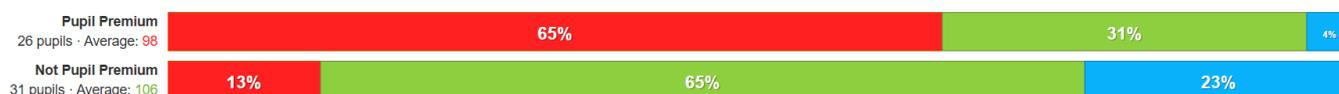
For 25-26, identification of an appropriate language scheme, such as NELI which has been used previously, or Wellcomm, which is widely used nationally with positive results, needs to be implemented consistently on order to make greater strides for our pupils.

3. KS2 Maths

2024-25



2023-24



2025 showed a significant improvement in Maths outcomes for PP pupils at Sherdley. Focussed discussion and targeting of PP pupils during progress meetings was essential for identifying impactful changes in classroom teaching and establishing intervention groups where appropriate. Staff implemented robust support for pupils which can be seen with the excellent outcomes. PP pupils achieving outcomes only 3% off of national was particularly pleasing. Work done by the Maths lead to support colleagues classroom practice has been important and time will continue to be given to allow her to concentrate support on key year groups in future.

4. Trips and Events

At Sherdley, we continue to place a high emphasis on all children having access to enriching experiences that enhance both learning and the pupils' time at school. Through our Pupil Premium Budget, we have continued to fund a significant portion of the cost to families to allow them to attend school events, trips and other experiences which place a cost on those in our care. We have ensured that children in every class have access to at least three events throughout the year, both in school through experience days and travelling out on school trips.

As the cost of transport and trips rises, it is an essential agenda item within school to review our approach to external trips and experiences to continue to ensure value for money for our families and to ensure we can continue our commitment to ensuring PP children access the same enrichment as their peers.

5. Parental Engagement

We continue to acknowledge that parental engagement is a priority at Sherdley and that this takes many forms. Since updating our Homework policy, staff report that participation for work being handed in weekly has risen, while the quality of the work has improved as children work more closely with their families at home. Records of children reading regularly at home via the Boom Reader app remain lower than expected and further analysis is required to identify a

suitable alternative to boost participation from families.

Engagement from parents at events held in school, such as coffee mornings and class events such as Meet the Teacher were poorly attended in KS2 in particular. We have addressed this already in September 2025 by altering the way Meet the Teacher works and inviting parents into classes to meet their children and view the classroom. This has already boosted attendance and will impact on how we plan meetings in the near future.

6. Pastoral Support

2024-25 Pastoral Interventions

Name	Sessions (462)	Time (449h 40m)	Cost (£2926.34)	Effectiveness
Pastoral	462	449h 40m	£2926.34	

Name	Sessions (298)	Time (643h 00m)	Cost (£1576.16)	Effectiveness
The Hub / Haven	298	643h 00m	£1576.16	

This year we have been able to facilitate around 450 school hours of targeted pastoral support for PP children with a variety of social and emotional needs. Focussed group work intervention by our pastoral team has been assessed as mostly effective or highly effective in terms of observable progress.

We have continued to run the Haven at lunch time, manned by members of our pastoral team. This has given PP children a safe, calm space to spend their lunch times, has allowed them direct access to trusted members of staff and in some instances has reduced behaviour incidents between pupils. This service will continue in the immediate future.

7. Writing Outcomes

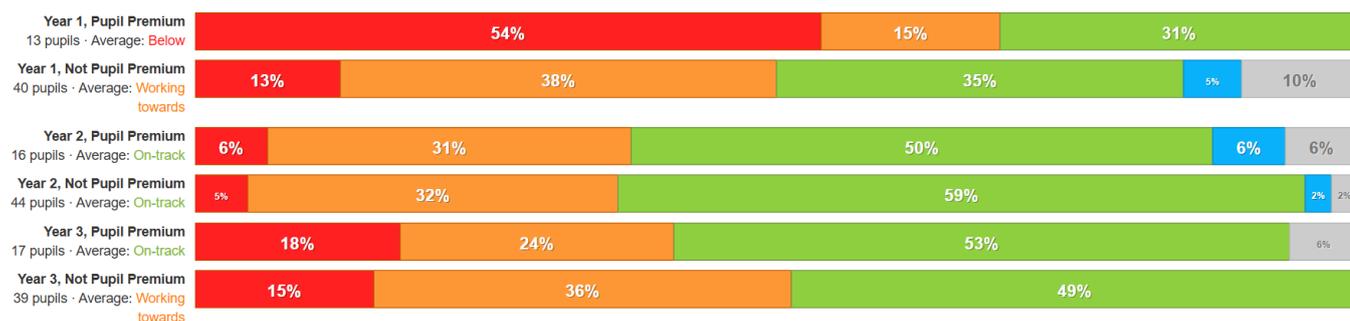
2024-25 SATs TA

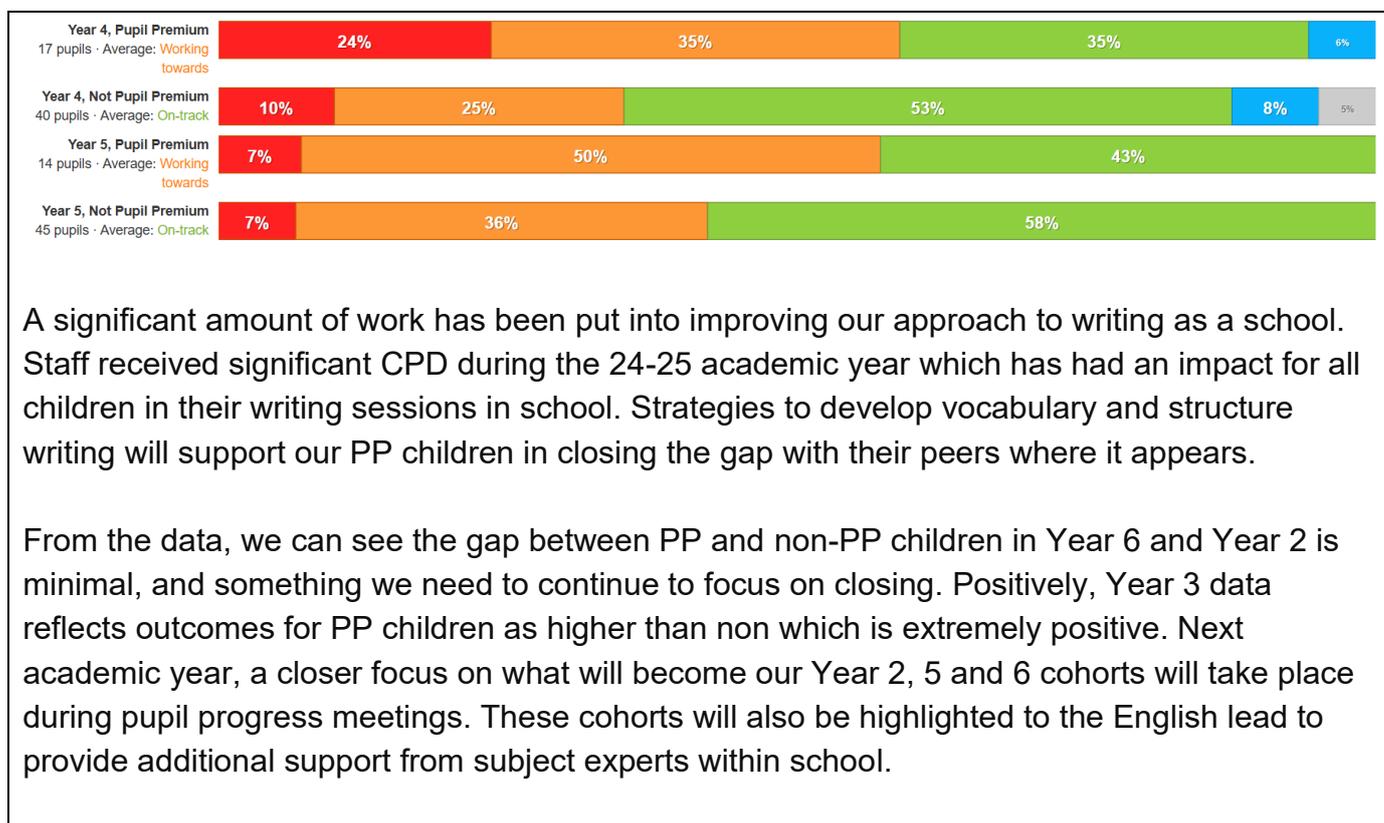


2023-24 SATs TA



2024-25 Writing Teachers Assessments





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
Maths and Reading Tuition	SATs Companion
Chatty Words	Chatty Learning. LTD

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

Further information (optional)

N/A