

# Pupil premium strategy statement 2025-26

## Sheringdale Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Sheringdale Primary
Number of pupils in school	435 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	10.80% (47 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024/2025 to 2026/2027
Date this statement was published	12/09/2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Sarah Jones - Headteacher
Pupil premium lead	Deidre Nunes
Governor / Trustee lead	Dylan Bourguignon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,200.00
Recovery premium funding allocation this academic year	£4,380.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£63,580.00</b>

# 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 and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring that all the pupil premium children engage with opportunities to enrich their learning experiences.

2	<p>Our attendance data over the last year indicates that attendance among a small number of the disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>The children who have been persistently absent have missed areas of their learning in English and maths and this has negatively impacted their progress.</p>
3	<p>Some of the disadvantaged children have additional complex needs and this impacts on their attainment and progress.</p>

## 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 achieve and sustain improved attendance for some pupils, particularly some of our disadvantaged pupils.	<ul style="list-style-type: none"> <li>The overall attendance rate for all pupils being no less than 95%.</li> </ul>
To monitor any gaps in learning through a rigorous cycle of quality first teaching and assessments.	<ul style="list-style-type: none"> <li>Children have the knowledge and understanding required to make expected or accelerated progress.</li> </ul>
All children to have the support and interventions they need in order to achieve their full potential.	<ul style="list-style-type: none"> <li>Interventions impact on children's learning and attainment so that they make expected or accelerated progress.</li> </ul>

## 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

Budgeted cost: £10,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>CPD /Resourcing, including Recovery premium funding allocation</b>	In house training for staff working with pupil premium children.  Resources to support particular learning needs.  £4,000.00	1,2
<b>Booster Groups</b>	Booster classes in English and Mathematics for pupils in Year 6.  £3,000.00	1,2
<b>Parent and pupil meetings</b>	Communication with parents and pupils to discuss impact of interventions and progress.  £500.00	1,2,3

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

Budgeted cost: £25,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>In class support/ Interventions</b>	Teaching staff to support pupil premium children, with a focus on English and Mathematics.  Teaching staff and Teaching Assistants to support English and Mathematics interventions.	1,2,3

	<p>DHT/AHT, SENCo and TA's to support children with social, emotional and behavioural issues.</p> <p>SIP focus improving greater depth Maths outcomes for disadvantaged pupils.</p> <p>£25,000.00</p>	
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £28,080.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Wrap Around Care</b>	To support pupils' families at the beginning and end of the school day. £7,580	1
<b>After school enrichment clubs</b>	To ensure all children are given the opportunities to engage in challenging and new experiences. £6,500	1,2
<b>Curriculum enrichment, including school journey</b>	To enable all children to experience and participate in residential trips. £8,000	1
<b>Daily Milk /School Meals/Snack</b>	Provide a healthy nutritious meal £6,000	1

**Total budgeted cost: £63,580.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

#### 2024-25 Pupil Premium Results

These results are based on teacher assessments and SATs Tests at the end of the academic year 2024-25.

#### End of Key Stage 2 (3 children)

There were 3 pupil premium children in Year 6. All of them, except for one child who had additional SEND needs, met the expected standard for Reading, Writing and Maths. 2 out of the 3 achieved Greater Depth for Writing and Maths. One child achieved Greater Depth combined for Reading, Writing and Maths. This is significantly higher than national figures. This end of key stage data shows that these children were well prepared for the next stage in their education.

**Whole school:** 11 of the 31 Pupil Premium children had additional special educational needs (Y1-Y6).

#### Year 1- 6 data

	reading	writing	maths
At expected	26/31 = 84%	23/31 = 74%	25/31 = 80%
Greater depth	9/31 = 29%	7/31 = 22%	12/31 = 39%

**Early years:** All 8 PP children met their ELG in Reception.

**Attendance:** attendance for Pupil Premium for the academic year 2024-2025 was 90.54%. The DSL regularly monitors attendance by closely monitoring patterns and trends, particularly for vulnerable children. Support meetings are arranged with parents of children who are persistently absent, with the input from the Education Welfare Officer, school nurse or social care. Poor attenders are supported to catch up and close the gap – eg: Friday 2:30 – 3:30 booster sessions. Initiatives have been put in place to improve attendance, such as: a weekly attendance cup for the class with the best attendance and termly 100% certificates handed out.

