Pupil premium strategy statement – Sherard Primary School

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	456 including pre-school 428 without
Proportion (%) of pupil premium eligible pupils	14%
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)**	2025-2028
Date this statement was published	11th November 2026
Date on which it will be reviewed	January 2028
Statement authorised by	H.Blumfield
Pupil premium lead	Jessica Watson/Helena Blumfield
Governor / Trustee lead	Peter Dundas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 91,450
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*	£91,450

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

Narrow the Attainment & Progress Gap: Eradicate the disadvantage gap by ensuring all Pupil Premium (PP) pupils—including high attainers—make accelerated progress and achieve or exceed age-related expectations across core subjects, with a key focus on writing and KS1 reading.

High-Quality Teaching & Targeted Support: Deliver consistently high-quality, adaptive teaching across all classrooms, complemented by precision-targeted, evidence-informed interventions.

Equitable Access & Enriched Experience: Ensure all disadvantaged pupils have full access to a rich extracurricular program, educational visits, and cultural experiences that build cultural capital, foster a sense of belonging, and boost attendance.

Rigorous Monitoring & Impact Evaluation: Establish robust, ongoing monitoring systems to rigorously evaluate the impact of academic and enrichment provisions, using live data to amend and refine strategies dynamically.

We aim to do this through:

Consistently effective teaching: Prioritising high-quality, adaptive classroom instruction supported by regular professional development and monitoring.

Rigorous monitoring of interventions: Deploy trained LSAs and cover supervisors to deliver high-impact interventions (e.g., Precision Teaching, phonics, specific literacy and writing intervention) monitored regularly through EduKey and progress tracking to guarantee effectiveness.

Allocate specific resources to ensure able disadvantaged pupils reach and sustain greater depth standards.

Robust Impact Evaluation & Strategy Review: evaluate academic outcomes, attendance rates, and enrichment participation termly using pupil voice, parent feedback surveys, and attendance metrics.

Pupil & Parent Voice: conduct structured pupil voice sessions and annual parent surveys (e.g., club preferences, barriers to attendance) to shape provision directly around family needs.

Utilise expanded ELSA capacity and nurture interventions to eliminate social-emotional barriers to learning and reduce school-based anxiety.

Offer soft starts, peer-buddy mornings, subsidised breakfast club places, and early-intervention attendance meetings alongside the pastoral and inclusion teams.

Provide targeted subsidies for school uniform, home visual routines, trips, and residentials to eliminate socio-economic barriers.

Challenges

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

Challenge number	Detail of challenge
1	Additional pupil characteristics such as special educational needs and/or disabilities. 49% (29) of all pupil premium children also have special educational needs 3% (15) have Education and Healthcare plans in addition 1 child has top up funding. For these children the aim is for them to make good or above expected progress rather than nationally expected attainment, as many of these children are accessing a curriculum below their chronological age.
2	Attendance and Punctuality issues
3	Lower attainment in writing across Key Stage 1 and Key Stage 2 alongside Key Stage 1 reading outcomes falling below target thresholds.
4	Increasing cost-of-living pressures facing our school community, impacting families' ability to afford school uniform, winter clothing, home learning equipment, and extracurricular activities without direct school subsidy.
5	A discrepancy between visible socio-economic need and official Pupil Premium registration, leading to a reduction in overall grant funding.
6	A growing number of international arrivals joining the school mid-year, including refugee families fleeing conflict zones (e.g., Gaza, Afghanistan). Potential trauma or socio-emotional disruption, requiring intensive initial language immersion, baseline assessment, and targeted EAL pastoral integration.
7	Many disadvantaged pupils have limited out-of-school exposure to rich cultural, artistic, and historical experiences outside of their immediate locality, restricting

	their development of cultural capital, background knowledge, and academic vocabulary.

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 ensure all Pupil Premium children make accelerated progress and achieve expected or greater depth standards through high-quality teaching and bespoke, well-monitored interventions—with a focus on writing across all key stages and reading in KS1.	Year 1 Phonics: Maintain strong performance, achieving 85% or above of Pupil Premium children passing the Phonics Screening Check (building on 83% achieved in 25/26). KS1 Reading: 60% or above of Pupil Premium pupils achieve expected standard or greater depth in reading (increasing from current 54%). KS2 Reading: Maintain outcomes above national target, achieving 70% or above of Pupil Premium pupils at expected standard or greater depth (building on 68%). KS1 Writing: 50% or above of Pupil Premium pupils achieve expected standard or greater depth in writing (increasing from current 38%). KS2 Writing: 55% or above of Pupil Premium pupils achieve expected standard or greater depth in writing (significantly increasing from current 30%). Combined RWM: 50% or above of Pupil Premium pupils achieve the combined expected standard in Reading, Writing, and Maths at the end of KS1 and KS2.
To ensure all Pupil Premium children have equitable access to a rich, monitored programme of extracurricular activities, dedicated cultural experiences and bespoke workshops that prepare them for the future.	100% of Pupil Premium children will have a personalised Pupil Premium Passport tracking their key primary milestones, cultural visits, leadership roles, and enrichment achievements prior to leaving primary school. Club Participation and Monitoring: Increase Pupil Premium club participation from 39% to 60% or above, with termly monitoring of attendance registers to identify non-

	attending pupils and adapt provision (e.g., offering lunchtime clubs for pupils affected by transport). All Pupil Premium children will participate in at least two dedicated cultural experiences per year (such as theatre visits, art galleries, live music performances, or museum tours) that are distinct from standard curriculum topic trips. 100% of Year 6 Pupil Premium pupils will participate in targeted life-skills and transition workshops, including online safety/e-safety resilience, secondary transition readiness, and personal development sessions. 85% or above of Pupil Premium parents report satisfaction with the range of clubs, trips, and enrichment opportunities provided, measured via termly surveys.
To close attainment gaps and accelerate learning through evidence-informed academic interventions (including Precision Teaching, structured writing support, and phonics catch-up) the impact of which is routinely monitored and evaluated.	75% or above of Pupil Premium pupils accessing targeted core interventions (reading, writing, maths) will meet their individual progress targets as tracked through EDUKEY and half-termly reviews. SLT will complete regular monitoring to ensure writing and reading interventions are delivered consistently and effectively. Pupil Premium pupils receiving specialised intervention e.g. reading, spelling, or phonics will demonstrate measurable increases in fluency and automaticity within 6-week review cycles.
To build strong partnerships with Pupil Premium and SEND families, ensuring they know how to access in-school support, external financial aid, and partner agency funding, while providing ongoing emotional literacy and community connection through regular workshops and coffee mornings.	90% or above of Pupil Premium and SEND families report via annual surveys that they feel informed about how to access external financial relief, community support, and welfare grants (e.g., local charity grants, energy advice, and food banks). The SEND and pastoral team will actively identify and submit applications for external funding streams, local trust grants (e.g., LCH charity), and partner agency grants to subsidise equipment, out-of-school activities, and specialist support for disadvantaged pupils. Run termly Pupil Premium Registration workshops and 1-to-1 sign-up assistance

	during coffee mornings to help eligible families navigate the application process, explicitly highlighting benefits like free uniform vouchers, free club places, and funded school trips. Provide simplified, multi-language application guides and digital sign-up support to overcome literacy and language barriers for EAL families. Host half-termly "Inclusion & Well-being Coffee Mornings" and targeted SEND/PP workshops featuring invited guest speakers (e.g., local authority inclusion officers, mental health practitioners, and financial advice partners) to build trust and community connections. 75% or above of Pupil Premium families will attend at least one school-hosted workshop, coffee morning, or community event during the academic year.
To eliminate socio-economic barriers to attendance, reducing persistent lateness and bringing overall Pupil Premium attendance in line with school targets.	Increase overall Pupil Premium attendance rate from 93.2% to 95% or above by the end of the academic year. Reduction in Lateness: Reduce the proportion of Pupil Premium pupils with recorded lates from 51.2% to under 25% through targeted pastoral support. Targeted Attendance Support: 100% of families with persistent absence or lateness will engage in proactive attendance meetings, with support provided via soft starts, subsidised breakfast club places, peer-buddy mornings, and home visual routine packs.

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: £43,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise 2 Cover Supervisors to provide regular release time for class teachers to deliver and monitor targeted 1:1 and small-group PP interventions (focusing on KS1 reading comprehension and KS1/KS2 writing).	EEF: use of scaffolding, explicit instruction, cognitive and metacognitive strategies EEF report metacognition and self-regulation findings EEF Tool: One-to-one tuition (+5 months) & Metacognition (+7 months). Teacher-led diagnostic assessment and feedback yield higher gains than unmonitored interventions.	1, 3
Staff CPD: Writing, Phonics, & EAL Adaptation *English subject lead training, and specialist EAL strategies (focusing on rapid language acquisition and scaffolding for new arrivals from Gaza/Afghanistan). Subscriptions to monitoring tools e.g. EDUKEY*	EEF Guidance: High-quality teaching is the single most powerful lever to improve outcomes for disadvantaged pupils.	1, 3, 6
Targeted LSA training on delivering evidence-based interventions: *Social communication training* *Precision Teach training* *Educational Psychologist training* *Sensory Circuits training* *Reading intervention training* *Autism Outreach training* *Attachment training*	Specialist Teaching Service Autism Outreach service training EEF- best use of teaching assistants' guidance. Ensuring LSA's have access to CPD and training prior to delivering interventions	1, 3
Commissioned Educational Psychologist (EP) assessment slots for diagnostic clarity (including separating EAL from SEND), commissioned Speech & Language Therapy (SALT) sessions, and weekly Play Therapy for high-need PP pupils.	Fallon, Woods & Rooney (2010); Norwich & Lewis (2007). Early EP identification directly enhances teacher adaptation and engagement for vulnerable learners.	1

Recruited and deployed dedicated LSA support to facilitate initial language immersion, dual-coding visuals, and baseline literacy mapping for mid-year EAL starters	EEF Guidance: Language and Literacy Development. Early vocabulary and oral language intervention accelerates long-term literacy acquisition.	3, 6
Staff training on planning, executing, and monitoring high-value educational trips, cultural visits, and safety protocols for off-site learning.	Sutton Trust Report & EEF Outdoor Adventure Learning (+4 months). Enrichment directly boosts engagement and academic vocabulary.	4, 7

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

Budgeted cost: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly small-group structured writing interventions delivered by trained LSAs. Focus on sentence construction, grammar, scaffolds, and explicit transcription skills for PP pupils working below age-related expectations.	EEF Teaching & Learning Toolkit: Small Group Tuition (+4 months) & Explicit Writing Instruction. Focused feedback and sentence-level instruction accelerate writing progress in disadvantaged pupils.	1, 3
Multi-sensory phonics intervention using RWI program for pupils needing additional phonics support as well as work on reading accuracy and high-frequency word automaticity in KS1.	EEF Toolkit: Phonics (+5 months). Multi-sensory grapheme-phoneme mapping and high-frequency word precision drills build orthographic mapping and automaticity.	1, 2, 3
Dual-coding visual word mats, high-frequency vocabulary mapping, and small-group oral language acquisition sessions for new mid-year EAL starters.	EEF Guidance: Oral Language Interventions (+6 months). Early vocabulary mapping and visual scaffolding accelerate reading acquisition for EAL pupils.	3, 6

Launch an individual Pupil Premium Passport for every PP child to track key primary milestones, leadership roles, and cultural experiences. Guarantee at least 2 dedicated cultural trips per year (museums, theatre, historical sites) distinct from standard curriculum topic visits.	Sutton Trust Report & EEF Outdoor/Enrichment (+4 months). Broadening cultural capital and structured enrichment directly boost pupil engagement and academic vocabulary.	4, 7
Expand lunchtime and after-school club offers based on pupil voice. Introduce termly leadership audits of club registers to identify non-attending PP pupils and address barriers (e.g., providing transport-friendly lunchtime clubs).	DfE Supporting Disadvantaged Pupils (2015). Active monitoring of participation ensures equitable access and prevents passive exclusion.	2
Run targeted workshops for Y5/Y6 PP pupils focusing on online safety/e-safety resilience, financial literacy and secondary school transition readiness.	EEF Metacognition & SEL (+4 months). Explicit life-skills and transition support reduce school-based anxiety and foster resilience.	7
Deploy a dedicated LSA to deliver structured small-group and 1:1 academic tutoring in reading, writing, and maths, begin this earlier in the academic year.	EEF Teaching & Learning Toolkit: Small Group Tuition (+4 months) & One-to-One Tuition (+5 months).	1
One-One and small group interventions for pupils with additional characteristics such as SEND. Interventions such as – sensory circuits, social communication, targeted literacy and numeracy.	EEF- has reported that holistic interventions, which include elements like social and emotional learning and sensory integration, can lead to significant improvements in behaviour and academic outcomes.	1, 3
ELSA interventions for pupils who are pupil premium and have social, emotional and wellbeing difficulties such as emotional school based anxiety.	Study by University of Southampton- found that children who received ELSA support showed improvements in emotional literacy, social skills and behaviour. Case study analysis showed that pupils with school-based anxiety	1

	benefited from the targeted emotional support provided by ELSA's	
Implementation of paired reading scheme for KS1 and KS2 pupils to improve reading outcomes.	Research by Topping (2014) highlighted increased reading self-esteem and motivation among participants, particularly those from disadvantaged backgrounds.	1, 3
Parent reading workshops, school literature and support for parents to read with pupils at home.	The National Literacy Trust (2010)- parents who are involved with their children's reading at home have children with higher reading levels and greater interest in reading. Research by the National Center for Family Literacy (2009) found that parents who participated in literacy workshops felt more confident and equipped to help their children with reading, leading to more frequent and effective reading sessions at home.	3

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

Budgeted cost: *£12,450*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide subsidised/free breakfast club places and calm soft-start arrival routines for Pupil Premium pupils to ensure a nutritious start to the day, improve punctuality, and reduce morning school-based anxiety.	EEF Magic Breakfast Trial: Evaluation found that supporting schools to run a free, universal/subsidised breakfast club before school delivered an average of +2 months' additional progress for Key Stage 1 pupils alongside notable improvements in attendance and behaviour.	2, 4
Continue to implement and improve upon 'uniform swap shop'. Access to uniform and resources to support children who are pupil premium.	According to the Rowntree Foundation financial stress can lead to lower school attendance and engagement. Providing affordable uniforms helps alleviate this stress and leads to better attendance and focus in school.	4
Host half-termly "Inclusion & Well-being Coffee Mornings" featuring invited guest speakers (Inclusion	Sherraden et al. (2011) & National Literacy Trust (2010). Financial education and accessible family signposting reduce home stress, creating a more supportive environment for	4, 5, 6

team, mental health practitioners, financial advice partners). Provide 1-to-1 assistance during coffee mornings to help eligible/EAL families complete online Free School Meal / Pupil Premium applications.	children while maximizing school PP funding.	
1:1 support from Pastoral/Inclusion Lead for persistent absence and lateness. Implement soft starts, peer-buddy morning systems, and expanded ELSA / social communication groups for children experiencing emotional school-based avoidance.	University of Southampton ELSA Study & DfE Supporting Disadvantaged Pupils Reports (2013/2015). Demonstrates that targeted pastoral care and ELSA intervention significantly improve emotional literacy, reduce anxiety, and resolve attendance barriers.	2
Mental health and wellbeing workshops for pupils and parents.	A study by the National Institute for Health and Care Excellence (NICE) found that interventions focusing on social and emotional wellbeing in primary education can improve mental health outcomes, particularly for disadvantaged pupils.	4, 5

Total budgeted cost: £ 91,450

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Top Triangle Reading Intervention	Specialist Teaching service Leicestershire
Play Therapist	Futures in Mind
Speech and Language Therapists	Futures in Mind
Emotional Literacy Support Assistant Intervention	ELSA training – trained member of staff
Educational Psychologists	Futures in Mind

Service pupil premium funding (optional)

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**
Included in pupil premium impact statement ELSA Dandelion Club – specific after school club for them to access Uniform provided Interventions for service children – details included in the impact statement Behaviour tracking system Interventions to support attendance and punctuality.