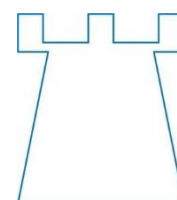


2025

Pupil Premium Strategy

SHERIFF HUTTON PRIMARY SCHOOL

NOVEMBER 2025



Pupil premium strategy statement – Sheriff Hutton 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	89
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Bev Stell, Headteacher
Pupil premium lead	Bev Stell, Headteacher
Governor lead	Richard Crabtree (C of G)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,840
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£29,840

Part A: Pupil premium strategy plan

Statement of intent

At Sheriff Hutton Primary School, we believe every child deserves the chance reach their full potential and be afforded the opportunity to feel safe and happy both at school and at home. We believe in providing equal life chances for all of the children in our care, whatever their starting points. Our intent is that all disadvantaged children will make good or accelerated progress across our school.

We strongly believe in the principles of quality first teaching. Through excellent and flexible classroom based practise, we target our focus upon creating confident and resilient learners, who have equal life chances to their peers. Those pupils in receipt of pupil premium funding are more likely to face obstacles and barriers in achieving their goals. The application of this funding is about removing these obstacles and providing quality first teaching that results in positive pupil outcomes.

Positive engagement with families and the community has always been at the heart of our thinking, including supporting our most vulnerable learners through the recent challenging times.

We believe in maximising the use of the pupil premium grant by embedding a long-term strategy aligned to the School Development Plan, resulting in wider school improvements and increased readiness to learn. This enables our children to grow, equipping them with skills to prepare them for the next stage in their education.

Overcoming barriers to learning is at the heart of our funding use. We understand that needs and costs will differ depending on the barriers to learning being addressed.

We recognise that maintaining high attendance rates are vital to a child's success. To ensure that our children make the necessary progress, we carefully consider challenge; we assess and monitor individuals; we target children with timely intervention and we are flexible in our approach. All staff in our school are responsible for having high expectations for our disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	There remains a small gap between disadvantaged and non-disadvantaged learners. This year, the gap is more evident in maths results, particularly in the Year 4 multiplication check. However, improvements have been made to reduce the gap in reading, writing, and grammar, especially in Year 6.
2	Attendance monitoring closely tracks the gap between disadvantaged and non-disadvantaged pupils. Non disadvantaged 96.2% Disadvantaged 83.9% We expect attendance to be at least 95% with an aspiration of 100% as we know the negative effects of being absent from school. 33% of persistent absentees are identified as disadvantaged pupils, which is an improvement from last year but still a cause for concern.
3	Although phonics outcomes for disadvantaged pupils showed improvement this year, the school recognises that a gap remains in early reading attainment. Teacher assessments in KS1

	show that early reading outcomes for disadvantaged pupils is much lower than that of non-disadvantaged learners. Some are starting from a lower baseline with respect to language skills and this is negatively impacting their development as readers and their level of achievement.
4	Levels of parental engagement in supporting home learning remain low for some disadvantaged pupils. Evidence from home learning activities and reading records indicates that a number of families are not consistently engaging with school-led learning activities at home. This has a direct impact on pupil progress, particularly in early reading, phonics, and maths fluency.
5	Disadvantaged pupils are less likely to access out-of-school enrichment opportunities such as clubs, trips, and residential. This limits their social and emotional wellbeing, confidence, and sense of belonging, and reduces access to experiences that build cultural capital and support academic engagement.

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
No gap between disadvantaged and non-disadvantaged attainment across school in Reading, writing and Maths. Data outcomes will be taken from end of Key Stage assessments.	<ul style="list-style-type: none"> * The gap between disadvantaged and non-disadvantaged reducing. * Target: 2026 Reading (0%) Writing (5%) Maths (5%) * In 2026/27, the gap between disadvantaged and non-disadvantaged will have closed for all subjects.
Disadvantaged learners attend school regularly.	<ul style="list-style-type: none"> * The attendance for disadvantaged pupils will improve to be above 96% and the gap with non-disadvantaged pupils will close to less than 1%. * High levels of attendance will be sustained.
Improved outcomes for phonics and early reading among disadvantaged readers.	<ul style="list-style-type: none"> * A sustained reading culture will ensure all pupils read regularly and develop 'a love of books' and are able to positively articulate this – spoken communication. * Opportunities for oracy across the school supports a language rich environment. * The gap between disadvantaged pupils and non-disadvantaged pupils in phonics check is reducing.
Low levels of engagement in home learning.	<ul style="list-style-type: none"> * Increased parental confidence and participation in supporting home learning. * Improved reading engagement and home learning task completion among disadvantaged pupils. * Narrowing of the attainment gap, particularly in early reading and basic maths skills.
Engagement with enrichment activities	<ul style="list-style-type: none"> * Increased participation in enrichment activities * Representation in enrichment mirrors overall school demographics. * Improved social and emotional wellbeing * Enhanced cultural capital and personal development

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: £ 11,999

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering the SSP Little Wandle and interventions to secure stronger phonics teaching for all children.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3
Embed Accelerated Reader to support the development of reading throughout school. Identification of those children who are not reaching ARE. Monitoring of reading progress and impact of interventions.	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3
Purchase of standardised diagnostic assessments and analysis software products. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1
Plan a diverse enrichment programme aligned with the curriculum (e.g. theatre visits, museum trips, visiting speakers). Ensure PP pupils are prioritised for enrichment opportunities that develop interests and broaden experiences. Introduce themed weeks or cultural days accessible to all pupils.	The Sutton Trust (UK) found that children from disadvantaged backgrounds who engaged in out-of-school academic enrichment (such as educational outings or reading at home) achieved statistically significantly better results at age 11 and beyond.	5

Targeted academic support

Budgeted cost: £13,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle, additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Daily and rapid catch up sessions as required.</p> <p>CPD for TAs, in particular the SATA role.</p> <p>Additional phonics resources.</p>	<p>Little Wandle SSP Rapid Catch Up programme for those children in Year 2 and above states: Reading framework (2021) makes it clear why this is so important: <i>'After Year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer.'</i></p>	3
<p>TA (hours) to provide targeted academic support. Target pupils make good progress and begin to close the attainment gap. Time given to all pupil premium children either individually or in small groups.</p> <p>Daily support in EYFS to support vulnerable children with gaps in learning shown in baseline and likely to not make the expected standard. Additional support to help narrow the gap in Y1 –Y6, through use of specific interventions.</p> <p>Track progress and the impact of interventions closely through meetings. SEND lead to meet regularly with teachers to review provision and impact. (PP & SEND.)</p> <p>Progress of children will be tracked closely in year groups through meetings which will inform interventions and enable gaps in learning to be identified.</p>	<p>'Some pupils may require additional support alongside high- quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully'.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	1, 3, 5
<p>The continued employment of TAs to provide targeted social and emotional support in EYFS, KS1 and KS2.</p> <p>Emotional resilience interventions led by TAs.</p>	<p>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully'.</p>	5

	https://educationendowmentfoundation.org.uk/supp ort-for-45678schools/school-planning-support/2-targeted-academic-support	
Communication and language interventions, supported by trained TAs. 'Socially speaking' sessions led by TA 'Girls on board' training and intervention led by teacher and TA.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3
Introduce or expand access to wellbeing and nurture groups focused on emotional literacy and resilience. Provide social skills or confidence-building clubs for targeted pupils. Implement mentoring or key adult support for identified pupils. Use pupil voice to monitor impact and tailor provision.	The Social Mobility Commission report " <i>An Unequal Playing Field</i> " states that children participating in extracurricular activities gain confidence, broaden their social networks, and develop non-cognitive/soft skills which are important for their later educational and employment paths.	5

Wider strategies

Budgeted cost: £4,731

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practise set out in the DFE's Improving School Attendance advice. Improve persistent absenteeism rates for pupils through targeted family support.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Whole staff training to ensure staff have the knowledge and understanding to be able to support all children, including those disadvantaged pupils with their social and emotional needs. The SEMH support is being accessed by children when appropriate in school. Children's personal, social and emotional development is supported, as well as their communication and language skills.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions	1, 2, 3, 4, 5

Teachers and TAs are able to use the BOXALL profile to check on the emotional and social development of individuals and groups of children (led by DP – SEND lead).		
Improve communication and regular support for families of disadvantaged pupils.	Evidence shows us that strong and purposeful triangulation between parents/carers, teachers and pupils promote improved performance for children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 4, 5
Offer guidance and support, including resources to support parents / carers with home learning activities.	Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4
Subsidise the cost of clubs, trips, and residential visits for disadvantaged pupils. Provide free or funded places for PP pupils in after-school clubs and music tuition. Identify and address participation barriers through pupil and parent voice. Staff to actively encourage and support disadvantaged pupils to attend enrichment activities.	Evidence from the Education Endowment Foundation (EEF) shows that participation in enrichment and social-emotional learning programmes has a positive impact on both wellbeing and academic outcomes. Enabling disadvantaged pupils to access such opportunities helps build confidence, resilience, and belonging, which in turn supports attendance, engagement, and achievement.	5

Total budgeted cost: £29,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil outcomes from the end of KS2 in 2024/25, continued to show a gap between the attainment for our disadvantaged pupils compared to our non-disadvantaged pupils in maths. In reading and writing, the disadvantaged learner's attainment mirrored that of the non-disadvantaged pupils.

Our curriculum is now moving at a more sustainable pace, with a clear focus upon key facts and the retrieval of previously learnt material. Pupil premium funded interventions and additional support has sustained improving outcomes for our children. Staff have been diligent in planning a series of lessons across all curriculum subjects that meet the needs of the individual children within their class. Short and timely interventions have ensured all children have access to our curriculum, while ensuring they keep up, not catch up on the key knowledge and skills they need to progress in core subjects. Groupings for intervention are flexible and reflect the needs of the learners.

Little Wandle is now fully embedded in EYFS, and Key Stage 1 and this is leading to greater consistency in teaching phonics and early reading, additional training was given to ensure high standards in delivery of interventions. The approach is used across school starting in EYFS. Shared delivery, language and resources have ensured consistency towards achieving better outcomes for all pupils. We have continued with the Mastery approach in teaching mathematics, following the White Rose scheme of learning. This is supporting staff in providing small steps in learning key concepts.

Children's mental health and wellbeing is still a key focus for the school. Pastoral interventions have been provided for those disadvantaged individuals and access to wider supportive networks, such as the Sleep Clinic and Early Help, has shown benefits. The Teaching assistants lead a weekly emotional resilience intervention.

Attendance continues to be a priority for the whole school as non-disadvantaged is at 96.5% (Nov '25). This figure is slightly below our target of 97%. Disadvantaged attendance is lower at 90.5%. The first step taken has been discussions with families through triangulation meetings and attendance letters.

Externally provided programmes

Programme	Provider
Systematic synthetic phonics training	Little Wandle SSP
Developing resilience (LKS2 and UKS2)	Twinkl, My Happy Mind
Social and emotional intervention – girls' friendships.	Girls on board

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>Our teaching assistants have provided support for the emotional needs of service children and their families.</p> <p>Small group interventions have improved outcomes through rapid catch up programme with Little Wandle.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Communication channels regarding changes at home have developed, making it easier to meet the needs of the children.</p>

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by the pupil premium or recovery premium.

This will include:

- * Termly pupil progress meetings between the headteacher, SEN leader and teacher to put the spotlight on progress and achievement for our most disadvantaged pupils.
- * Termly triangulation meetings with parents/carers, teachers and disadvantaged pupils to focus on areas key to their progress. Additional support provided for those in need.
- * A continuing focus in training and monitoring upon quality first teaching to target and support disadvantaged learners
- * The enhancement of a high-quality pupil offer for disadvantaged pupils, including extra-curricular activities, clubs, school visits and residential visits to help pupils build life skills, resilience, confidence, while improving physical fitness and socialisation.