



Pupil premium strategy statement – Sharroo School 2025 – 2028

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 Reception – Y6	428
Proportion (%) of pupil premium eligible pupils	48%
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	21.11.2025
Date on which it will be reviewed	21.11.2026
Statement authorised by	Evelyn Abram
Pupil premium lead	Evelyn Abram
Governor / Trustee lead	Emily Pickles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 312 320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£312 320

Part A: Pupil premium strategy plan

Statement of intent

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income, and other disadvantaged families, with their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After); or who has ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order; the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

Philosophy

We are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers the best ways to allocate Pupil Premium funding following rigorous data analysis, discussion with class teachers and the careful consideration of the needs of the pupils.

Priorities

Setting priorities is key to maximising the use of the Pupil Premium funding.

Our priorities are:

- Ensuring quality first teaching for every child
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment
- Ensuring the Pupil Premium funding reaches the pupils who need it most

Strategy

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on all pupils
- focussed support to target under-performing pupils
- specific support targeting pupil premium pupils

We will ensure that Pupil Premium funding and provision impacts on achievement, attainment, attendance and well-being. This includes regular reporting to the Governors Standards Committee. The Headteacher and Deputy Head teachers will be responsible for monitoring provision and outcomes, and the wider staff team will be

responsible for implementing and evaluating provision. We will regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

Implementation Process

We believe that selection of a small number of key priorities will give us the best chance to ensure that they are effective. We also believe in evidence-based interventions and learning from our experiences, which is why we will carry out annual light-touch reviews to ensure our approach is effective and we can stop or amend interventions that are not having the intended impact.

Tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality of teaching
2. Targeted academic support
3. Wider strategies

Data analysis informs future priorities. Within each category, we have chosen no more than three priorities. This focussed approach ensures the best chance of success.

1. Quality of teaching
 - a. Training for teachers on what makes an outstanding lesson – metacognition, improving questioning using Blooms
 - b. Training for all staff on collaborative maths teaching, Speaking and Listening in Maths, conducting gap analysis of standardised assessments in Maths
 - c. Reading and Phonics - Training for TAs on teaching of reading skills which include questioning, feedback and phonics skills, including introduction of a new phonics scheme.
2. Targeted academic support
 - a. 1:1, paired and small group language interventions such as: Stories for Talking, LEAP, Sharrow language programme, VIP, NIP, visual support
 - b. Teacher led interventions – 1:1 or small group English and Maths
 - c. Phonics Interventions
3. Wider Strategies
 - a. Curriculum enrichment – Trips and residential visits, Holiday activities, Girls' groups
 - b. Improved Attendance
 - c. Engaging effectively with parents

Review Process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupils in receipt of the Pupil Premium is regularly discussed with class teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy,

and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Our main priority is to meet the needs of our children and families by using the Pupil Premium to ensure the best possible provision.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of Pupil Premium.

The school is held to account for the spending of Pupil Premium through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

The evidence from the data of the previous 3-year plan is that the strategy is working and that the gap between all pupils and disadvantaged pupils is closing, with the exception of attendance. The gap between all pupils and disadvantaged pupils at the end of KS2 and phonics is lower than the gap at national level. So this new strategy will be similar to the previous 3 year strategy as evidence shows that it was successful.

Challenges

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

Challenge number	Detail of challenge
1	Very limited life experiences which impact on their general knowledge, ability to organise, understanding of the wider world. These limited experiences invariably result in a limited depth of vocabulary which affects the progress and attainment of more able disadvantaged pupils in particular.
2	Poor oral language skills, particularly in the Foundation Stage and KS1, in both English and their home language, impede the children's ability to access the curriculum and make good progress.
3	Many children who start at Sharrow are well below age-related expectations. Low starting points and poor problem-solving skills require accelerated progress by children to enable them to achieve age-expected levels or above.
4	Attendance – both the impact of the pandemic and lockdown on all families, but disadvantaged families in particular, and the impact of a history of a higher % of sessions missed due to overall absence for Pupil Premium children than non-Pupil Premium children.

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
Improved oral language skills in Reception, KS1 and identified children in KS2 in order to enhance children's outcomes.	Children develop their language skills so that they are able to make accelerated progress
Improved progress and attainment rates for all children and more able disadvantaged children in particular	Children are able to make accelerated progress so that their outcomes are in line with or above all children.
Improved progress and attainment rates for children with phonics and reading across school	Phonics results and reading scores will be in line with or above national figures.
Improved attendance rates for disadvantaged pupils	Overall PP absence rate improves and is in line with national 'other' pupils

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

Budgeted cost: £ 60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>What makes an Outstanding Lesson?</p> <p>Training for teachers on what makes an outstanding lesson – metacognition, improving questioning using Blooms</p>	<p>Evidence suggests that teaching is the single biggest influence on pupil outcomes. Building on the work started previously and introducing this way of working to new staff, teaching staff need to be further challenged to improve the quality of their teaching to move it from Good to Outstanding. A focus on Blooms taxonomy and the issues that affect our children will help staff to analyse their teaching and the learning that takes place in their lessons so they can be more effective. Metacognition approaches will support pupils to think about their own learning more explicitly. They will learn specific strategies for planning and evaluating their own work, developing independent learners.</p>	1,2 & 3

	<p>EEF Toolkit: Feedback - Blooms Mastery learning +8 months</p> <p>EEF Toolkit: Metacognition +8 months</p> <p>Year 1:</p> <ul style="list-style-type: none"> • CPD – Metacognition • CPD – Blooms taxonomy • Training delivered by SE and SH, • Topic re-visited at regular intervals during the year so staff have time to try out different strategies and evaluate them. • Observations by SMT and middle leaders <p>Year 2:</p> <p>This CPD programme will continue but be adapted and developed depending on the needs of the children, the strengths of the staff team and informed by the outcome of the review of Year 1</p>	
<p>Training for all staff on collaborative maths teaching, Speaking and Listening in Maths, conducting gap analysis of standardised assessments in Maths</p>	<p>Our outcomes for disadvantaged children in Maths at the end of KS2 are lower than their outcomes in reading and writing over the past 3 years.</p> <p>A collaborative learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. The impact of collaborative approaches on learning has been shown to be consistently positive.</p> <p>We have used this approach in other areas of the curriculum but need to support staff to use this strategy in their Maths teaching.</p> <p>Improving children's language skills is a key area of work and language is a key component in Maths. Further work needs to be done with a focus on Maths vocabulary and interventions.</p> <p>In order to accelerate pupil progress in Maths, it is important that we have a good understanding of gaps in children's learning and understanding of Maths concepts. We will use the NFER Maths standardised tests in Arithmetic and purchase the NFER Test Analysis Tool. This will convert raw scores to standardised and age-standardised score so staff have a clear understanding of how the attainment levels of the pupils they teach are compared to age expected levels. The tool will enable staff to analyse pupils' tests, identify gaps in their learning and identify exactly which areas of the curriculum need to be focussed on.</p>	2 & 3

	<p>EEF Toolkit: Collaborative learning + 5 months EEF Toolkit: Language interventions + 6 months</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Maths team and English lead develop a vocabulary curriculum for Maths • CPD for staff on vocabulary curriculum • CPD on collaborative learning in Maths • CPD on gap analysis – NFER Test Analysis tool to identify gaps in Arithmetic. <p>Year 2:</p> <p>This approach and CPD programme will continue but be adapted and developed depending on the needs of the children, the strengths of the staff team and informed by the outcome of the review of Year 1</p>	
<p>Reading and Phonics - Training for teachers and TAs on teaching of reading skills which include questioning, feedback and phonics, including introduction of a new phonics scheme.</p>	<p>Reading comprehension - Reading comprehension strategies support pupils to comprehend the meaning of what they are reading. The strategies focus mainly on language comprehension, i.e. how to access the meaning of the ideas expressed in the text.</p> <p>The teaching of reading comprehension strategies involves consciously modelling and applying the tools used by expert readers until they become automatic for pupils.</p> <p>A range of different evidence sources including EEF Toolkit and Pupil Premium Report by Oxford School Improvement: Improving the impact of TAs suggest that high quality feedback and questioning together with strategies to support children becoming independent is an effective way to improve attainment.</p> <p>Extensive evidence shows that phonics is an important component in the development of early reading skills, particularly for children eligible for pupil premium</p> <p>EEF + 7 months EEF toolkit: Phonics +4 months</p> <p>Year 1:</p> <ul style="list-style-type: none"> • CPD led by the English leads – Reading and Phonics – introduce new phonics scheme 	1,2 & 3

	<ul style="list-style-type: none"> • CPD led by the Phonics lead – introduce new phonics scheme • Coaching and support for individual staff as identified • Observations by SMT and middle leaders. • On-going check of impact of training <p>Year 2:</p> <ul style="list-style-type: none"> • Training for TAs on the teaching of reading skills including questioning and feedback 	
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Targeted academic support

Budgeted cost: £ 162 320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Language interventions	<p>The children need to develop their oral language skills in order to fully access the curriculum and make accelerated progress. These programmes have been recommended by the speech and language service but are adapted to meet the needs of individual children.</p> <p>In school data consistently indicates that children who access these interventions make good progress across all key stages.</p> <p>EEF Toolkit: Oral language interventions +5 months</p> <p>Year 1:</p> <ul style="list-style-type: none"> • 1:1, paired and small group language interventions: • Stories for Talking, LEAP, VIP, NIP • Visual support • Children screened on entry to Reception to identify needs and where to place them on the programme. • Children's progress regularly monitored to ensure provision is effective. • Observations by Senco and SLT • Ongoing support and CPD from speech and language therapists <p>Year 2:</p> <ul style="list-style-type: none"> • Implementation of KS2 programme including topic VIP • 1:1, paired and small group language interventions 	2 & 3
Teacher led bespoke and targeted small group interventions	<p>In-school data demonstrates that interventions led by teachers have been found to be more effective than those led by TAs. The interventions will be informed by the outcomes of teacher assessments and test outcomes completed in class. The interventions will be personalised to meet specific areas that children need support with, to address misconceptions, give more opportunities to understand a concept or practise a particular skill.</p> <p>Sutton Trust/EEF Toolkit: Small groups +4 months, reduced class sizes +3 months, 1:1 +5months</p>	1 & 3

	<p>Nfer, Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice. - meeting individual learning needs, 2016</p> <p>Year 1:</p> <ul style="list-style-type: none"> • The interventions will take place in addition to the main literacy and numeracy lessons. • The interventions will be personalised to meet the individual needs of the pupils. • The timetables will be organised to ensure that there is sufficient preparation and delivery time. • Individual children's progress will be carefully monitored to ensure that the interventions are effective and meeting the individual needs of the children. • Observations of interventions by SMT and middle leaders • <p>Teacher led interventions:</p> <ul style="list-style-type: none"> • Small groups for English and Maths <p>Year 2:</p> <p>This programme will continue but be adapted and developed depending on the needs of the children and informed by the outcome of the review of Year 1</p>	
Phonics interventions	<p>Many children start Sharrow school with very low starting points in all aspects of their learning. Many of them are not ready to learn or access the phonics lessons when they start Reception. The children need to make accelerated progress in phonics as their readiness to learn develops. We have recently introduced a new phonics scheme which is multisensory, is more accessible for our children and is more in line with our school teaching approach.</p> <p>EEF Toolkit: Phonics +4 months</p> <p>Year 1:</p> <ul style="list-style-type: none"> • CPD for staff teaching new phonics scheme • CPD for all staff on new phonics scheme • 1:1 and small group additional phonics teaching daily for identified children to close gaps. • Some of this provision to be provided by additional staffing brought into school <p>Year 2:</p> <ul style="list-style-type: none"> • Continue with programme informed by annual review. 	1, 2 & 3

Wider strategies

Budgeted cost: £ 90 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment.	<p>We believe that it is important that all children are able to take part in all school activities regardless of the ability to pay. Trips and residential visits are carefully planned as part of the school curriculum with pre-teaching and follow up activities taking place. Holiday activities and after school clubs provide another opportunity for enrichment.</p> <p>Our more able children are often inhibited in making further progress by their lack of experiences and not having the opportunity to talk through their ideas / thoughts in a sustained and extended way.</p> <p>Evidence from the Nfer, Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice report and the Pupil Premium Report by Oxford School Improvement both provide evidence that this approach will impact positively on the pupils' outcomes.</p> <p>Evidence in school from this programme demonstrated that this was a successful intervention which needs to continue.</p> <p>In addition, EEF Toolkit Sports participation +2 months</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Funding available for visits/experiences • Organise staffing and timetable to ensure there are regular slots available to plan and implement programme of activities. • Ensure staff aware of importance of how to make the most of good quality speaking and listening opportunities and to model this at all times. • Monitor attendance on trips. Talk to parents of children who are not taking part to identify reason and offer support as appropriate. • Monitor attendance at after school clubs, sports activities and holiday activities. Target PP pupils to attend. 	1, 2 & 3

	<ul style="list-style-type: none"> Monitoring of academic progress and verbal contributions in class Curriculum enrichment programme for more able disadvantaged children exposing them to experiences and opportunities they are not normally offered through the school curriculum nor experience through their home life. <p>Year 2:</p> <ul style="list-style-type: none"> Continue with programme informed by outcome of review. Monitor attendance on residential visits. Talk to parents of children who are not taking part and provide support as needed. 	
Improved attendance	<p>We cannot improve attainment and progress for children if they do not attend school regularly. It is important to be consistent with the approach with parents/carers. Our attendance for disadvantaged children is not improving at the same rate as it is for all children. Our focus will be on disadvantaged children.</p> <p>Year 1:</p> <ul style="list-style-type: none"> Careful monitoring of attendance of PP children. Extended leave never authorised during term time and attendance panels take place when a child reaches a trigger. Action plans put in place to ensure attendance is improved. Penalty notices and fines used when appropriate. Work more closely with Nicola Oates, Attendance and Inclusion Specialist, Inclusion and Attendance team, Sheffield City Council. Close collaborate with Learning Mentors and MAST link worker to ensure support is given where identified. Regular feedback to Safeguarding Governors committee <p>Year 2:</p> <p>As above, informed by outcomes of Year 1</p>	4
Engaging Parents / carers	<p>The vast majority of parents are keen for their children to do well and want to support their children but are not always sure of how they can help.</p> <p>Evidence includes the EEF Toolkit Parental Engagement +3months, The Pupil Premium Report by Oxford School Improvement: Increasing parental engagement +5 months</p>	1,2,3 & 4

	<p>Evidence in school demonstrates that this intervention was successful in improving progress</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Weekly workshops with parents of children in FS2 on phonics and learning to read. • Regular workshops for parents of children in KS1 re literacy and maths. • Ensure time available for planning and evaluation of sessions. • Funding for resources to support high quality sessions • Monitor parents/carers attendance at parent workshops and impact on pupils progress • Observation of sessions by SMT <p>Year 2:</p> <p>This programme will be continued and adapted following the review of Year 1</p>	
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Total budgeted cost: £ 312 320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2

The gap between disadvantaged pupils and all pupils at the end of KS2 last year reduced. The trend over the past 3 years is that the gap is reducing. With the exception of maths, the gap is currently smaller than the gap at national level.

KS2 combined Reading, Writing & Maths	% of pupils achieving the expected standard		
	All pupils	Disadvantaged pupils	Difference
2023	69 (60)	51.7 (44)	-17.3 (-16)
2024	57.1 (61)	40 (45)	-17.1 (-16)
2025	62.9 (62)	51.7 (47)	-11.2 (-15)

* National figures in ()

KS2 Reading	% of pupils achieving the expected standard		
	All pupils	Disadvantaged pupils	Difference
2023	77 (73)	65.5 (60)	-11.5 (-13)
2024	71.4 (74)	60 (62)	-11.4 (-12)
2025	79.6 (75)	69 (63)	-10.6 (-12)

* National figures in ()

KS2 Writing	% of pupils achieving the expected standard		
	All pupils	Disadvantaged pupils	Difference
2023	73 (71)	58.6 (58)	-14.4 (-13)
2024	72.6 (72)	60 (58)	-12.6 (-14)
2025	68.5 (72)	62 (59)	-6.5 (-13)

* National figures in ()

KS2 Maths	% of pupils achieving the expected standard		
	All pupils	Disadvantaged pupils	Difference
2023	77 (73)	58.6 (59)	-18.4 (-14)
2024	67.9 (73)	50 (59)	-17.9 (-14)
2025	72 (74)	58.6 (61)	-13.4 (-13)

* National figures in ()

Y1 Phonics

The gap in phonics between all pupils and disadvantaged pupils is much smaller than the gap at KS2. There is no clear trend, with the gap increasing this year, although a greater proportion of children achieving this standard rose considerably for both groups. The gap is smaller than the gap at national.

Year 1 Phonics	% of pupils achieving the expected standard		
	All pupils	Disadvantaged pupils	Difference
2023	74.1 (79)	70.6 (67)	-3.5 (-12)
2024	53.4 (80)	50 (68)	-3.4 (-12)
2025	67.8 (80)	64 (67)	-3.8 (-13)

* National figures in ()

End of Foundation Stage

Last years outcomes were low for all pupils. As discussed at Governors meetings, there are plans in place to improve outcomes at the end of Foundation Stage, which should also improve outcomes for disadvantaged pupils.

GLD	% of pupils achieving the expected standard		
	All pupils	Disadvantaged pupils	Difference
2023	43.1 (67)	25 (52)	-18.1 (-15)
2024	47.4 (68)	42.9 (52)	-4.5 (-16)
2025	30.4	19	-11.4

* National figures in ()

Attendance

As attendance is improving for the school as a whole and persistent absence is reducing the gap between all pupils and disadvantaged pupils is getting bigger. The rate of improvement for the disadvantaged pupils is slower than the rate of improvement for all pupils.

Attendance	% of pupils				
	School All pupils	Disadvantaged pupils	Difference	Sheffield	National
2022/2023	92.2	91.6	-0.6	93.4	94.1
2023/2024	93.6	91.8	-1.8	94	94.5
2024/2025	93.7	90.8	-2.9	93.7	

Persistent Absence*	% of pupils				
	School All pupils	Disadvantaged pupils	Difference	Sheffield	National
2022/2023	25.5	29.8 (Sheffield 31.0)	-4.3	19.8	14.6
2023/2024	19.8	27.3 (Sheffield 30.1)	-7.5	17.7	16.2
2024/2025	19.4	31 (Sheffield 27.8)	-11.6	15.5	

*Children who have missed 10% or more sessions

From the data, the previous strategy was having a positive effect on pupil outcomes, with the exception of attendance. Many aspects of the previous strategy have been continued in this new strategy and some of them have been further developed, particularly in the area of developing teaching.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.