

Pupil premium strategy statement 2026-27



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sheet Primary School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils (and Service)	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 in detail 2025-28 overview
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Julie Robinson
Pupil premium lead	Julie Robinson
Governor lead	Fran Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,230

Part A: Pupil premium strategy plan 2025-2028

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 as individuals.

The activity outlined in this statement is intended to support the pupil's 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, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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 supporting high expectations

When making spending decisions we refer to current evidence and research including the Education Endowment Foundation toolkit and the Pupil Premium Awards website.

Challenges

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

Challenge number	Detail of challenge
1.	Attainment of PP children is lower than non-PP children.

2.	Overall Progress of PP pupils is lower than Non PP – particularly across KS2.
3.	Ongoing gaps in learning due to lack of engagement and absence.
4.	Especially with the cost of living crisis, a number of our disadvantaged children lack the appropriate resources for school such as clothing. This can hinder their mental health. Some of our disadvantaged families have a lack of IT resources and internet access which limits pupils' learning opportunities.
5.	Some disadvantaged pupils have greater difficulties with phonics than their peers. It is apparent that there are phonics gaps in their learning as they progress through the school which negatively impact their development as readers and writers.
6.	In some cases, children from disadvantaged backgrounds have limited vocabulary knowledge resulting in the inability to access age appropriate texts. This, along with the lack of exposure to high quality texts can also slow their writing and foundation subject progress.
7.	Underdeveloped oral language skills among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This can then negatively impact their confidence in different situations and their progress in reading, writing and foundation subjects.
8.	Lower levels of achievement in literacy and maths for most PP children – attainment gap between PP and non-PP (linked to Challenge 1)
9.	Lower levels of participation in broader, extra-curricular opportunities – financial hardship is a significant factor for families.
10.	Lower attendance levels of PP children – total attendance for PP children in 2024-25 was 93.2% compared to 96.5% for all children.
11.	Concerns around the mental-health and well-being of some PP children and their families.
12.	Our children from disadvantaged backgrounds are less likely to benefit from wider enrichment opportunities, such as cultural outings and learning to play a musical instrument so can feel left out, have fewer experiences to talk about and feel proud of. Disadvantaged children recognise that they have limited funds so often lack confidence as they are aware they cannot ask for opportunities from home

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
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Improve pupil progress and outcomes for all and especially for key cohorts. Prioritise reading to ensure all disadvantaged children can read automatically and accurately by the end of Year 2.	Attainment gap between disadvantaged and non-disadvantaged pupils is diminishing. Disadvantaged children continue to achieve at least in line with national disadvantage data. All disadvantaged children reach the expected standard in the PSC. Disadvantaged children achieve expected standard in Year 6 Reading SATs. Rigorous systems in place to identify any needs for intervention. Evidence that interventions are impacting. Drop-in observations show disadvantaged children are engaged and applying themselves. Effective use of key skills starters in maths support lessons. Teachers target their time and support to disadvantaged children. Catch-up sessions are implemented consistently where gaps in learning are identified.
Improve oracy skills and vocabulary among disadvantaged pupils.	Pedagogy in place in classrooms focused on strategies to ensure children know more and remember more. Discussion with children shows daily memory joggers have supported vocabulary development. Children in Early Years and KS1 are benefiting from high quality language modelled by staff. Story times consistently used to develop language and vocabulary. Actions from the oracy project are being consistently implemented across all classes and teacher assessment shows that children's expressive and presentational oracy skills are accelerating.
PP attendance meets the school's attendance target of 96%	The attendance of PP learners meets the school target of 96%. Gap between the PP and non-PP is no more than 1%. PP Lead analyses attendance data regularly and works closely with families to improve attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these. Staff proactively report attendance concerns to PP Lead. Systems in place to promote and celebrate good attendance and ensure children understand the importance of good attendance.

Provide meaningful support for emotional health and well-being of children and families.	All children who need ELSA support identified and supported. Class teachers are confident to support emotional health and well-being as part of in class provision. Children (and parents) report positive impact of support in place. Qualitative data from pupil voice and teacher observations show positive well-being.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience in order to improve aspirations.	All PP children attend at least 1 residential visit during their time with us. All PP children given the chance to learn an instrument – encourage take-up. PP children free attendance to breakfast club All PP children given the opportunity to represent their school. Additional swimming lessons for PP children. All PP children have a champion/mentor.
Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.	The attendance of PP parents/carers at Parents' Evenings is at that of non-disadvantaged learners. Parent /carers surveys show engagement and satisfaction with school and school life.
Children are developing key skills of collaboration, co-operation, conflict resolution, communication and teamwork.	PP children are observed to be playing and interacting effectively with their peers. There will be a reduction in playtime incidents. All PP children will be happy and engaged on the playground.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the phonics programme to ensure strong progress for all. Catch-up	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.	1,2,4.

prioritised for bottom 20% and those at risk of falling behind. On-going training for staff.	Education Endowment Foundation. The Reading Framework – DfE.	
Embed Little Wandle Spelling and associated strategies across KS2 to improve attainment in writing. Training for staff.	At the end of KS2 attainment in writing was impacted by weaknesses in spelling. Little Wandle is a systematic, structured approach to the teaching of spelling.	1
Implement The Writing Framework guidance, refocusing the emphasis on building foundations of pencil control, handwriting and application of phonics from the start of Year R. Training for staff on key ideas within the framework. Review of timetabling to allow for daily handwriting and consistent dictation from early Years. Focus on the messages around the teaching of spelling. Review of sentence level teaching based on the Framework.	On 8th July 2025, the DfE published a new guidance document for schools ‘The Writing Framework’, which it says ‘outlines a common approach to teaching writing based on evidence and existing good practice.’ ¹ The aim of the guidance is to help schools meet the expectations of writing in the National Curriculum for key stages 1 and 2, and the Early Years Foundation Stage (EYFS) statutory framework.	1,2,4.
Implement the Mastery Curriculum in EYFS and KS1 in maths, providing catch-up support as necessary to ensure strong progress across both key stages. Provide swift catch-up and overlearning where children are not keeping up with the fluency progression.	Using maths mastery techniques helps break the cycle of rote learning in mathematics. It provides children with the opportunity to grasp ‘real’ maths, empowering them with problem solving skills and a sense of achievement. Education Endowment Foundation National Centre for the Excellence in the Teaching of Mathematics.	1,2,4.
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Training for staff around the science of learning and in particular Rosenshines Principles of instruction. Implement strategies to ensure children know and remember more.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Education Endowment Foundation OFSTED	1,2,4.

School to join the Liphook Schools oracy project and implement across the school.	Education Endowment Foundation supports oracy language interventions as a low cost, high impact intervention.	1,2,3,4,7,8.
Develop provision for SEND/disadvantaged, ensuring quality first teaching and appropriate intervention to maximise progress.	Good practice in teaching children with SEN equals good practice in teaching all children. Research suggests that the greatest influence on educational and social outcomes for children with SEN is their classroom teacher.	1,2,4.
Implement an Early Years play approach at breaktimes and lunchtimes.	Play Commission's Interim Report highlights the crucial role of play in children's development and well-being.	7,11,12.

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

Budgeted cost: £7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a rigorous programme of 1:1/small group catch-up programme designed to meet the needs of individual children, prioritising phonics, reading, spelling and number fluency (inc. tables).	Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1,2,3,4,8.
Through both enhanced classroom provision and targeted teaching, ensure phonics catch up so that almost all pupils achieve Y1 standard. In KS2, most trained teachers work with target phonic groups to ensure they are able to read with automaticity by the end of KS2.	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. Automaticity in reading is essential to accessing the curriculum in KS3 and is a predictor of future success.	1,2,4,8.
Implement the writing curriculum, focusing on end of year expectations to ensure teaching identifies and addresses	Strong writing skills are essential to future success and learning as children move to the next stage of their education.	1,2,4,8.

gaps in learning. Focus on improving spelling attainment through a phonic based spelling approach in Year 2, and Scode spelling in KS2. Embed the training on writing pedagogy, support for modelling and metacognition within the process. Review of writing units and text drivers.	Children need strong basic secretarial skills to be able to focus on the composition and content of their writing. OFSTED	
Provide support for homework and home learning catch-up.	Homework strategy from the EEF teacher toolkit “Homework has a positive impact on average (+ 5 months).” Completion of homework makes children feel treated the same as other children.	1,2,3,4.
Ongoing training for staff on phonics, reading and spelling to ensure teaching is of highest quality	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.	1,2,4,8.

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure PP pupils access and regularly attend clubs and events. Financial support for trips & residential visits. After-school clubs funded. Music tuition funded. Transport provided to extra-curricular opportunities.	“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.	5,7,8
Support to raise aspirations for disadvantaged children – mentors, opportunities to	“Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for	4,7,8

develop and nurture interests.	non-academic outcomes such as attitudes to school, attendance and behaviour.” EEF	
Equipment, uniform and subject supplies.	Removing potential barriers to participation increases attendance. Enables children to feel like they ‘fit’ and not feel different from their peers.	6,7,8
Develop a whole school strategy to support Mental Wellbeing for children and staff. Training for Staff. Information for parents.	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners	7,8
Increase ELSA time and opportunities for supporting SEMH within and outside the classroom. Implement the Zones of Regulation.	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners	7,8
Improve family home school communication and relationships by supporting potential attendance barriers such as uniform, fuel and food hardship	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Teachers contact families to arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress	3,6,7,8
Sustain a system of rewards and incentives for improved attendance to school. Personalised rewards and recognition to ensure whole school profile raised.	There is a strong negative link between absence and attainment.	1,4,6,8

Total budgeted cost: £25,300

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 2024-25 academic year.

Spending and Review – 2025-26

Intended Outcomes	Outcomes
Improve pupil progress and outcomes for all and especially for key cohorts. Prioritise reading to ensure all disadvantaged children can read automatically and accurately by the end of Year 2.	In 2026: *There was 1 disadvantaged children in Reception who did not meet GLD. *Of the 3 disadvantaged children in year 1 – 100% passed the phonics test and 75% of those children are on track for reading and writing. *Year 4 MTC – 4 x disadvantaged children, 2 of which scored above National Average at 23/25. Reading SS for disadvantaged children across the school (children in Year 2 – Year 6): 100= ARE Child 1 127 Child 2 121 Child 3 90 Child 4 90 Child 5 104 Child 6 100 Child 7 130 Child 8 130 Child 9 130 100% of disadvantaged children in Year 6 achieved greater depth in reading. 100% of disadvantaged children in year 6 achieved expected standard in writing.

	100% of disadvantaged children in year 6 achieved expected standard in maths with 50% greater depth. Children with EHCP's in Year 6 100% achieved expected standard
Improve oracy skills and vocabulary among disadvantaged pupils.	Lesson drop-in observations and learning walks show that this is high profile in all classes. Teachers have received initial training in oracy to be developed over the year. Key vocabulary is identified on MTPs for all subjects Children are able to talk about the key vocabulary they have been taught.
Close the gaps in attainment that have developed as a result of disruption to learning due to lockdown.	See above – There were 3 key PP children to target for catch-up across the school. One in Year 6, one in Year 4 and one in Year 1. The child in Year 6 has an EHCP and the child in Year 4 is now on track for reading and close to for maths (SS 94). The child in Year 1 is supported to attend school passed the phonics test. Attendance went from 85% in 2023/24 to 88.7% in 2025/26.
PP attendance meets the school's attendance target of 96%	Attendance comparison report: 24-25 PP 93.7% non PP 97% Attendance comparison report: 25-26 PP 94.4% non PP 96.3% A range of strategies are being implemented to improve this and leadership time is available to ensure strategies can be effectively implemented. Strong focus of the FGB and school leaders.

Provide meaningful support for emotional health and well-being of children and families.	8% of children across the school have received ELSA support during the year with the majority being in Key Stage 2. Qualitative evidence from both children and parents is that these sessions have been very beneficial. The school ELSA hours increase is being kept for another year. All support staff received training from the EP. EP held a session for staff. Education around mental well-being forms a key element of our PSHE curriculum and staff receive on-going training. SENCo circle has support new SENCo.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience in order to improve aspirations.	In 2025-26 the school has provided the following opportunities for children: Financial support to enable 7 children to attend the Year 3/4 and Y5/6 residential visits. All PP children who wanted to go attended the visit. Funding for 1 child to undertake music lessons. Funding for other clubs including Dance, football and art clubs. Payment for a range of extra-curricular visits for children across all year groups. Purchase of books, uniform and one off hardship payments for families as and when required. Pizza making event at Bedales attended by 3 children. No child has missed out on an enrichment opportunity due to financial hardship.

Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.	All parents who were unable to attend Parents' Evening received a follow-up telephone appointment. Regular workshop opportunities offered. Parents are regularly invited into school – eg. Celebration assemblies, parents lunchtimes, parents day lunches, plays etc
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