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 2025 - 2026 and the effect that last year's spending of pupil premium had within our school. (2024-2025)

School overview

Detail	Data
School name	Sharps Copse Primary
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 Review of 2024/2025
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mike Elsen Headteacher
Pupil premium lead	Kate Wood SENDCo
Governor / Trustee lead	Jane Towers SEND governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£307,545
Recovery premium funding allocation this academic year	£0
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	£307,545

Part A: Pupil premium strategy plan

Statement of intent

At Sharps Copse Primary School all children are entitled to full access to the curriculum regardless of background and the challenges they, and their families, face. Every member of this school should feel equally valued and free from discrimination

Key principles of our strategy:

- To raise expectations and aspirations for all pupil premium pupils
- To close the gap between pupil premium children and non-pupil premium children
- Raise self-esteem and confidence
- To enrich children's lives with a variety of experiences and opportunities.
- To develop every child's potential in acquiring independent learning and personal organisational skills
- For every child to develop emotional strength and resilience.

Identified challenges:

- Language levels of children on entry in year R
- Supporting mental health
- Providing enriching and diverse experiences
- Increasing levels of complex SEND
- Improving parental/ carer involvement

Key objectives to address these challenges and raise attainment for pupil premium children
Taken from SIP 2025-2026

Teaching and Learning: To ensure inspiring, knowledgeable leaders rigorously drive, monitor and evaluate subject pedagogy and pupil outcomes to ensure all pupils make progress in an appropriately developmental and ambitious curriculum.

EYFS: To support developmental needs of pupils through continuous provision in the classroom. Adapting and developing appropriately in line with the development of the pupils.

Leadership: To ensure parents, carers and school staff enable children to achieve academically and socially by taking responsibility for the role they play.

SEND: To accelerate academic outcomes of pupils on the SEN Register through systematic planning, tiered provisions and implementation.

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 and vocabulary for all our children, particularly our disadvantaged pupils.	Reduced number of children requiring SALT support within school. Record of discharges and individual records of progress (Pupil Plans)
Ambitious curriculum in all subjects, extending knowledge, curiosity and interests of all pupils in a diverse and enriching curriculum	Children actively being curious about the wider curriculum – asking questions to develop knowledge and understanding. Increased use of the library to extend knowledge Children choosing non-fiction books when given free choice in the library All children attending school trips Increased number of children requesting school sports clubs
To achieve and sustain improved academic progress for all children, particularly our disadvantaged pupils.	Termly data capture, pupil progress meetings, Year 6 SATS results Year 1 Phonics results Year 4 Times Table results
Matching continuous provision to the developmental needs of the pupils accessing it, particularly our disadvantaged pupils.	Increase in the percentage of children reaching GLD
To create an enhanced SEND provision to meet the changing needs of our school community	OOC data Number of children accessing additional support Reduced number of children requiring SALT
To increase professional support and training for parents/carers attending the parent hub	Increase in parental/carer engagement with the Hub

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mixed year 1/2 classes providing continuous provision to meet developmental needs	Termly data Pupil progress meetings Children making accelerated progress in line with developmental need	1, 4
Focus on developing the wider curriculum	Assessment Pupil Progress meeting Engagement in extra-curricular activities Increased use of library	3
Developing the Foundation curriculum to meet developmental need	Increased number of children making GLD	1, 4

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Private SALT employed 2 mornings per week 2 HLTAs specializing in speech and language, totaling 7 days support per week	Reduction in number of children requiring speech and language support in year 1, decreasing further before year 2. Increased number of children being discharged Increased progress in speech and language through measured assessment and target setting Closing gap for SEND children	1, 4
Clear internal system of referral and progress tracking for SEND children, involving class teacher, SENDCo and parent/carer	Closing the gap for SEND children Parents/Carers feeling more informed and involved in their child’s progress and support	4, 5

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
PE specialist, expanding experiences of different supports After school clubs – heavily subsidized	Wellbeing of children. Number of children wanting to engage in these opportunities is increasing Pupil and parent voice	2, 3, 5
Funding for trips – heavily subsidized	Making school trips, that enrich the curriculum, available to all. Pupils more motivated and excited about learning. Evidence in topic work and writing. Pupil and parent voice	2, 3, 5
Parent support a focus Parent Hub, running 3 x weekly Increase in professionals attending and courses/training offered to support families	Increased/ improved engagement of parents	2, 5
New SEND provision to support children's individual and diverse needs	Reduced fixed term exclusions, OOC and Lunchtime reflections for these children	2, 4
Development of the library to increase engagement of pupils, parents /carers	Parents attending after school library times All classes timetabling lessons in the library Improved pupil engagement in reading	1, 3, 5

Total budgeted cost: **£307,545**

Pupil Premium Provisions 2025-2026

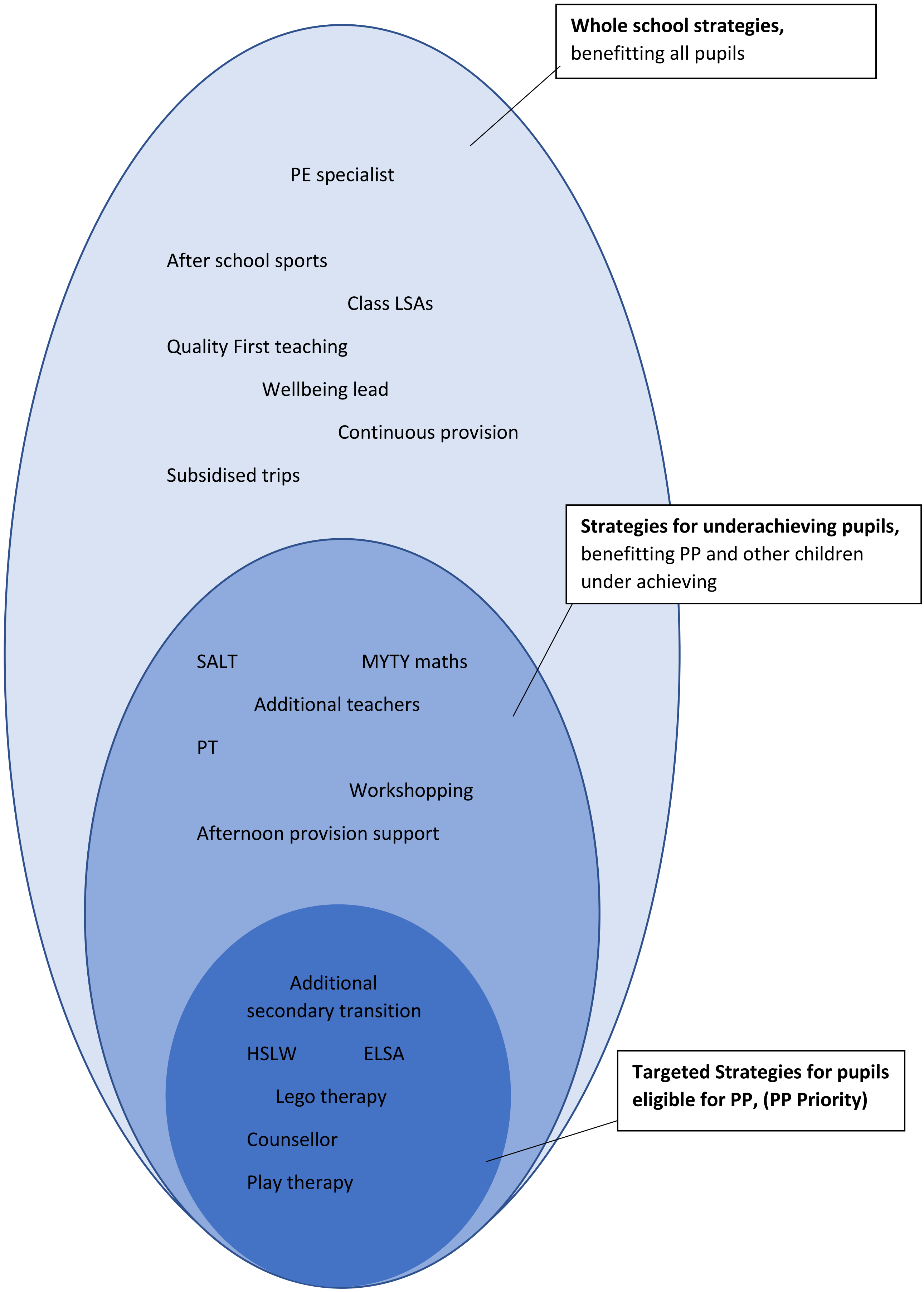

Figure 1

Review of Outcomes for 2024-2025

Activity	Impact	Moving forwards
Improved oral language skills and vocabulary for all our children, particularly our disadvantaged pupils.	Reduction in number of children leaving year R requiring SALT. This was not as good as previous years due to gaps in support from staff illness.	Continue this support this academic year to improve language skills of new entrants but also to support in year 1.
Improved fine and gross motor skills for all our children, particularly our disadvantaged pupils	Improvements in pencil control and core balance	Physical development to be inter- twined into Year R curriculum
To achieve and sustain improved academic progress for all children, particularly our disadvantaged pupils.	SATs results Reduction in % of SEND with MLD	Development of a new SEND system to better meet the growing complex needs
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Improved mental health for children. Improved emotional vocabulary New lunchtime system set up – reduction in lunchtime incidents 2 x play therapists (total of 2 mornings per week)	New lunchtime system introduced, continue to establish this and monitor impact Wellbeing curriculum to continue weekly Play therapist 1 mornings per week – to continue this year Alongside already robust SEMH support
For all disadvantaged pupils to have opportunities, which are diverse and enriching	Children experiences a wider curriculum through trips and visitors Reintroduction of swimming Introduction of more sporting opportunities	Continue to support families by subsidising trips in light of new soaring inflation Adaption of trips for individual needs Continue to offer a wider number of sporting opportunities

Impact on learning summary

Data showing progress of disadvantaged pupils for academic year 2024-2025

Reading

Year group	% making expected progress	% exceeding expected progress	%making less than expected progress
2 -33 pupils	20=61%	4=12%	9=27%
3-34 pupils	22=65%	4=12%	8=23%
4-37 pupils	27=73%	2=5%	8=22%
5-36 pupils	22=61%	6=17%	8=22%
6-31 pupils	15=48%	12=39%	4=13%

Writing

Year group	% making expected progress	% exceeding expected progress	%making less than expected progress
2 -33 pupils	21=64%	1=3%	11=33%
3-34 pupils	18=53%	3=9%	13=38%
4-37 pupils	31=84%	5=14%	1=2%
5-36 pupils	25=69%	4=11%	7=19%
6-31 pupils	14=45%	16=52%	1=3%

Maths

Year group	% making expected progress	% exceeding expected progress	%making less than expected progress
2 -33 pupils	24=73%	3=9%	6=18%
3-34 pupils	24=71%	3=9%	7=20%
4-37 pupils	21=57%	6=16%	10=27%
5-36 pupils	22=61%	2=6%	12=33%
6-31 pupils	19=61%	12=39%	0=0%