Pupil premium strategy statement – *Sparhawk Infant and Nursery School (2025 review)*

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	199 (Sept 24) inc Nursery 167 (Sept 25) exc Nursery
Proportion (%) of pupil premium eligible pupils	12% (24) (Sept 24) 13% (21) (Sept 25)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement for each academic year)**	2024-2027
Date this statement was published	September 2024
Date of first review	September 2025
Date of next review	September 2026
Statement authorised by	H. Jordan Executive Headteacher
Pupil premium lead	C. Munday Head of School
Governor / Trustee lead	H. Collison-Smith lead for disadvantaged pupils

Funding overview

2024 Detail	Amount
Pupil premium funding allocation this academic year	£26,047
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£26,547

2025 Detail	Amount
Pupil premium funding allocation this academic year	£31,815
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£31,815

Part A: Pupil premium strategy plan

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 attaining highly.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their 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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support for communication and social skills of young children – areas widely considered to have been negatively affected by the isolation of families, including non-disadvantaged children.

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 and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge

1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. There has been a very small number of disadvantaged children in Nursery class in the last 3 years. There has however been a year on year increase in the number of children being referred for speech and language support. On entry to Reception class in the last 3 years, between 35-50% of our disadvantaged pupils arrive below age-related expectations in Speaking compared to 20-35% of other pupils. 2025 review: Outcomes are not in line in National but progress from start to end of Reception is strong: At the end of 2024-25, 43% of disadvantaged children did not achieve their ELG in Speaking (71% not at the expected standard on entry) compared to 14% of their non-disadvantaged peers (38% not at the expected standard on entry) Data set recorded with caution as numbers are too small to be reliable or significant.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Being below the expected standard in Reading means children are unable to access written information at the expected standard in all other subjects At the end of Reception (2024) 50% of our disadvantaged pupils did not achieve the ELG in Reading compared to 30% of other pupils. At Year 1 Phonic Screening (2024) 33% of our disadvantaged pupils did not meet the expected standard compared to 18% of other pupils. At Key Stage 1 (2024) 25% of our disadvantaged pupils did not meet the expected standard in Reading compared to 14% of other pupils. 13% of pupils do not read regularly outside of school in KS1. Of these, 22% are disadvantaged. 2025 review:

	At the end of Reception (2025) 71% of our disadvantaged pupils did not achieve the ELG in Word Reading compared to 14% of non-disadvantaged pupils. At Year 1 Phonic Screening (2025) 50% of our disadvantaged pupils did not meet the expected standard compared to 25% of other pupils. At Key Stage 1 (2025) 57% of our disadvantaged pupils did not meet the expected standard in Reading compared to 20% of non-disadvantaged pupils. Data set recorded with caution as numbers are too small to be reliable or significant.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. At the end of Reception (2024) 50% of our disadvantaged pupils did not achieve a GLD in Number compared to 23% of other pupils. At Year 1 (2024 internal data) 25% of our disadvantaged pupils did not meet the expected standard in Maths compared to 16% of other pupils. At Key Stage 1 (2024) 50% of our disadvantaged pupils did not meet the expected standard in Maths compared to 12% of other pupils. 2025 review: At the end of Reception (2025) 71% of our disadvantaged pupils did not achieve the ELG in Number compared to 20% of non-disadvantaged pupils. At Key Stage 1 (2025) 57% of our disadvantaged pupils did not meet the expected standard in Maths compared to 16% of other pupils. Data set recorded with caution as numbers are too small to be reliable or significant.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. At the end of Reception (2024) 75% of our disadvantaged pupils did not achieve a GLD in Writing compared to 39% of other pupils. At Year 1 (2024 internal data) 50% of our disadvantaged pupils did not meet the expected standard in Writing compared to 35% of other pupils. At Key Stage 1 (2024) 25% of our disadvantaged pupils did not meet the expected standard in Writing compared to 26% of other pupils. Of that group 41% pupils have a primary barrier of sentence construction.

	58% have a primary barrier of stamina. Attainment of disadvantaged pupils is lower than their non-disadvantaged peers 2025 review: At the end of Reception (2025) 71% of our disadvantaged pupils did not achieve the ELG in Writing compared to 23% of non-disadvantaged pupils. At Key Stage 1 (2025) 71% of our disadvantaged pupils did not meet the expected standard in Writing compared to 24% of other pupils. Data set recorded with caution as numbers are too small to be reliable or significant.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, that often present as behavioural issues. Poor wellbeing and mental health and a lack of enrichment opportunities disproportionately affect disadvantaged pupils, including their attainment. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations Teacher referrals for support remain relatively high. 45 pupils (17% of whom are disadvantaged) currently require additional support with social and emotional needs, with 24 (33% of whom are disadvantaged) receiving regular, targeted interventions. 2025 review: 62 pupils (26% of whom are disadvantaged) currently require additional support with social and emotional needs, with 24 (46% of whom are disadvantaged) receiving regular, targeted interventions.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils was 0.98% lower than for non-disadvantaged pupils. 12.5% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. 2025 review: Attendance of disadvantaged pupils was 1.1% lower than non-disadvantaged pupils (94.4% disadvantaged compared to 95.5% non-disadvantaged) 9% of disadvantaged pupils have been 'persistently absent' compared to 3% of non-disadvantaged pupils.

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 among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Phonic Screening outcomes by 2026-27 show that more than 95% of disadvantaged pupils achieve the expected standard KS1 reading outcomes in 2026/27 show that more than 85% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1 maths outcomes in 2026/27 show that more than 85% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS1 maths outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in reduction in the quantity and severity of pastoral issues requiring interventions, including a reduction in the number of behavioural logs made • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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: **£13188**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed high quality learning environments, particularly in EYFS outdoors, the ESP and Y1 classrooms where interactions with staff enhance communication skills. Training for staff development on impactful interventions and behaviours linked to personal and social development will be attended, enabling staff to lead specific group work as well as having whole class impact Intensive Interaction training VNET training (£1050) Additional training (Whole class bucket time) (£500)	There is a strong evidence base that suggests knowledgeable interactions between classroom staff and children have high impacts on learning: Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) For staff to lead the most effective interventions, they must be well-trained. General classroom support can be less impactful, yet where TAs are responsible for specific interactions including behaviour and feedback they should be as impactful as teachers: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Feedback | EEF (educationendowmentfoundation.org.uk) Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 29 states that education should develop each child's personality and talents to the full	1, 5, 6
Embedding dialogic activities, particularly in EYFS outdoors, the ESP and Y1 classrooms. These can support pupils to articulate key ideas, consolidate understanding and	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are	1, 5, 6

extend vocabulary. We will purchase resources, including TA time, and fund ongoing training and release time Resources (£6000) TA time (£2,928) salary RM Training/coaching time (3x days £570)	inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 30 states children have the right to learn the and use the language of their families	
Enhancement of our English and maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access English and Maths Hub resources and CPD including VNET Professional Community 6 day supply (£1140) Norfolk Writing project EYFS/KS1 (£1000)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance on Mastery Learning (the Maths approach taken) finds most impact when direct instruction is combined with collaborative learning: Mastery learning | EEF and when number sense is developed in the Early Years: Early numeracy approaches | EEF	2, 3, 4

	Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 30 states children have the right to learn the and use the language of their families	

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

Budgeted cost: **£14515**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate a TA to lead additional phonics, reading, writing and maths sessions targeted at disadvantaged pupils who require further academic support (5 h/w £3170)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 29 states that education should develop each child's abilities	2, 3, 4
Purchase of specialist support to improve social and emotional learning for individual pupils and their families. Develop in-class nurturing/sensory spaces, including TA time and training,	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	5, 6

to meet social and emotional needs and behavioural support Benjamin Foundation (£4,175) Resources (£3500) TA time (5 h/w £3170) TA training (£500)	Improving_Social_and_Emotional_Learning in Primary Schools | EEF Article 3 of the UN convention on the rights of the child states that all organisations concerned with children should work towards what is best for each child. Article 27 states that children have the right to a standard of living that is good enough to meet their physical and mental needs. Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 29 states that education should develop each child's personality and talents to the full. Article 31 states children have the right to relax, play and join in a wide range of leisure activities	

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

Budgeted cost: **£3750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, including emotion coaching, restorative approaches and restrictive interventions with the aim of developing our school ethos and improving behaviour across school. In-school training (£572) Step On/Up training (£608) NO and HP time for module 8 day each	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF Article 3 of the UN convention on the rights of the child states that all organisations concerned with children should work towards what is best for each child.	1, 5, 6
Enhancement of the social and emotional curriculum through subsidising enrichments including clubs, trips and activities (£1000).	Outdoor adventure learning can have a positive impact on academic learning and non-cognitive outcomes such as self-confidence – the impact	1, 5, 6

	is greater for more vulnerable students Outdoor adventure learning | EEF (educationendowmentfoundation.org.uk) Social and emotional interventions that develop a positive school ethos and support greater engagement in learning also evidence positive impact for learners in academic and non-academic skills: Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Article 29 of the UN convention on the rights of the child states that education should develop each child's personality and talents to the full. Article 31 states children have the right to relax, play and join in a wide range of leisure activities	
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for key staff to develop and implement new procedures 3 day supply (£570)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Article 28 of the UN convention on the rights of the child states that children have a right to education	All
Contingency fund for acute issues. (£1000)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £31,453

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-2025

Outcomes for pupils in the 2024-2025 academic year:

Pupil Group	*Pupils*	*National*	*School*
Year 1 Phonic Screening			
All pupils	*56*	*80.3%*	*71.4%*
Disadvantaged	*8*	*67%*	*50%*
Non-disadvantaged	*48*	*83.5%*	*75%*
KS1 Reading – Expected Standard			
All pupils	*58*	*n/a*	*76%*
Disadvantaged	*7*	*n/a*	*43%*
Non-disadvantaged	*51*	*n/a*	*80%*
KS1 Maths – Expected Standard			
All pupils	*58*	*n/a*	*79%*
Disadvantaged	*7*	*n/a*	*43%*
Non-disadvantaged	*51*	*n/a*	*84%*
KS1 Writing – Expected Standard			
All pupils	*58*	*n/a*	*71%*
Disadvantaged	*7*	*n/a*	*29%*
Non-disadvantaged	*51*	*n/a*	*76%*
Social, Emotional and Mental Health			

Pupils receiving support		*Pupils receiving targeted intervention*	
All pupils (Y1&2)	*114*	*All pupils (Y1&2)*	*114*
All pupils supported	*47*	*All pupils supported*	*28*
Disadvantaged	*11*	*Disadvantaged*	*10*
Attendance			
Total attendance		*Persistent absence*	
All pupils (Y1&2)	*95.9%*	*All pupils (Y1&2)*	*0.9%*
Non-disadvantaged	*96%*	*Non-disadvantaged*	*0*
Disadvantaged	*95%*	*Disadvantaged*	*7%*

Externally and Internally provided programmes

Programme	Provider
Time to Talk	Benjamin Foundation
Jigsaw	PSHE programme
Working on Worries	School leader
ELSA	School support staff
Lego Therapy	School support staff
Emotional Resilience intervention	Schools and Community Team