Pupil premium strategy statement: Sharnbrook Primary

School overview

Detail	Data 2025	Data 2026	
Number of pupils in school	217	199	
Proportion (%) of pupil premium eligible pupils	14%	14%	
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028	2025-2028	
Date this statement was published	16/11/2025	30/11/2026	
Date on which it will be reviewed	November 2026	November 2026	
Statement authorised by	Hannah Bennett Head Teacher	Hannah Bennett Head Teacher	
Pupil premium lead	Hannah Bennett	Hannah Bennett	
Governor / Trustee lead	S. Swan	S. Swan	

Funding overview

Detail	Amount 25/26	Amount 26/27	Amount 27/28
Pupil premium funding allocation this academic year	£33330	£31000	
Recovery premium funding allocation this academic year	-	-	
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	0	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*	£33330	£31000	

Part A: Pupil premium strategy plan

Statement of intent

We work to ensure that our disadvantaged pupils

- *Make good academic progress across the curriculum and are equipped with the skills and/or resources to continue this progress in the next stage of their learning*
- *Have the cultural capital to access their classroom learning.*
- *Understand that they have worth and agency*

Academic progress is focused on in four way

1. *High quality teaching and access to a wide and rich curriculum including foundational skills in Early Years and Key Stage one.*
2. *To develop a love of reading and extend children's vocabulary and comprehension*
3. *To use targeted grade inflation to ensure that we have high expectations for disadvantaged pupils to ensure they achieve their full potential and for children to have the communication and language skills needed to access the curriculum.*
4. *To remove barriers to learning through early identification of specific additional needs or low attendance*

Cultural capital is focused on in four ways

1. *Ensuring children have the experiences of the wider world and community that allow them to contextualise their learning*
2. *Supporting children to be ready to learn, respectful and safe at school*
3. *To understand, and have the vocabulary to, behave appropriately in a range of situations*
4. *To have an interest outside of school that will allow them to meet a variety of people.*

Worth and agency is focused on in four ways

1. *Equal representation for Disadvantaged children in clubs, focusing on those that promote a hobby or skill that can be continued into later life.*
2. *Provide opportunities for Disadvantaged children to give service and add value to the wider community, ensuring equal representation in leadership opportunities*
3. *Provide targeted wellbeing support to those that need it.*

4. *Ensure that all children, including disadvantaged, feel represented in the curriculum and have high aspirations for their future.*

Challenges

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

Challenge number	Detail of challenge

1	In the last pupil premium strategic plan we targeted reading for those eligible for pupil premium. This has been successful and children who are eligible for pupil premium perform in line (or above) their peers. We want to continue the spend in this area as it has been successful so we will still be targeting pupil premium children for fluency and comprehension.
2	Although behaviour for compliance is good. Some of those eligible for Pupil Premium and at a disadvantage in education appear to present with attachment issues or learnt helplessness which means that they are more likely to display attitudes which impacts negatively on achievement whilst at school. This is particularly the case for those who are known or have previously been known to social care.
3	Those eligible for Pupil Premium and at a disadvantage in education perform less well in Maths and Writing than their peers. This is partly due to a language deficit for some children who are eligible for pupil premium. In the Early Years we want to target the funding to ensure that those eligible for pupil premium have chances to extend their communication and language skills and build the foundational skills needed in Key Stage one to access the curriculum well in Key Stage 2
4	Some of our those eligible for Pupil Premium and at a disadvantage in education children have a limited experience of learning outside of normal lessons which means that these children can find it harder to relate to the wider curriculum.
5	Those eligible for Pupil Premium attendance is 93% compared to 95% of the whole school population. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Intended outcome	**Success criteria**
Children will experience a wide range of quality texts. They will be supported in lessons to develop their reading skills. Adults will specifically teach vocabulary and interventions will focus on keeping up in phonics (KS1) and reading fluently (KS2) This will be monitored by observations, book reviews and pupil voice.	Children reach their targeted scaled score in reading Those eligible for Pupil Premium and at a disadvantage in education children complete their reading homework Those eligible for Pupil Premium and at a disadvantage in education children are able to talk about a book that they have enjoyed reading. Those eligible for Pupil Premium and at a disadvantage in education children can explain how vocabulary is recapped in lessons
Quality first teaching will be adapted to support children with learnt helplessness, low executive function, low language and behaviours for learning will be explicitly taught so that learnt helplessness decreases.	Behaviour policy updated to reflect a stronger focus on mental health and restorative practice. Training in teach like a champion, EEF take 5, quality first teaching and learnt helplessness completed Those eligible for pupil premium will be targeted for praise letters (KS2) and equal distribution ensured. Those eligible for pupil premium will be the measure for SDP prioritise to ensure that new initiatives are benefiting them. Strategies monitored through learning walks and children's attitude to learning survey.
Our curriculum to be rich and wide-ranging to provide cultural capital to fill the gaps in understanding of the world of those eligible for Pupil Premium or at a disadvantage in education. Low stakes quizzing will take place to embed knowledge and skills will be mapped by year group so they are revisited and mastered.	Those eligible for Pupil Premium or at a disadvantage in education pupils attend clubs and take part in special events. These pupils are equally represented in class and school events, including leadership opportunities, Funded instrument lessons, clubs such as stage coach and trips Cultural capital and trips mapped into the curriculum.

Those eligible for Pupil Premium or at a disadvantage in education children to have access to a rich range of wider curriculum activities to enable them to relate to the wider curriculum.	For this to support language acquisition and conversation, building skills in communication.
Parents of those eligible for Pupil Premium or at a disadvantage in education to be in contact with school through parents evening and other opportunities. The attendance of persistent absentees will be individually monitored to ensure improvement or intervention.	Attendance will improve to above national Persistent absentees are known and improvements should be seen or interventions in place within 5 days.

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: £12,513.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
For story time (and whole class reading) to be monitored so that it happens with high quality diverse texts in every classroom. For EY children to have 40 quality texts that they read throughout the Year For all teachers to have a budget for new reading books and to read and recommend books show representations of our children. To ask those eligible for Pupil Premium or at a disadvantage in education children to recommend Teachers will specifically teach new and unfamiliar vocabulary, use stem sentences and ensure that those eligible for Pupil Premium or at a disadvantage in education access new vocabulary as part of Reading fluency whole class teaching. Teachers include echo reading to ensure that children develop their understanding and reading fluency of new vocabulary. For foundational skills to be specifically assessed and prioritised in Early Years and Key Stage so that children move up to Key Stage 2 ready for the next stage of the curriculum.	EEF - For all oral language interventions, certain factors are associated with higher learning gains, suggesting that careful implementation is important. For example, approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.	1
To continue to redesign the curriculum so that it is relevant to all our learners. Ensuring that all learners can see themselves and their background in their learning	OFSTED: An investigation into how to assess the quality of education through curriculum intent, implementation and impact	3, 4
To train class TAs in special educational needs, communication and language acquisition and include in progress reviews so they can offer a range of interventions to help address learnt helplessness by using scaffolding other emotional and behavioural issues.	EEF - Positive impacts tend to be larger for targeted interventions, matched to specific students with particular needs or behavioural issues.	2

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

Budgeted cost: £41072.000,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily or thrice weekly reading (including fluency groups) for those eligible for Pupil Premium or at a disadvantage in education. by class teacher or TA. Staff trained to ensure children are accessing the right level of text. For these children to be targeted during questioning and guided to answer in full sentences. Those eligible for Pupil Premium or at a disadvantage in education. targeted in reading fluency interventions. Any children in this group who are not at EX or above to be screened for dyslexia in Key Stage 2(2026). To use Reading Fluency as an intervention in Year 4-6 and then to introduce reading fluency across the school.	**EEF - There are indications that computer-based tutoring approaches can be successful in improving reading comprehension, particularly when they focus on the development of strategies and self-questioning skills**	1, 3
For assessments taken by those eligible for Pupil Premium or at a disadvantage in education. assessments to be the focus for gap analysis and whole class teaching/ interventions to be adapted accordingly	**Full details here**	3
Targeted groups to access booster sessions, small group support and receive conferencing to close gaps in learning due to low attendance. To purchase white rose und use Hamilton recovery curriculum so that children can access pre-teaching and catchup teaching from a structured scheme.	In March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stages 2 and 4. The findings for both Key Stages show that in general, the higher the absence rate, the lower the likely level of attainment.	3
For children who are not reading for pleasure to be targeted for reading clubs and interventions to identify and support their needs and, try and support them to read a wide range of books that capture their interest.	EEF reading strategies document Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	1,3

Wider strategies: Budgeted cost: £4060.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Targeted families will be offered free before school club to support attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
After school and lunch time 'home learning' club to enable those eligible for Pupil Premium or at a disadvantage in education to access things such as TT rockstars, extra reading, spelling practise and homework. Delivered in Before and after school club.	EEF SEND report in effective strategies for supporting SEND children)	1, 3, 4
Continue to implement Teach like a champion and when adults change and quality first teaching strategies into whole class teaching	Advice taken from the RADY project - The RADY approach is embedded in over 40 schools across the West Midlands and having a positive impact on attainment of PP children in these schools.	1-5
All those eligible for Pupil Premium or at a disadvantage in education to attend their year groups trip and receive	**EEF – all children deserve a well-rounded culturally rich education. Pupil voice from**	3, 4

subsidised fees, all children entitled to Pupil premium will have equal access to uniform, trips, visits and other enrichment experiences to enhance learning. For those eligible for Pupil Premium or at a disadvantage in education. children to have access to before/after school clubs at a reduced rate. These children to have proportional representation in student leadership teams.	**last year indicated that they valued these experiences and it supported their learning.**	
Outdoor learning, resilience and communication building will be offered for targeted children.	**EEF - Overall studies of adventure learning interventions consistently show positive benefits on academic learning. Interventions make approximately four additional months' progress over the course of a year.**	4

Total budgeted cost:

Outcomes for disadvantaged pupils

Students	2022 Avg. DA	2023 Avg. DA	2024 Avg. DA	2024 Avg. DA	2025 Avg. DA	All students
All	105	105	106	105	105	107
Year 1	104	105	104	105	107	107
Year 2	108	111	102	103	106	106
Year 3	103	102	107	103	103	106
Year 4	104	108	108	107	104	109
Year 5	108	103	108	107	107	105
Year 6	100	103	106	106	104	110

	BLW	EMG	WTS	WTS+	WTS++	EXS	EXS+	GDS
Reading								
2022 DA				13% (3)	4% (1)	22% (5)	48% (11)	13% (3)
2023 DA				4% (1)	15% (4)	23% (6)	39% (10)	19% (5)
2024 DA	4% (1)	4% (1)	0% (0)	0%(0)	4% (1)	15% 94)	58% (15)	15%(4)
2025 DA		3.6% (1)	0% (0)	10.7% (3)	7.1% (2)	21.4% (6)	17.9% (5)	28.6% (8)
2026 DA	8.3% (2)	0% (0)	0% (0)	4.2% (1)	8.3% (2)	12.5% (3)	25% (6)	16.7% (4)
2022 NonDA	1% (1)	1% (1)	2% (3)	7% (10)	2% (3)	21% (30)	44% (64)	23% (34)
2023 NonDA	1% (1)	1% (1)	-	3% (4)	7% (10)	24% (36)	39% (58)	26% (39)
2024 NonDA	1% (2)	1% (1)	0% (0)	1% (1)	4% (6)	18% (28)	50% (74)	26% (39)
2025 Non DA	1% (1)			1.7% (2)	6% (7)	23.3% (27)	37.1% (43)	31% (36)
2026 NonDA	1% (1)		2% (2)		4% (4)	27.3% (27)	38.4% (38)	26.3% (26)
Writing								
2022 DA		4% (1)	19% (5)	4% (1)		62% (16)	8% (2)	4% (1)
2023 DA				23% (6)	23% (6)	42% (11)	12% (3)	
2024 DA	3.8% (1)	0% (0)	3.8% (1)	7.7% (2)	46.2% (12)	15.4% (4)	0% (0)	23.1% (6)
2025 DA	7.1% (2)	7.1% (2)	3.6% (1)	7.1% (2)	35.7% (10)	14.3% (4)	7.1% (2)	17.9% (5)
2026 DA	5.3% (1)	0% (0)	5.3% (1)	21.1% (4)	15.8% (3)	31.6% (6)	0% (0)	15.8% (3)
2022 NonDA	1% (1)	2% (3)	6% (9)	12% (17)		53% (78)	12% (18)	14% (21)
2023 NonDA			6% (9)	5% (8)	12% (17)	54% (80)	10.8% (16)	12% (17)
2024 NonDA	0.7% (1)	0.7% (1)	4.6% (7)	3.9% (6)	48.4% (74)	19.6% (30)	11.1% (17)	10.5% (16)
2025 NonDA	3.4% (5)	0% (0)	2% (3)	2.7% (4)	48.6% (72)	24.3% (36)	5.4% (8)	13.5% (20)
2026 NonDA	0% (0)	0.8% (1)	3.3% (4)	5.8% (7)	50.8% (61)	20.8% (25)	2.5% (3)	15.8% (19)
Maths								
2022 DA			4% (1)	9% (2)	4% (1)	26% (6)	44% (10)	13% (3)
2023 DA				8% (2)	12% (3)	35% (9)	27% (7)	19% (5)
2024 DA	3.8% (1)			3.8% (1)	3.8% (1)	46.2% (12)	38.5% (10)	3.8% (1)
2025 DA	8.5% (4)	10.6% (5)	2.1% (1)	6.4% (3)	8.5% (4)	31.9% (15)	12.8% (6)	19.1% (9)
2026 DA	5.3% (1)	5.3% (1)		15.8% (3)	5.3% (1)	36.8% (7)	15.8% (3)	15.8% (3)
2022 NonDA	0.7% (1)	1.4% (2)	0.7% (1)	7.5% (11)	5.5% (8)	21% (31)	42% (61)	21% (31)
2023 NonDA	1.3% (2)			2.7% (4)	3.3% (5)	31% (46)	33% (50)	29% (43)
2024 NonDA	2.6% (4)			4.6% (7)	5.2% (8)	26.8% (41)	41.2% (63)	19% (29)
2025 NonDA	3% (5)		0.7% (1)	0% (0)	4.7% (7)	33.1% (49)	33.8% (50)	24.3% (36)
2026 NonDA	0% (0)	0% (0)		1.7% (2)	5% (6)	35% (42)	33.3% (40)	25% (30)

78% of those eligible for Pupil Premium or at a disadvantage in education in Key Stage 2 attended a club or had a leadership responsibility in 2025/6. Those who did not, did take part in academics intervention outside of the school day.
Alongside school clubs we have also funded external sports clubs, theatre train, Bedford Speech and Drama Festival and Peripatetic music lessons. Trips are mapped and funding secured (separate from PP) in anonymous form.

2025/26 attendance data for disadvantaged (PP eligible) was 91.92% lower than 24/25 (92.73%) compared to 95.83% for non-PP eligible. Our attendance is still above National Average.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Fluency project	Herts for Learning
Demand avoidant training	Turvey
Understanding Autism, sensory circuits	ASC advisory service
Deescalation techniques	Team Teach

Thoughts for further plans

- Unconscious bias training

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Our service premium is spent on academic interventions to ensure that gaps in learning do not prevent them making good levels of progress and accessing the curriculum at an age-appropriate level.
The impact of that spending on service pupil premium eligible pupils
-