

Sherburn CE Primary Academy Pupil Premium Strategy Statement

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

School overview

Detail	Data
School name	Sherburn CE Primary Academy
Number of pupils in school	29 pupils (Y1 -Y6)
Proportion (%) of pupil premium eligible pupils	14 pupils (48.27%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Caroline Towler (in absence of Jo Evans)
Pupil premium lead	Jo Evans
Governor / Trustee lead	Karen Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,310.96
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	£26,310.96

Part A: Pupil premium strategy plan- Statement of Intent

At Sherburn CE Primary Academy we aim to provide inclusive education that meets the needs of all pupils. We aspire to ensure that all children access an engaging and challenging curriculum offer.

Our goal is for all pupils, irrespective of their background or the challenges they face, to make excellent progress and achieve high attainment across the whole curriculum. High quality teaching is at the heart of our approach. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. We encourage children to flourish through the development of positive learning attitudes that support academic success and will be key factors in their future lives. We aim for socially disadvantaged pupils to have the same enriched experiences at school but we also recognise that not all pupils who receive free school meals and that are eligible for the Pupil Premium Grant will be socially disadvantaged.

Alongside academic support, we will ensure that those pupils who have specific social, emotional and mental health needs will have access to high quality provision from appropriately trained adults. Support is specifically designed to offer children, including PPG pupils, a bespoke package in the areas which they would most benefit from, including developing resilience, behaviour support and family support. Where families need additional support, trained staff deliver one to one sessions and where necessary offers support through referrals to Early Help.

Pupil attendance is integral to enable all pupils to make progress. Over the last year we have implemented robust attendance procedures which are driven by the work of our Trust Wellbeing Lead who works with Sherburn CE Primary Academy two days a week. We make sure that all pupils are in school and that any absence is followed up swiftly, initially by the admin team and subsequently by the class teaching team. Any families needing additional support are given guidance and advice to ensure that external factors have minimal impact on pupil's attendance and learning.

Demography and School Context

Sherburn CE Primary Academy is a small Primary school (below 50 pupils) located in a rural village situated between the east coast and York. Our children come from a mix of housing with privately owned, privately rented and social housing. The school converted to become an academy in July 2024 and now is part of the Ebor Academy Trust family of schools. Pupils are taught in mixed age classes ranging from 13 (Y1-2) to 20 (KS2). We offer nursery provision and our Reception and Nursery class teams are combined. This academic year 48.27% of our pupils have Pupil Premium entitlement. This is an increase of 8.27% from last academic year.

Ultimate Objective

At Sherburn CE Primary Academy we will aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. We will do this by ensuring that quality first teaching and learning and assessment meets the needs of all pupils through the rigorous analysis of data. Termly pupil progress meetings will identify the outcomes of pupils in ongoing teacher assessment and Pixl assessments which will help identify and target individual pupils who need additional support to ensure they are on track to make good progress.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident particularly within EYFS and Key Stage One and in many cases are more apparent among our disadvantaged pupils than their peers. Our Nursery children need support with speech, language and communication skills to ensure they can access their learning opportunities.
2	Phonics and reading - PPG children to close the gap in comprehension skills and knowledge and to become more confident in their reading.
3	Recognition of challenges with pupil wellbeing and resilience. This can have an impact on attendance and the children's ability to engage in learning.
4	Attendance rates have a significant impact on learning outcomes. Low attendance leads to missed learning opportunities and increased gaps in knowledge and understanding.

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.	<ul style="list-style-type: none"> -Early identification of pupils with language barriers and intervention to be in place -EY Assessments indicate improved oral language skills and also vocabulary used in writing. -PP children in Early Years close the gap in achieving ELGs in comparison to non PP. -Oracy sessions carried out regularly to facilitate quality talk opportunities -Timely Speech and Language referrals carried out with support of SENCO. SENCO to follow up and monitor interventions are being implemented effectively.
Improved attainment in phonics and reading.	<ul style="list-style-type: none"> -PP children will achieve the phonics screener pass mark by the end of Year One and the current Year Two cohort for those that did not pass in Year One. -Increased engagement in reading throughout school -Data tracking will show that the percentage of disadvantaged children at expected standard and above has improved in reading. Increased reading attainment evidenced by termly Pixl assessments -Parent phonic sessions held are well attended. -Parents are accessing the Little Wandle support materials and children report that parents are supporting them. -Assessments show pupils are making good progress in reading -Strategies to engage pupils in reading are strong and encourage Parental engagement as well -Data tracking will show that the % of disadvantaged children at expected standard and above has improved in reading -English Hub audits highlight an improvement in the quality of teaching and learning of Phonics and Reading. Individual assessments highlight progress made by pupils.
Improved pupil wellbeing as a result of prompt intervention.	<ul style="list-style-type: none"> -SLT and teaching staff will identify vulnerable children and support will be carried out by wellbeing staff or class teaching team in 1:1

	<p>or small group interventions e.g. Worry Box, Fireworks, bereavement support, Ok to be me programmes.</p> <p>-Weekly PSHE sessions and bespoke safeguarding curriculum link to specific wellbeing needs of children based on both the whole school curriculum in place and the specific needs of the cohorts and how these should be addressed for example, resilience, stamina, relationships.</p> <p>-PPG children who are on the SEND register to be appropriately monitored and supported by SENCO and class teaching teams to ensure progress is made</p> <p>-Pupil voice highlights the impact of the work delivered within the PSHE curriculum and any 1:1 support in developing pupils resilience and self-esteem</p>
Improved attendance as part of a graduated response	<p>-Pupils to have attendance of 96% or above (Trust target 97%)</p> <p>-The percentage of all pupils who are persistently absent to sit below 8%.</p> <p>-Regular communication with PPG families regarding attendance and the importance of a high rate of attendance through action plan meetings, phone calls and letter correspondence</p> <p>-Rigorous and robust procedures in place to ensure the attendance of PPG pupils is closely monitored and swift action is in place where attendance drops close to or at Persistent Absentee level</p> <p>-All staff (including teaching team and SBP) to be aware of attendance of PP children and to raise concerns where they identify any patterns of repeated absences</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early language support to ensure children are given opportunity to develop language skills</i>	EEF reports that there is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may impact their school experience and learning throughout their school lives.	1
<i>CPD for all staff to ensure successful delivery of Little Wandle phonics programme. Resources and books to support delivery</i>	<p>DfE approved programme for systematic synthetic phonics for the teaching of early reading (Little Wandle). Teaching teams to keep to the fidelity of the programme to ensure the greatest impact and progress.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming,</p>	2

	challenge. Building a positive attitude to the reading.	
<i>Purchase of standardised diagnostic assessments (Pixl). Training for staff to ensure assessments are interpreted and administered correctly. Time to be allocated to analyse the outcomes of these assessments which are recorded on Insight.</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Question Level Analysis highlights areas of misconception/ gaps in learning. Through assessment and analysis of outcomes staff are able to target needs of pupils.	1,2,3
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. As well as quality teaching, additional 1-1, small group interventions are implemented to catch up on lost learning and reduce the attainment gap between disadvantaged and non disadvantaged pupils.	2
<i>Staff CPD and Leadership</i>	<p>The EEF states that high quality staff CPD is essential. Studies show high quality feedback from class teachers is one of the most effective strategies for improving pupil performance. Supporting staff through lesson monitoring, Curriculum staff meetings and training days ensures that teaching and learning is of a high quality and that teachers are using the most effective approach to teaching all subject areas.</p> <ul style="list-style-type: none"> -Leaders allocated time on a termly basis to monitor the quality of teaching and learning within their areas of responsibility and to monitor the progress of PP children -SENCO accesses termly SENCO Network meetings delivered by the Trust. Support given to ensure SENCO targets the needs of all SEND pupils including those that are disadvantaged -Reading Lead to have allotted time termly to monitor phonics delivery and impact of this via assessments (one half day per half term) -Reading Lead will work with English Hub to carry out the initial audit and 	1,2,3

	<p>then evaluate next steps to ensure quality of teaching and learning of Phonics and Reading is effective</p> <p>-Assistant Headteacher to have weekly non-contact time to assess impact of teaching and learning and the range of curriculum opportunities available to all pupils including PP.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,630.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year Six booster groups to be implemented</i>	Support children to ensure any gaps are closed. As well as quality teaching, additional 1-1, small group interventions are implemented to catch up on lost learning and reduce the attainment gap between disadvantaged and non disadvantaged pupils.	2, 3
<i>Purchase Reading Plus license for online intervention - an adaptive online intervention (3 year license)</i>	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Building a positive attitude to the reading alongside this will support motivation and engagement.	2

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

Budgeted cost: £3,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Effective pastoral care and intervention</i>	EEF research based on social and emotional learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year according to EEF research.	3
<i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i> <i>Track attendance and identify PA pupils each half term. Apply a robust systematic approach to informing parents and issuing plans and notices.</i> <i>Monitor attendance of disadvantaged pupils as a group.</i>	Children need to access the full curriculum in order to make the best progress. EEF research shows that in primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. Research has also shown that children who are not in school can become vulnerable. By improving attendance we improve the opportunities to learn and improve outcomes.	4

Total budgeted cost: £26,310.96

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 to 2025 academic year.

Last academic year there continued to be a high priority placed on checking in with vulnerable families and targeting additional support via wellbeing staff team and Senior Leaders. Pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. Pastoral caseloads were regularly

evaluated with vulnerable pupils closely supported through direct one to one intervention and specific family support where it was required.

Attendance of pupils was rigorously monitored and any PPG children who had low attendance last year were targeted. The school attendance figure for 2024-25 was 95.69% which sat higher than the national figure of 94.93%. The school Persistent Absentee rate was 6.67%.

Our assessments and observations, including those carried out using the termly assessments, indicated that high quality staff CPD ensured staff were appropriately trained to ensure these pupils were prioritised and supported appropriately. This positively impacted on PPG children's outcomes.

Year 1 Phonics Screening Check

- Out of 5 pupils 80% passed their phonics screening test. 1 pupil was school defined PPG pupils (FSM) of which 0% of these pupils passed the screener in June 2025.
- Training for staff has enabled consistency across the school, especially with Phonic delivery and approaches to Reading and Writing. This has impacted on the outcomes for PPG children
- 1:1 Phonic Interventions have been delivered to support the needs of the cohort including the PP children who accessed catch up sessions alongside daily phonics sessions.
- Group interventions have been delivered to support the children achieving the expected standard for the phonics screener test.

Year 2 Phonics Screening Check

- In Year 2, 3 pupils who did not pass the Phonics Screening Check were PPG pupils. Of these 3 pupils 0% passed the Phonics Screening Check in Year 2.

KS1 Data

- KS1 data cohort =4 pupils in total. Disadvantaged =3 /non disadvantaged = 1

Key Stage One Pupil Outcomes (2024)

<i>Number (4)</i>	All Pupils		Disadvantaged v Non Disadvantaged	
Subject	EXS+	GDS	Disadvantaged (EXS+)	Non Disadvantaged (EXS+)
Reading	25%	0	3/4 0%	1/1 100%
Writing	25%	0	3/4 0%	1/1 100%
Maths	25%	0	3/5 0%	1/1 100%

KS2 Data

KS2 data cohort = 4 pupils in total. Disadvantaged = 2 /non disadvantaged = 2

Key Stage Two Pupil Outcomes (2024)

	All Pupils		Disadvantaged v Non Disadvantaged	
Subject	EXS+	GDS	Disadvantaged (EXS+)	Non Disadvantaged (EXS+)
Reading	2/4 50%	0	0/2	2/2 100%
Writing	2/4 25%	0	1/2 50%	1/2 50%
Maths	2/4 50%	0	1/2 50%	1/2 50%
GPS	1/4 25%	0	0/2	1/2 50%
RWM	1/4 50%	0	0/2	1/2 50%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Reading Solutions

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We currently have no service children on roll.
What was the impact of that spending on service pupil premium eligible pupils?	NA