

Pupil premium strategy statement

Sparkenhoe Community Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	26.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/6 – 2027/8
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rhian Jones Headteacher
Pupil premium lead	Penny Cooper Deputy Headteacher
Governor / Trustee lead	Kifah Shah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£143,925

Part A: Pupil premium strategy plan

Statement of intent

At Sparkenhoe Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

We strongly believe that reaching your potential is not about your starting points, but is instead about developing the necessary skills and values to succeed in the wider world.

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 all vulnerable pupils. The activities we have outlined in this statement are 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 pupils in receipt of the pupil premium funding may face specific barriers to reaching their full potential. At Sparkenhoe, we are determined to provide the support and guidance pupils need to help them overcome any identified barriers.

In addition to this, we provide all children with access to a variety of exciting opportunities and a rich and varied curriculum.

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 children indicate pupils enter the school with low or no oral language skills, limited vocabulary and speech and language needs.
2	Assessments, observations and discussions with pupils suggest that disadvantaged pupils have greater difficulty with reading and writing than their peers.
3	Assessments indicate that all pupils' phonics skills are below expected, with disadvantaged pupils more affected than their peers and more affected by school closures in previous years.
4	Assessments indicate that maths attainment of disadvantaged pupils is below that of their peers.
5	Assessments indicate that PSED on entry to school is low. In particular, children managing themselves and more children coming to school in nappies.
6	Our assessments, observations and discussions indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by socio-economic factors to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps, leading to pupils falling further behind age related expectations.
7	Many pupils have limited experiences beyond their home life and immediate community.
8	At times, pupils and their families may have social and emotional difficulties including medical and mental health issues.
9	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 0.8 – 1.00 % lower than for non-disadvantaged pupils. 20 – 30 % of disadvantaged pupils have been 'persistently absent' compared to 20 – 22 % of their peers during that period. Our assessments and observations indicate that absenteeism is sometimes 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
Improved oral language skills and vocabulary evident among disadvantaged pupils.	Pupil interviews and observations of learning evidence pupils using full sentences during discussions, with age-appropriate correct vocabulary linked to the subject matter. This is also evident in books and ongoing formative assessments. Vocabulary used by 80% of disadvantaged pupils, orally and in written work, is age appropriate or close to age appropriate.
Improved reading attainment among disadvantaged pupils.	KS2 Reading outcomes in 2027/28 show that more than 80% of disadvantaged pupils meet the expected standard and the proportion at the higher standard is closer to non-disadvantaged pupils.
Improved phonic attainment among disadvantaged pupils.	KS1 Phonic check in 2027/28 show that more than 80% of disadvantaged children pass the assessment.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2027/28 show that more than 80% of disadvantaged pupils meet the expected standard and the proportion at the higher standard is closer to non-disadvantaged pupils.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Sustained high levels of well-being demonstrated through feedback from: pupil conferences; parents' evenings; teacher observations; parent and pupil surveys; targeted work. Increased participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance by 2027/28 demonstrated by: the overall unauthorised absence rate for all pupils being no more than %, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5 %. the percentage of all pupils who are persistently absent being below 18% and the figure among disadvantaged pupils being no more than 4% lower than their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular phonics CPD in a Systematic, Synthetic Phonics programme for all staff to secure stronger phonics teaching for all pupils.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3, 6
Staff release time to access CPD for improving outcomes in the Early Years, through effective interactions and language development	The intentional use of language or activities to stimulate and extend an interaction by engaging the child in cognitively challenging activities. The child is encouraged to hear and apply language through the sharing of ideas, providing reasons, and building on each other's ideas. https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-through-collaborative-talk	1, 6
Staff release time to access CPD and collaborative learning to secure strong foundations in teaching early reading.	The adult engages in considered actions within the context of shared reading (either one-to-one or with a group of children) that encourage children to become an active participant in 'reading' the book (e.g. through engagement with images, text or questions). Over time the balance of who 'reads' or facilitates discussion about the book being read passes increasingly to the child. An episode of interactive reading that involves highly structured use of the practices outlined below could be characterised as dialogic reading. https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=interactive-reading	1, 2, 6
Staff release time to access CPD and collaborative learning to implement whole class reading strategies in KS1 and 2.	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. Strategies are taught to a class and then practiced in planned daily sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 6

Staff training and release time for language group delivery throughout the school. Targeted language groups Early Words Fun Time	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 6
Purchase of high-quality maths text books to enhance maths teaching and curriculum planning. Fund teacher release time to embed key elements and access CPD.	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: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	4, 6
CPD to enhance the teaching of reading and writing. Staff release time to embed and share strategies.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 6
Subscription to Accelerated Reader to secure stronger reading comprehension skills and improve reading stamina.	Accelerated Reader helps educators, students, and their families put these practices into action—and more than 30 years of research prove Accelerated Reader is highly effective at raising reading achievement for students of all ability levels. https://www.renaissance.com/products/accelerated-reader/evidence/	2, 6
Release time for all teachers to develop and enhance all subject areas with enrichment activities.	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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6, 7
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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, teacher instruction and teacher feedback: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	2, 4, 6

Embed oracy activities across the school curriculum. Purchase of resources and ongoing teacher training and release time.	The EEF reports that overall, oral language interventions generate “moderate impacts for very low cost, based on extensive evidence”, with additional impact for students from disadvantaged backgrounds. They recommend oracy as an evidence-based approach to improving literacy at both primary and secondary level. See Oracy 21 project impact report https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 6
--	--	------

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

Budgeted cost: £30, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of group tuition after school hours.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF: Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4, 6
Small group Phonic interventions with identified pupils who require further phonics support. Assessed and reviewed every 4 weeks.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 6
Early Words intervention with identified children. Assessed and reviewed every 4 weeks.	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	2, 3, 6
Delivery of Fun Time intervention to identified groups of children. Assessed and reviewed every 8 weeks.	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	2, 3, 6, 8

Delivery of Language for Thinking intervention for identified children.	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	1, 2, 3, 6
---	---	------------

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

Budgeted cost: £30, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for a TA to access ELSA training. Dedicated time for delivery of sessions.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. There is some evidence that these have a positive impact of 4 months additional progress in academic outcomes in the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	8
Release time for TAs to access thera-play training. Time for delivery of group sessions.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. There is some evidence that these have a positive impact of 4 months additional progress in academic outcomes in the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	7, 8
All vulnerable pupil premium children allocated a Mental Health Mentor to support them in alleviating barriers to learning through regular support.	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, attendance and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	8, 9
Family Support Worker /SENDCo / Mental Health Lead to identify and support families to identify and remove barriers including targeting poor attendance and accessing support with toilet 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, attendance and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 7, 8, 9
Time for Attendance Champion and Admin staff to work with individual children to work towards improving attendance.	The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those	1, 2, 3, 4, 6, 9

Family Support Worker to support families to increase attendance for targeted children.	meeting the expected standard. For the most vulnerable pupils, regular attendance is an important protective factor. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
Targeted programme with LCFC in the Community to work with identified children to improve cooperation and team work skills, both in the class and outside.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Targeted interventions can have positive overall effects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2, 3, 4, 6

Total budgeted cost: £ 150, 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS1 and 2 statutory tests and internal summer term data has been used to support the impact statement.

Summer term data for the end of KS2 showed a small in school gap. However, this data also shows that the disadvantaged pupils were significantly above national average for disadvantaged pupils and above or in line with national average for non-disadvantaged pupils.

Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation	£ 135, 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 135, 000

Pupils eligible for pupil premium funding achieve better than these pupils nationally and generally to a similar standard to their peers by the time they leave Sparkenhoe. They achieve as well as all pupils nationally. Attainment fluctuates year on year due to cohort-based factors but the 3-year trend shows disadvantaged pupils have higher attainment than disadvantaged pupils nationally and attainment close to all pupils nationally.

Key Stage 2 Attainment 2024-25

Reading	Attainment at expected	Attainment at the Higher Standard
Pupil Premium	73%	18%
Not Pupil Premium	82%	35%
National average (Pupil Premium)	62%	
National average (all)	74%	29%

Writing	Attainment at expected	Attainment at the Higher Standard
Pupil Premium	64%	0
Not Pupil Premium	80%	8%
National average (Pupil Premium)	58%	
National average (all)	72%	13%

Maths	Attainment at expected	Attainment at the Higher Standard
Pupil Premium	77%	18%
Not Pupil Premium	88%	35%
National average (Pupil Premium)	59%	
National average (all)	73%	24%

Combined	Attainment at expected	Attainment at the Higher Standard
Pupil Premium	55%	0
Not Pupil Premium	76%	12%
National average (Pupil Premium)	46%	3%
National average (all)	61%	8%

Whole School Age expected

Internal data gathered from teacher assessments, statutory assessments and end of year standardised tests show that pupil premium pupils generally match their peers in all subjects. There are differences within cohorts.

	All children	Pupil premium	Not Pupil premium
Reading	73%	75%	71%
Writing	60%	63%	60%
Maths	73%	71%	73%

Disadvantaged pupils met the intended outcome at the end of KS2 in 2023/24 but not quite in 2024/25. This was due to other factors, mainly SEN.

Phonics outcomes remain at national average. Disadvantaged pupils continue to match their peers and all pupils nationally.

2024-25 Phonics outcomes

All Pupils: 82%

Disadvantaged pupil: 80%

Regular CPD continues to have an impact on outcomes.

Activities in this new plan include continuation of prior activities and additional and revised intended outcomes related to attendance and attainment to be achieved by 2027/28.

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
Leicester City in the Community Premier League Stars	Leicester City FC / Primary League Premier Stars
Literacy Tree	The Literacy Tree Ltd