Pupil premium strategy statement – Sires Hill Primary Academy

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	147
Proportion (%) of pupil premium eligible pupils	3.5%
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)**	2025-2028
Date this statement was published	February 2026 (we now have sufficient numbers to publish a plan)
Date on which it will be reviewed	September 2026
Statement authorised by	Alison Ashcroft
Pupil premium lead	Alison Ashcroft
Governor / Trustee lead	Jodie Croft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7575
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*	£7575

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all disadvantaged pupils make excellent progress and achieve at least in line with their peers. Whilst this plan relates to pupil premium pupils, we are also aware of a number of other pupils who are at a disadvantage to their peers, such as pupils with SEND, EAL and vulnerable pupils. Many of the strategies outlined below are also used to support these other disadvantaged children.

Excellent, high quality teaching is at the forefront of our approach, with a focus on ensuring that adaptations are made, when necessary, for children at a disadvantage to their peers without lowering expectations. It is our intention that high quality teaching also sustains and improves the progress of non-disadvantaged pupils, alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust 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 their learning
- 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 and observations show that disadvantaged pupils are behind their peers in writing. This tends to be due to a lack of automaticity with the basic foundations of writing, such as letter formation, being able to make sense, full stops, capital letters and high frequency spellings.
2	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This tends to be due to less fluency and therefore less ability to utilise known facts to reason and solve problems

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 writing attainment among disadvantaged pupils.	Every pupil premium pupil across all phases of the school to be deemed to have made at least good progress in writing.
Improved maths attainment among disadvantaged pupils	Every pupil premium pupil across all phases of the school to be deemed to have made at least good progress in mathematics.

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching in Read Write Inc. Phonics sessions. Funding coaching and training for staff.	Coaching has been shown to improve the quality of Phonics teaching. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and writing, particularly for disadvantaged pupils:	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key	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: Mathematics_guidance: key stages 1_and 2.	2

elements of guidance in school and become involved in the area maths hub to deliver Maths Mastery from Reception to Year 2.		
Internal CPD in writing and maths	Provide teachers with effective tools and strategies to sustain high quality teaching in writing and mathematics, continuing to develop our teaching and quality of provision. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2
Embedding whole class teaching principles to ensure all children including disadvantaged children are actively involved.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment, particularly for the most disadvantage.	

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

Budgeted cost: £ *4000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention groups in writing and mathematics	Additional groups in writing and mathematics for pre-teaching and to consolidate learning, have been shown to support accelerated progress in writing and mathematics.	1,2
Targeted intervention groups for phonics and handwriting	Additional sessions for phonics and targeted handwriting sessions to ensure that strong foundations of learning are secured.	1,2

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

Budgeted cost: £ *1000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional support groups for pupils to help recognise emotions	Well balanced pupils are more able to learn.	1,2
Support for attending trips and enrichment activities	We want every child to have a shared experience of trips to support learning.	

Total budgeted cost: £ *9000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There were insufficient pupil premium pupils last year. As a result we are not able to publish outcomes as the groups were too small.