



## Pupil premium strategy statement - 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school. [Notes in green changes for September 2023](#)

### School overview

Detail	Data
School name	Sharples Primary School
Number of pupils in school	206 <a href="#">257 inc nursery</a>
Proportion (%) of pupil premium eligible pupils	17.9% <a href="#">21%</a>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2022 <a href="#">September 2023</a>
Date on which it will be reviewed	September 2025
Statement authorised by	Gemma Partington, Headteacher
Pupil premium lead	Andrew Lloyd
Governor / Trustee lead	Jackie Knight

## Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	£53,800	£64,020
Recovery premium funding allocation this academic year	£10,063	£10,113
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,863	£74,133

## Part A: Pupil premium strategy plan

### Statement of intent

Sharples is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have a very well established and experienced senior leadership team and a school ethos of the highest expectations, and children and staff at the heart of all we do.

We are a one form entry primary school in Bolton, and children start with us from the age of three.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners throughout, the school day. We strongly believe our curriculum *is* our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for **all** our educationally disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for **all** our pupils and they all fully understand part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. Staff plan collaboratively and coaching and triads are used to support staff and develop practice.

A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors. This interacts positively with partnership/school-improvement work with organisations as part of the Bolton SAIL (student agency in learning) network. It means quality assurance is unequivocally purposeful, transparent, and focussed on the main thing; improving teaching and learning.

### Challenges

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

Challenge number	Detail of challenge
1	Below typical language and communication skills on entry to school inhibit the progress of a large number of pupil premium eligible pupils in all areas of the curriculum. This is often compounded by the lack of engagement of some pupil premium children's parents in education, for example; children do not experience story or books or read at home often with an adult outside of school and do not receive parental support with homework tasks.
2	Attainment at the end of KS1 for pupils is below the national average in Reading, Writing and Maths for pupils who are eligible for the pupil premium.
3	Attendance rates for PPG pupils was 89.8% <b>92.5%</b> and for Non-PP pupils attendance was 94% <b>95%</b> . This could impact negatively on both the attainment and progress of our PPG children. Attendance for all children was 93.2%. <b>94.5%</b>
4	To achieve and sustain improved wellbeing for all pupils in our school, particularly our 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
<p>The communication, language and literacy skills of PP children on exit to reception to be in line with their peers – a result of a language rich environment.</p> <p>Parents of EYFS pupils to be more engaged with their pupils learning, attend regular events within school to support them in helping their children in the early years of their education.</p>	<p>Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.</p>

<p>Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. Attainment to be in line with national average. This will be measured via whole school attainment data using our internal tracking system.</p>	<p>KS2 reading, writing and maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard (combined).</p>
<p>Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4% and there will be <b>no gap</b> in attendance for our disadvantaged pupils.</li> </ul> <p>The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £55.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> <li>Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.</li> <li>Staff development and quality CPD</li> <li>Completing action research with SAIL schools on theories of learning</li> </ul> <p>Continue to develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none"> <li>Feedback - to ensure that the feedback provided to all pupils is instant and effective.</li> <li>Pre teaching – to continue</li> </ul>	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p><b>Feedback (+6 months – EEF Toolkit)</b></p> <p><b>Metacognition and self-regulation (+7 months – EEF Toolkit)</b></p> <p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p> <p><b>Reading comprehension strategies (+6 months – EEF Toolkit)</b></p>	<p>2,3 and 4</p>

<ul style="list-style-type: none"> <li>• Whole class approach to reading comprehension focusing on the different reading domains (small group support within this where needed)</li> <li>• Purchase of ipads for all children in Y1 – 6 to support agency and independent learning.</li> <li>• Theories of action embedded as QFT</li> </ul>		
<p>Additional staffing put in place to Facilitate phonics teaching in for identified children including previous low attainers and children those new to education in the UK</p> <p>TA1 role across EYFS to support children with language acquisition and capacity to complete WELLCOM assessments</p>	<p>Phonics (+5 months– EEF Toolkit)</p>	<p>1, 2</p>

<p>Raise attainment in Mathematics for pupils by diminishing the gap through QFT and the use of Same Day Intervention/pre-teaching of concepts. Previous CPD on the use of manipulatives for all classroom support staff across school now being implemented securely.</p> <p>Mastering of number programme for KS1 to secure the number aspect of mathematics.</p> <p>Increase in TA hours</p>	<p>Teaching assistant intervention (+4 months)</p> <p>Mastery learning (+5 months– EEF Toolkit)</p>	<p>2,3 and 4</p>
<p>To raise attainment and enthusiasm through providing enriching experiences across the curriculum through:</p> <ul style="list-style-type: none"> <li>• Specialist PE/Drama teachers to develop pupils' skills in dance and drama</li> <li>• Specialist teaching in MFL across KS2</li> <li>• STEM room to be accessed including after school extra-curricular</li> <li>• Subsiding of trips including residential for PPG if needed</li> <li>• Outdoor physical learning and exercise equipment</li> <li>• Forest schools and orienteering</li> <li>• Daily Mile track</li> </ul> <p>Mental Health lead deliver Lego therapy to identified children</p>	<p>Arts participation (+3 months – EEF Toolkit)</p> <p>Collaborative learning (+5 months – EEF Toolkit)</p> <p>Physical activity (+1 month – EEF Toolkit)</p>	<p>2,3 and 4</p>



<p>School to pay half the costs for the music tuition – Rocksteady</p>		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £100,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.</p> <p>Additional 1:1 reading for the identified lowest 20% and those children not regularly supported in reading at home (across KS1 &amp; KS2)</p> <p>Focused structured maths interventions delivered in small groups using Number Counts</p>	<p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p>	<p>1,2,3 and 4</p>

<p>Focused reading interventions delivered to individuals using Nessie and Bookmark</p> <p>Salford Reading Test used for assessment and tracking</p>		
<p>PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</p> <ul style="list-style-type: none"> <li>• Extra group work with teachers or TAs</li> <li>• Oral language interventions to run in EYFS and KS1-WELCOMM</li> <li>• Additional adult support in year 6 <b>EYFS DHT to support reading in Y6 from Autumn 2</b></li> <li>• Reading intervention groups to be run for any pupils who are falling behind</li> <li>• After school groups</li> </ul>	<p><b>Early Years interventions (+5 months – EEF Toolkit)</b></p> <p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p>	

<p>Whole school maths intervention to address gaps in all year groups through the use of:</p> <ul style="list-style-type: none"> <li>• Same Day Intervention</li> <li>• Additional adult support in Y6</li> <li>• Use of manipulatives</li> <li>• Maths training</li> <li>• Purchase of maths intervention – number counts</li> </ul>	<p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p> <p>Feedback (+8 months – EEF Toolkit)</p> <p>Mastery Learning (+5 months – EEF Toolkit)</p>	<p>2,3 and 4</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given:</p> <ul style="list-style-type: none"> <li>• Pastoral support around behaviour and social/emotional support from trained mental health lead</li> <li>• Specialist Sports Provision including gymnastics, and wider sport areas <b>no cost to parents/ gaurdians</b></li> <li>• Behaviour 'Good to be Gold' system used across school</li> <li>• Lego Therapy sessions</li> <li>• Bright leaders <b>Y5 cohort</b></li> <li>• Mental Health team</li> </ul>	<p>Social and Emotional learning +4 months (EEF Toolkit)</p> <p>Behaviour interventions +4 months (EEF Toolkit)</p> <p>Sports Participation +2 months (EEF Toolkit)</p> <p>Behaviour interventions (+4 months – EEF Toolkit)</p>	<p>1, 2, 3 &amp; 4</p>

<ul style="list-style-type: none"> <li>• Bookmark used to increase reading for pleasure and for identified children who do not read at home.</li> <li>• Engagement model training for staff and implemented with targeted children.</li> <li>• <a href="#">Access to RockSteady Music</a></li> <li>• </li> </ul>		
<p>Improve Attendance and ensure whole school attendance remains above 96% Specifically focus in on PP attendance with the following strategies:</p> <ul style="list-style-type: none"> <li>• Attendance to be on the agenda at Parents' Evenings</li> <li>• First day calls</li> <li>• Home visits</li> <li>• Warning letters for parents at risk of fine due to unauthorised absence</li> <li>• Penalty fines for unauthorised absence including holidays</li> <li>• Referrals to EIT for pupils at risk of becoming 'Persistent Absentees'</li> </ul>	<p>Parental engagement (+4 months – EEF Toolkit)</p>	<p>4</p>

<ul style="list-style-type: none"> <li>• One to one sessions with children whose attendance is concerning with Bright leaders</li> <li>• Meet the teacher sessions.</li> <li>• 'SLT on gate</li> <li>• Texts sent out when children absent or late</li> </ul>		
<p>Build on our PP children's social and cultural capital and to give them access to life enriching experiences through:</p> <ul style="list-style-type: none"> <li>• PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding.</li> <li>• Ensure all PP pupils are able to engage and take part in residential and/or trips.</li> <li>•</li> </ul> <p>Parents feel more well informed and empowered to support their children through:</p> <ul style="list-style-type: none"> <li>• New WEDUC App to streamline communication</li> <li>• EYFS drop in sessions</li> <li>• Class assemblies</li> <li>• Social events</li> <li>• PTA and Parent Forum re-established</li> <li>• Use of bright leaders to establish – Everyone is a leader culture.</li> </ul>	<p>Social and emotional learning (+4 months – EEF Toolkit)</p> <p>Parental engagement +2 months (EEF Toolkit)</p>	<p>1, 2, 3 &amp; 4</p>

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**Total budgeted cost: £163, 000**

## 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 2020 to 2021 academic year.

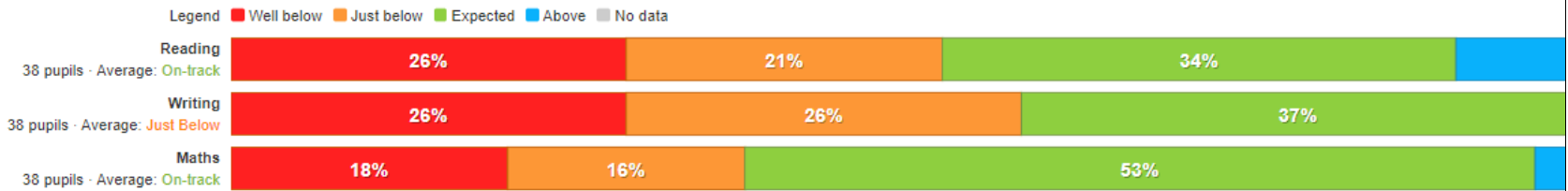
## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2021-22

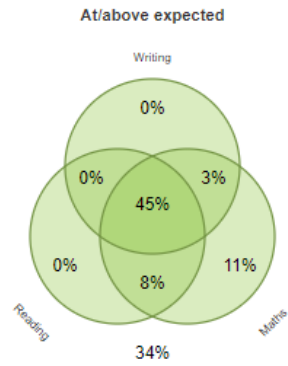
	<i>Desired outcomes and how they will be measured</i>	<i>Evaluation of impact – end of academic year</i>
1	Maintain the improved percentage of attendance to be at least in line with national at 86.9% (2022) taken from national education statistics.	<p>The COVID pandemic has impacted on a small number of families causing significant concern. School have liaised with the early intervention service who have provided guidance to go in a letter to send to families to clarify the potential implications far beyond receiving a fine. One family are under a children and family assessment which is due to be stepped down to Early Help this month and attendance will form one of the actions. Another family will go on Early help for attendance at the start of the Autumn term. Another family who have recently shown some improvement will be very closely monitored with potential of needing Early Help. One other family are under Early Help and are leaving to go to secondary school this time.</p> <p><i>PPG attendance September to July 2021-22 89.8%      92.5%</i>  <i>Non PPG attendance September to July 2020-21 94%      95%</i></p>

2 PPG children are supported to make effective progress across school.

Attainment Overview for Pupils (from 2022-2023) who are disadvantaged, in class 2, 3, 4, 5 or 6 - 2022-2023 Summer - Main Assessment



Combined attainment





3 PPG children with SEN are supported to make effective progress .

Attainment Overview for Pupils (from 2022-2023) who are disadvantaged, in class 2, 3, 4, 5 or 6, with SEN Support or EHC Plan - 2022-2023 Summer - Main Assessment

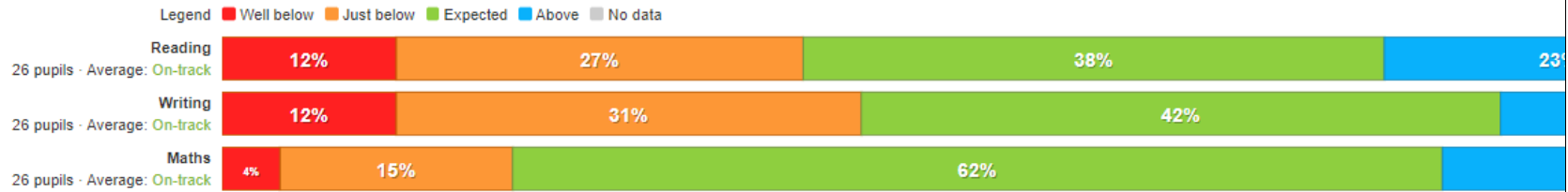


Combined attainment



4 PPG children with NO SEN are supported to make effective progress .

Attainment Overview for Pupils (from 2022-2023) who are disadvantaged, in class 2, 3, 4, 5 or 6, with No SEN - 2022-2023 Summer - Main Assessment



<p>4 PPG children with no SEND will have improved attainment to be in line with all pupils nationally in combined reading, writing and maths</p>	<p style="text-align: center;"><b><u>Attainment of Ever 6 FSM without SEN</u></b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><b>Combined attainment</b></p> <p>At/above expected</p> </div> <div style="text-align: center;"> <p><b>Above expected</b></p> </div> </div> <p style="background-color: yellow; display: inline-block; padding: 2px;">National data to be added here was published.</p>
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<p>5</p>	<p>Increased parental engagement of PPG families to enhance learning both at home and in school. An exciting wide curriculum to enrich learning including indoor and outdoor learning, visits and visitors which may be virtual</p>	<p>The daily mile continues to be used regularly to promote wellbeing.          Trips planned and carried out throughout the year – families supported where needed with financial costs          Residentials include a camping trip on the school field which was significantly less expensive          The musical instruments have been purchased and are being used to support the music scheme in classes across school. Year 4 children have started learning to play tuned instruments (ukulele) and have learnt about plucking the strings, learnt c major chord and learnt their first tune (a sailor went to sea)'.          Year 5 / 6 were able to participate in an on-site residential experience. Y6 went to Winmarleigh in residential          The allotment is used by all children across the school.          New outdoor EYFS equipment enhances provision.          KEY PE specialist sports coach provision returned this term.</p>
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	<p>KS2 children take part in orienteering which has been updated in line with the fencing and accessibility.</p> <p>After school coding, STEM and PE extracurricular opportunities for KS 2 classes – Gold sports award awarded.</p> <p>Year 6 took part in Bikeability scheme.</p> <p>Forest School experience for all children.</p> <p>Specialist enhanced music provision session for all KS2 classes – world music day celebrated.</p> <p>All new Reception intake children for September invited with parents for a teddy bear’s picnic on the school field.</p> <p>World book day – parents invited to reading breakfast which was well attended.</p> <p>Parental survey showed that 100% of pupils felt that the children are happy and safe at school, 97.9% feel children are well behaved at school, 95.7% feel that their child does well at school, 91.7 % of parents would recommend Sharples to other parents</p>
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## 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
Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Hub
Power Maths	Pearson
Pathways (reading, writing, spelling)	The Literacy Company
TT Rockstars	TT Rockstars
Bright Leaders	Chris Readdy

Mastery in number	NCETM
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## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

Our strategy for *all* our educationally disadvantaged pupils is based on three key principles:

### We focus on:

- The vital importance of an **open and enthusiastic culture and positive relationships** (staff, pupils, parents, and the wider community)
- **The highest expectations** of all staff and pupils and a clear and shared understanding of what constitute high quality classroom practice through our use of words (highest expectations, flexibility, immediate intervention, challenge, support and high quality adult-child interactions)
- **Leadership at all levels** – a clear and shared ambition for and understanding of the learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.

School leaders work hard to ensure that activities focus on controllable factors – we focus on the **main thing - teaching and learning** - because we know what goes on in the classroom and in our interventions daily makes the biggest difference to the life chances of **all** our educationally disadvantaged pupils.—We are constantly looking to refine and improve our current practice, looking inwards to secure wise development and outwards for the next school improvement strategy backed by research and linked to our current priorities.

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. Additionally being part of the Bolton NHS mental health initiative enabling individuals to be supported through individualised challenges enabling them to succeed in all aspects of school life.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration through the Sharples Journey



### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us refine our strategy and we have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Finally, as a school, we will constantly evaluate and refine our practices and approaches and we will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.