



Pupil premium strategy statement - 2025-2028

This statement details our school's use of pupil premium for the 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.

School overview

Detail	Data
School name	Sharples Primary School
Number of pupils in school	204 220 inc nursery
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026, July 2027, July 2028
Statement authorised by	Gemma Partington, Headteacher
Pupil premium lead	Andrew Lloyd

Governor / Trustee lead	Jackie Knight
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,145
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	£65,145

Part A: Pupil premium strategy plan

Statement of intent

Sharpley 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.

The range of provision we consider making for this group include and would not be limited to;

- Providing additional support in class as well as delivery of specific interventions in order to narrow the attainment gap.
- SEMH support, for children and in some cases families, in order to support children's readiness to learn, attendance and learning behaviours.
- Subsidise funding for visits, visitors, residential and other learning outside the classroom.
- Fund opportunities to learn a musical instrument, in addition to the music curriculum entitlement.
- Funding of online and technology resources to support learning (times tables, reading etc)
- Allocation of support staff to enable social interactions and play during lunchtimes.
- Use of the schools' outdoor areas to support mental health and wellbeing.

Activities and clubs are monitored to ensure that they reflect the whole school population including disadvantaged children. Where this is not the case, we proactively recruit disadvantaged children and fund them if necessary. In addition, we constantly monitor the effectiveness of strategies on learning and review provision in the light of tracking data and other evidence.

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	Limited access to enrichment and cultural experiences beyond school. Ofsted (2019) emphasises cultural capital as essential for equity; EEF notes enrichment can improve engagement and aspiration.
2	Lower levels of oracy, vocabulary, and communication on entry. EEF (2021) found oral language interventions can add +6 months progress; vocabulary gap is well-documented on school entry.
3	Reduced self-belief and aspiration compared with peers. Research shows high aspirations link to improved attainment (Goodman & Gregg, 2010). Mentoring has a positive impact on motivation (EEF).
4	Attainment gaps in reading, writing, and maths. EEF evidence: phonics (+5 months), small-group tuition (+4 months), and feedback (+6 months) are highly effective for closing gaps.
5	Attendance and punctuality challenges for a small cohort. DfE research shows attendance strongly correlates with attainment. Poor attendance disproportionately impacts 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
Narrow attainment gap in reading, writing, maths. EEF: High-quality teaching and structured interventions consistently improve attainment.	Outcomes are in line with their non-disadvantaged peers as evidenced by observations and improving progress / attainment data.
Improved language, vocabulary, and oracy. EEF: Oral language interventions (+6 months).	PP pupils demonstrate improved oral fluency and presentation skills
Raised aspirations and ambition as set out in Ofsted (2013): schools successful with PP prioritised raising expectations.	Evidence from discussions, questionnaires illustrate that children are increasingly aware of their career options and have a potential career path. Also, parents' aspirations rise in terms of future options, including further education for their children.
Enrichment and cultural opportunities accessed by all PP pupils Cultural capital (Ofsted, 2019) linked to equality of opportunity.	100% PP pupils complete enrichment passport annually Monitoring and data illustrates that disadvantaged children are represented in all clubs and activities and opportunities, based on their interest, are taking place across school

Improved attendance and punctuality. DfE research: pupils with 95%+ attendance achieve better outcomes.	Attendance figures for disadvantaged children are in line with their non-disadvantaged peers. Feedback from children illustrate that they are happy to attend school, that their work is set at an appropriate level, and they have friendship groups to support them. Also, that parents have a good relationship with school which has impacted
Increased parental engagement EEF: Parental engagement approaches (+4 months).	Improved attendance at workshops/events

Activity in this academic year 2025-2026 building foundations

This details how we intend to spend our pupil premium **this academic year 2025-2026** to address the challenges listed above.

Teaching and Targeted academic support building foundations

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work closely with relevant agencies including health to ensure that children are school ready, and families have been supported.	EEF EYs Toolkit – so much research illustrating the importance of a high-quality early years and 2-year-old provision. This has a huge impact on readiness for school, social and emotional development and achievement and attainment	1,2,3,4,5

Continue CPD opportunities for all staff to ensure wellbeing needs are met and children are resilient, have positive self esteem and are able to engage with learning effectively	There is a wide range of evidence that issues around mental health, particularly since COVID require targeted support for children to achieve their potential in all aspects of their school and personal life. This is recognised by the DfE and mental health services.	1,2,3,4,5
Support the SEND team to ensure that all needs are met across school particularly as the number of children with Sig SEND has increased over recent years	Well trained teachers / TAs delivering targeted, effective, specific, small group tuition adds 4 months to learning. EEF Early Years Toolkit - + 5 months DfE guidance	1,2,3,4,5
CPD and support for an Early Careers Teacher (ECT)	We are an allocated school for the teacher training pathway with liaison tutors and mentors in place delivering on the ITT course. This clearly impacts on children's learning in addition to good recruitment and retention. Evidence illustrates that effective mentoring has a huge impact on the progress of ECTs and this in turn results in positive outcomes for children.	1,2,3,4,

Continued CPD for teaching and pastoral staff with a focus on addressing the needs of disadvantaged children. Funding for cover to enable detailed pupil progress meetings to take place and training for mentors	EEF and DfE highlight the importance of removing barriers to learning for vulnerable groups and the importance of narrowing the gap between non-disadvantaged and disadvantaged children.	1,2,3,4,5
<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"> • PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding. • Ensure all PP pupils are able to engage and take part in residential and/or trips, sessions. • School to subsidise the learning of an instrument through the rocksteady programme for children who PPG 	Social and emotional learning (+4 months – EEF Toolkit)	1,2,3,5
Continue to build on the schools nurture principles with a focus on embedding a culture of nurture to achieve the best pupil outcomes.	Research indicates that a nurture approach, whether through Nurture Groups or whole-school strategies, has a significant positive impact on children's social, emotional, and behavioral development and can improve academic attainment. Studies show benefits like better regulation, increased empathy, and improved well-being for children, as well as a more positive school environment.	1,2,3,4

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
Targeted intervention to support vulnerable groups in classes and to lead appropriate interventions.	One to one tuition +5 months (EEF Toolkit) Small group tuition +4 months (EEF Toolkit)	1,2,3,4,5

<p>Focused reading interventions delivered to individuals using Nessie and 1-2 reading, purchase of reading plus app to support a diagnostic approach to support reading.</p>	<p>Small group tuition +4 months (EEF Toolkit)</p>	<p>1,2,3 and 4</p>
<p>Year 6 small group tutoring for reading, writing and mathematics.</p>	<p>Targeted small group tutoring to take place for year 6 children. This will be focused on improving, writing, maths and reading skills for children working below age related expectations. These sessions will be delivered by experienced staff for maximum impact</p>	<p>1,4</p>

Target use of wellcom assessments to support and develop the communication, language and literacy of our EYFS provision.	Research into the WellComm scheme shows it has a positive impact on language development in children from 18 months to six years old. Studies indicate improvements in children's language skills and early literacy, along with increased confidence and identification of needs by early years practitioners. Specific positive outcomes include accelerated language development, confident referrals for support, and improved overall communication quality in settings where it's implemented.	1,2,4,5
Whole school reading intervention to address gaps in all year groups through the use of: <ul style="list-style-type: none"> • Same Day Intervention • Additional adult support in Y3 • Use of reading plus • Reading training • 	One to one tuition +5 months (EEF Toolkit) Small group tuition +4 months (EEF Toolkit) Feedback (+8 months – EEF Toolkit)	2,3 and 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Parents feel more well informed and empowered to support their children through:</p> <p>streamline communication</p> <ul style="list-style-type: none"> • EYFS drop in sessions • Class assemblies • Social events • Calendar of events shared in a timely manner with parents. • More opportunities for parents to be invited into school for stay and learn sessions. • EYFS Real strategy • EYFS maths champion strategy with a focus on developing communication with parents. • National numeracy and families programme. 	<p>Parental engagement +2 months (EEF Toolkit)</p>	<p>1, 2, 3, 4,5</p>
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<p>School to attend training for voice 21 with a focus on developing and improving oracy and spoken language across school.</p>	<p>Research shows that improving oracy skills through structured teaching and whole-school approaches, like those by Voice 21, boosts academic achievement, boosts engagement, fosters social and emotional development, and promotes social mobility by giving disadvantaged students a voice and the communication tools they need to succeed. Strategies include creating a classroom culture focused on talk, providing opportunities for structured discussion, and developing teacher expertise in modelling and assessing effective communication</p> <p>EEF Oral language interventions (+6 months)</p>	<p>1,2,3,4</p>
<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"> • Attendance to be on the agenda at Parents' Evenings • First day calls • Home visits • Warning letters for parents at risk of fine due to unauthorised absence • Penalty fines for unauthorised absence including holidays 	<p>Parental engagement (+4 months – EEF Toolkit)</p>	<p>5</p>

<ul style="list-style-type: none"> • Referrals to EIT for pupils at risk of becoming 'Persistent Absentees' 		
<ul style="list-style-type: none"> • Meet the teacher sessions. • 'SLT on gate • Texts sent out when children absent or late • Early Help and attendance meetings in place for families where attendance remains low. 		

<p>Develop pupils' confidence and leadership roles across school through varying initiatives such as:</p> <ul style="list-style-type: none"> • School parliament • Various school leadership positions, school eco warriors, well-being warriors etc. • Embedding the school aspirations curriculum so that all children's aspirations and horizons are widened. 	<p>Research consistently shows that student leadership positively impacts academic achievement, with leadership experience enhancing academic performance in the short and long term. This effect is linked to improved learning autonomy, increased intrinsic motivation, and greater self-efficacy derived from leadership roles. Both formal and informal leadership experiences can contribute to academic success by fostering a sense of competence and connection, though formal roles like class monitor may provide more tangible benefits than positions like delegate or commissary.</p>	<p>1,2,3,4,5</p>
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Total budgeted cost: £100,00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our previous pupil premium activity had on pupils in the 2024 to 2025 academic year.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-25

	Desired outcomes and how they will be measured	Evaluation of impact – end of academic year
1	Maintain the improved percentage of attendance to be as close to in line with national for all pupils at 94.8% (2024-2025) taken from national education statistics.	<div>Attendance Ranges</div> <div><div>School 43 pupils</div><div><div>18.6%</div><div>76.7%</div><div>4.7%</div></div><div>Legend</div><div><div>Very low attendance (0-80 %)</div><div>Persistently absent (10% or more sessions missed)</div><div>Good attendance (90-99 %)</div><div>Excellent attendance (99%+)</div></div></div> <div>Summary of 43 Pupils ((from 2024-2025) who are Ever6 FSM)</div> <div><div>Attendance percentage</div><div><div>School</div><div>93.6%</div></div><div><div>National</div><div>94.8%</div></div><div><div>Local Authority</div><div>94.8%</div></div><div><div>15-18 days missed</div><div>School</div><div>3</div></div><div><div>19+ days missed</div><div>School</div><div>0</div></div><div>Absences</div><div><div>6.4% overall absence<ul style="list-style-type: none">5.3% authorised1.0% unauthorised</div><div>18.6% persistent absence</div><div>0 pupils unauthorised absent for 10+ days</div></div><div>Absence Patterns</div><div><div>1 pupil has been repeatedly late or absent on the same day</div><div>21 pupils have been absent before or after a school holiday</div></div><div>DfE penalty notice consideration threshold (10+ unauthorised absences in 10 rolling school weeks)</div><div><div>0 pupils previously met the threshold between 03/09/2024 and 18/07/2025</div></div></div>

		<p>Dfe statistics state that % attendance for PPG children for the period of September 2024- July 2025 was By pupil characteristics, the absence rates across the 2024/25 academic year were:</p> <ul style="list-style-type: none">10.6% absence rate (89.4%) for pupils who are eligible for free school meals and 5.4% for pupils who were not eligible for free school meals <p>Our attendance data shows that our overall absence for children with PPG was 6.4% (93.6%) this proves the impact of the strategy and the measures school have implemented to try and improve attendance of all pupils. This would have been even higher as this data includes 2 days for religious observance during the 2 Eid festivals.</p>												
2.	<p>PPG children are supported to make effective progress across school.</p>	<div><p>Progress Overview for Pupils (from 2024-2025) in class 2, 3, 4, 5 or 6, who are Ever6 FSM – 2023-2024 Summer to 2023-2024 Summer Main Assessment</p><p>Legend: Below Expected Expected Progress (0) Above Expected Insufficient Data</p><table><tr><td>Reading</td><td>35 pupils - Average: 0.0</td><td>94%</td><td>94%</td></tr><tr><td>Writing</td><td>35 pupils - Average: 0.0</td><td>94%</td><td>94%</td></tr><tr><td>Maths</td><td>35 pupils - Average: 0.0</td><td>94%</td><td>94%</td></tr></table></div> <p>Progress for PPG children from year 2-6 shows that 94% of children achieved the expected progress for the year. Please note that this includes 2 new starters in the summer term who have no previous data. If these 2 children are omitted than 100% of children would have achieved the expected progress.</p>	Reading	35 pupils - Average: 0.0	94%	94%	Writing	35 pupils - Average: 0.0	94%	94%	Maths	35 pupils - Average: 0.0	94%	94%
Reading	35 pupils - Average: 0.0	94%	94%											
Writing	35 pupils - Average: 0.0	94%	94%											
Maths	35 pupils - Average: 0.0	94%	94%											

		<p>Attainment Overview for Pupils (from 2024-2026) in class 2, 3, 4, 5 or 6, who are Ever6 FSM - 2024-2025 Summer - Main Assessment Print</p> <p>Legend: Well below Just below Expected Above No data</p> <p>Reading 35 pupils - Average: On track 14% Well below 20% Just below 54% Expected 11% Above</p> <p>Writing 35 pupils - Average: On track 17% Well below 20% Just below 54% Expected 9% Above</p> <p>Maths 35 pupils - Average: On track 9% Well below 14% Just below 57% Expected 20% Above</p> <p>Combined attainment</p> <div> <p>Above expected</p> <p>Above expected</p> </div> <p>Attainment of PPG children whilst below that of non PPG children are achieving well compared to their starting points. This was also an improvement on the previous year where 59% of PPG were at ARE in reading, 54% in writing and 70% in maths with a combined of 46% and those above ARE 0%</p>
3.	<p><i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i></p>	<p>Increased spending and priority in relation to improving, developing and sustaining the well being of all pupils but in particular the disadvantaged pupils has proven to be very successful with 100% of PPG children attending an extra-curricular club throughout the school year. School achieved the School's games gold award and will now work towards the platinum award next academic year. Further curriculum prioritisation on outdoor learning and invested has also led to a positive impact on the mental health and physical development of all pupils but in particular disadvantaged pupils. School achieved a gold award for outdoor learning from the school impact awards team.</p> <p>School continued to subsidise rock steady sessions for PPG pupils with children given the opportunity to play an instrument in a band.</p> <p>School as part of their work with Global Spirit education implemented a nurture development programme with nurture international and were successful in developing a whole school approach to nurture. In addition to this a school achieved a gold award in pupil wellbeing from the school impact awards team.</p>

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
Nurture international	Nurture international
White Rose Maths	White Rose Hub
Power Maths	Pearson
Pathways (reading, writing, spelling)	The Literacy Company
TT Rockstars	TT Rockstars
School sports Games	Bolton
Global Spirit Education	Global Spirit Education
Mastery in number	NCETM
Kapow	Kapow

Service pupil premium funding (optional)

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

Measure	Details
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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 adultchild 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 and aspirations curriculum.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including our previous strategy 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.