



SPARKEN HILL
ACADEMY

PUPIL PREMIUM STRATEGY



2025-26



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 years' spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sparken Hill Academy
Number of pupils in school	570* (July 2025)
Proportion (%) of pupil premium eligible pupils	Approx 43.51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	18 September 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Mr R Lilley
Pupil premium lead	Mr R Lilley
Governor / Trustee lead	Mrs C Middleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£349,320
Recovery premium funding allocation this academic year	£ -
Tutoring Allocation	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-£10,488.58
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	£338,831.42

Part A: Pupil premium strategy plan

Statement of intent

Context and Rationale

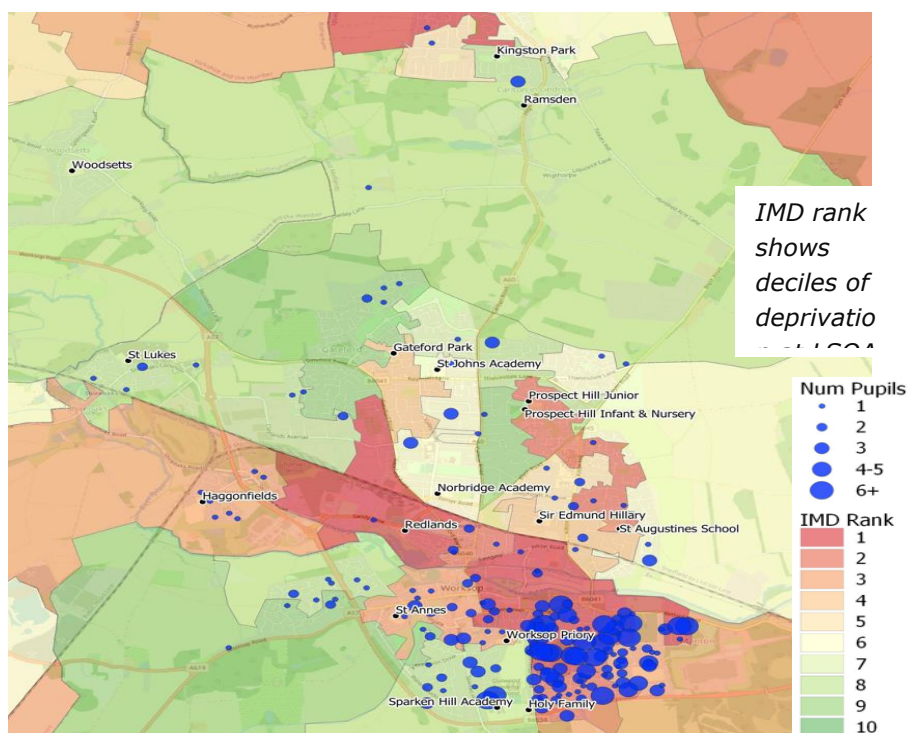
Sparken Hill Academy serves one of England's most disadvantaged communities. Located in Workson South East, we are a 2.5 form entry primary academy with 570 pupils aged 3-11. Our commitment to closing the disadvantage gap drives every strategic decision we make.

Our Community Profile

- **570 pupils** across Foundation Stage to Year 6
- **45.7% FSM eligibility** (261 pupils) - significantly above national average
- **22% EAL learners** requiring additional language support
- **120 pupils on SEND register** (21% of school population)
- **90% of pupils** live in areas ranked among the 10% most deprived in England
-

Despite the 'leafy lane' physical location of the school, rates of Free School Meal eligibility, which are used as a broad indicator of deprivation, are almost twice as high as national. IDACI measures indicate that more than a third of pupils live in areas which have the highest levels of income deprivation affecting children in England, and that more than three quarters of pupils live in areas with above-average levels of income deprivation.

IMD data indicates even higher levels of deprivation, with almost half of the school's pupils living in areas that are in the 1st decile on this measure. IMD statistics indicate that issues relating to poor health, historically poor educational outcomes and high crime rates, as well as low incomes and poor employment opportunities - are key to understanding the long-term challenges faced by local communities.



Data sources: School MIS, October 2021. IMD deciles: Ministries of Housing, Communities & Local Government, LSOA boundaries

Strategic Principles

Equity at the Core: We ensure all pupils, regardless of background, access high-quality teaching and learning opportunities that accelerate progress toward age-related expectations.

Evidence-Based Practice: All interventions are grounded in Education Endowment Foundation research and continuously evaluated for impact.

Whole-School Accountability: Every staff member understands their role in supporting disadvantaged pupils, with regular data analysis informing targeted support.

Holistic Support: We recognise that not all FSM-eligible pupils are disadvantaged, and not all disadvantaged pupils qualify for FSM. Our support extends to all pupils identified through rigorous needs analysis.

Sustainable Impact: Limited resources require strategic allocation based on evidence of effectiveness, with interventions scaled according to need rather than entitlement.

Ultimate Objectives

1. **Close the Gap:** Eliminate attainment differences between disadvantaged and non-disadvantaged pupils both nationally and within our school
2. **Accelerated Progress:** Ensure all disadvantaged pupils exceed nationally expected progress rates to reach age-related expectations by Year 6 end
3. **Life Readiness:** Prepare pupils for successful transition to secondary education and beyond

Strategic Interventions

Academic Excellence

- **Enhanced Teaching Capacity:** Additional qualified teachers and trained TAs delivering targeted small-group interventions
- **Specialist Learning Technologies:** Investment in evidence-based software and hardware supporting personalised learning
- **Higher Attainer Support:** Specific programmes ensuring FSM-eligible pupils achieve greater depth standards

Enrichment and Experience

- **Universal Access:** Full funding for educational visits, residential experiences, and cultural activities
- **Extended Provision:** Enhanced PE opportunities and music tuition including instrumental learning and choir participation
- **Real-World Learning:** First-hand experiences that build cultural capital and support classroom learning

Transition and Continuity

- **Seamless Transitions:** Comprehensive support for EYFS entry and secondary school transfer
- **Partnership Working:** Collaborative approaches with feeder settings and receiving schools

Wellbeing and Engagement

- **Structured Lunchtime Provision:** Targeted activities promoting school values and positive relationships
- **Behaviour and Nurture Support:** Therapeutic interventions addressing barriers to learning
- **Family Support:** Holistic approach addressing wider family needs that impact pupil progress

Quality Assurance

Continuous Monitoring: Regular assessment of intervention effectiveness with adjustments based on pupil progress data.

Staff Development: Ongoing professional development ensuring all staff can effectively support disadvantaged learners.

Collaborative Planning: Teaching staff fully engaged in identifying pupils, analysing data, and planning targeted support.

Impact Evaluation: Systematic tracking of progress toward closing attainment gaps with governors receiving regular updates.

Commitment to Excellence

This strategy reflects our unwavering commitment to ensuring that a child's background never limits their potential. Every decision, every intervention, and every resource allocation is designed to accelerate progress and unlock the exceptional potential within our community.

Our provision will evolve based on emerging needs and evidence of impact, ensuring we remain responsive to our pupils' changing requirements while maintaining our focus on closing the disadvantage gap permanently.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas. Children arriving at Sparken Hill Academy in Early Years are often well below the developmental stages appropriate for their age. Due to this, early identification is required to provide intervention to help children to develop the necessary skills required to access the Early Years curriculum
3	Low attainment in R / W / M for SSA pupils
4	More frequent behaviour difficulties. Some children have low levels of self-esteem, social and emotional challenges or broader learning issues. Many benefit from a bespoke, 1:1 outdoor provision, with a focus on specific objectives.
5	Attendance and Punctuality issues. Attendance of vulnerable pupils is often 1-2% below that of other groups of children.
6	Chaotic family lives and Social Service involvement.
7	The school population has a significant number of EAL families. A (relatively) large number of children have English as a second language and require support to develop their primary and secondary languages equally. Some families find communication with the school difficult.
8	Many children across school have narrow experiences of cultural, historical and geographical field trips. In order to develop a broader, more knowledge and understanding of the wider-world, it is necessary to subsidise a wide range of educational experiences to support the school curriculum.
9	Many children across school have narrow experiences of attending external clubs for young people. The school is therefore required to provide an environment where children can access such opportunities free of charge.
10	The development of phonic decoding is a priority of the school. From very low starting points, pupils are required to master the alphabetic code by the time they leave Year 1. High quality teaching and learning is required to facilitate this.

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
Gap between PP children / non-PP chn attaining ARE in R W M in Y6 will be minimised	PP children in Y6 consistently obtain at least national average in RWM PP children in Y6 will attain national levels for GDS
Speech and language issues will be identified and addressed early	SI will retain responsibility for oracy & phonics to support pupils, families and staff. In order to fully embrace "early intervention" SI has agreed to move into Foundation Stage 1 in order to both assess, advise and deliver effective provision to mitigate the potential gaps that exist. The number of children achieving a GLD in Speaking and Listening at the end of F2 will increase.
All children will participate in a rich variety of cultural experiences	Opportunities provided for all chn to access cultures and religions other than their own. Wide range of visits open to all chn to prepare them for life in modern Britain. (NS)
Improved parental engagement in breadth of school activities	Children attend breakfast club and after school club Parents regularly spend time in school with their children
Social and emotional needs are met	Pupils will receive 'good enough' parenting following support from the in-house Community Team, meaning that pupils will attend school regularly and be 'school ready'. SEMH pupils will prosper and not suffer any days lost to suspension or exclusion. 100% children in receipt of PP have the same clothing and equipment as their peers
The gap in attendance for children eligible for free school meals is closed.	Awards and rewards form part of a complimentary system Attendance improves for FSM pupils to be in line with national figures Attendance panel meetings support families to improve their child's attendance levels.
Children identified as needing to catch-up and keep up are supported partially through the Pupil Premium	Pupil Premium designated to salaries for tuition programme delivery Data shows where gaps are being filled and pupils are making accelerated progress from their starting points.
Improved levels of speech and language in vulnerable Early Years pupils	Identified pupils will have taken part in focused, proven intervention programmes which ensure that ability gaps are reduced.
All pupils have the opportunity to learn to read through a systematic synthetic phonics scheme.	Children have been taught a well sequenced and consistent phonics programme. Where vulnerable children need to catch-up, they receive high quality interventions.
Parents and pupils for whom English is a second language have support to ensure their children receive the full entitlement of the curriculum.	Participation in school events is high Communication is clear to EAL parents Learning in school promotes both the native and English language development

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: £91,676.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic Pearson Power Maths assessments. Training for staff to ensure assessments are interpreted and administered correctly.	EEF Teaching and Learning Toolkit: Diagnostic assessment shows +5 months additional progress when used to identify specific learning gaps and inform targeted intervention - standardised assessments provide reliable baseline data and progress monitoring that informal assessments cannot match for precision in identifying mathematical misconceptions. DfE Mathematics Guidance and Ofsted Research Review: Emphasizes that effective mathematics teaching requires diagnostic assessment to identify where pupils' understanding has broken down in the conceptual progression - Power Maths assessments are specifically designed to pinpoint gaps in the concrete-pictorial-abstract sequence and mastery learning progression. Assessment validity research: Standardised diagnostic tools provide consistent, objective measurement across classes and year groups, enabling leadership monitoring and intervention targeting - the school's 2025 maths results of 76% despite challenging context suggests strong foundations, but diagnostic precision will support the catch-up curriculum by identifying exactly which mathematical concepts need addressing for individual pupils.	2,3
Continued purchase of "Pearson Bug Club Phonics" - a systematic synthetic phonics programme from the validated DfE list and train staff to deliver it effectively.	DfE validated programme status: Bug Club Phonics is on the government's approved list of systematic synthetic phonics programmes, meeting rigorous criteria for systematic progression, decodable texts aligned to phonics teaching, and comprehensive assessment - providing statutory compliance and quality assurance for this investment. EEF Teaching and Learning Toolkit: Phonics approaches show +5 months progress when programmes are "systematic, synthetic and taught discretely" - Bug Club's structured scope and sequence with daily lessons, cumulative review, and integrated reading practice aligns with EEF's evidence for effective phonics delivery requiring fidelity to validated schemes. School's phonics trajectory: Y1 phonics results improved from 72% (2024) to 85% (2025), suggesting current systematic approach is working - maintaining Bug Club provides continuity of proven methodology while staff training ensures consistent, high-quality	1,2,3,10

Activity	Evidence that supports this approach	Challenge number(s) addressed
	delivery across all classes, supporting sustained improvement rather than disrupting successful systems.	
Additional AP salary (incl oncosts) in order to facilitate Quality First Teaching across school and monitor quality of provision		1, 3,4
Additional full-time Nurture Teaching Assistant to provide targeted support for neurodivergent pupils with EHCPs, resulting in measurable improvements in their engagement, emotional regulation, and academic progress	Teaching Assistant Research: EEF studies show teaching assistants who provide one to one or small group targeted interventions show a stronger positive benefit of between four and six additional months on average Teaching Assistant Interventions EEF, with impact typically a little higher in primary schools (+5 months) Nurture Groups Evidence: Large-scale trials demonstrate positive effects for a range of social, emotional and behavioural outcomes with delivering an attachment based model in primary school settings improves social, emotional and behavioural outcomes for pupils with difficulties.	2,9,10
Additional UKS2 UQT salary (incl oncosts) in order to facilitate Quality First Teaching across school and monitor quality of provision	EEF Teaching and Learning Toolkit: Quality First Teaching shows +5 months progress impact, with high-quality instruction being the most cost-effective intervention. Additional teachers enable smaller class sizes and more individualized support, particularly benefiting disadvantaged pupils who rely more heavily on school-based learning. Sutton Trust research on teacher quality: Teacher effectiveness is the single most important in-school factor affecting pupil outcomes, with one year with a highly effective teacher adding 1.5 years of learning progress. Additional UQTs allow for better deployment of expertise and reduced workload pressure on existing staff, improving overall teaching quality. DfE Standard for Teachers' Professional Development (2021): Evidence shows that teacher development and coaching significantly improves pupil outcomes when focused on pedagogical content knowledge. An additional UQT provides capacity for mentoring, collaborative planning, and peer observation - creating sustainable improvement in teaching quality across the school.	1, 3,4
Early Reading and phonics (KS1) At end of year 1, maintain and continue to reduce the gap between disadvantaged and others nationally in phonics by 5pp	EEF Teaching and Learning Toolkit: Phonics approaches show +5 months additional progress and are particularly effective for disadvantaged pupils when delivered through high-quality systematic synthetic phonics programmes with regular assessment and targeted intervention. DfE Reading Framework (2021): Emphasizes that systematic phonics teaching with fidelity to a validated scheme, combined with targeted catch-up for those who fall behind, is essential for closing	1, 2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	the disadvantaged gap in early reading - particularly effective when delivered by well-trained staff. School data trajectory: Y1 phonics results improved from 72% (2024) to 85% (2025), demonstrating that the current approach is already delivering above-national outcomes, making the 5pp gap reduction target both evidence-based and achievable given proven systems.	
Reading in KS2 VP/ AP to continue to monitor standards in reading across KS2 to ensure all pupils are making adequate progress and those who are behind make accelerated progress. Link to phonics tracker Maintain "5 reader" scheme. Cross Reference to PRM process	EEF Teaching and Learning Toolkit: Reading comprehension strategies show +6 months additional progress, with structured approaches to teaching inference, prediction and summarising being most effective when delivered through regular, systematic monitoring and targeted intervention for pupils falling behind. DfE Reading Framework (2021) and Ofsted Research Review: Emphasizes that successful KS2 reading depends on maintaining phonics knowledge whilst developing fluency and comprehension - requiring systematic tracking from phonics through to complex texts, with leadership monitoring ensuring no child falls through gaps. School's 2025 outcomes: KS2 reading achieved 76% (above national 75%) despite 59% disadvantaged cohort, demonstrating that current VP/AP monitoring systems and intervention approaches are already delivering above-expected outcomes considering context, validating the continued focus on systematic tracking and accelerated progress for those behind.	3, 4, 10
Mathematics skills Development and implementation of 'catch-up' curriculum for mathematics including maintenance of Mastery approach	EEF Teaching and Learning Toolkit: Mathematics approaches show +4 months additional progress, with mastery learning showing +5 months when combined with targeted support - emphasizing that catch-up is most effective when maintaining high expectations through mastery principles rather than reducing cognitive demand. DfE Mathematics Guidance and Ofsted Research Review: Highlights that effective catch-up maintains mastery's "teaching for understanding" approach through small steps, concrete-pictorial-abstract progression, and ensuring conceptual gaps are addressed before moving forward - avoiding the trap of procedural teaching that creates further gaps. Shanghai/Singapore research evidence: International comparisons show mastery approaches with integrated intervention (rather than separate remedial tracks) are most effective for closing gaps – The school's 2025 KS2 maths results of 76% (above national 74%) despite challenging context suggests current mastery foundation provides strong platform for systematic catch-up implementation.	1, 2, 3
Mathematics TTRS	As above, plus: KS2 Maths Results 2025: 76% achieved Age Related Standard (national average 74%), with 28% achieving Greater Depth (national	3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued investment in training / resources to implement Maths Mastery (Pearson Power Maths) with particular focus on bottom 20% attainment and progress.	average). This represents a significant improvement from 2024 (69%) and demonstrates the effectiveness of our Mastery approach.	

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

Budgeted cost: £102,400.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tutoring - Purchase of 40x FFT Lightning Squad places (Y34) per term (120 places PA) - Provision of Supply teacher for Feb ½ term onwards to facilitate small group tuition across KS2. - Facilitate extra small group tutoring in PMs and after school	EEF Teaching and Learning Toolkit: Small group tuition shows +4 months additional progress, with effectiveness maximized when groups are 3-5 pupils, sessions are frequent (3+ times weekly), and tutoring is additional to (not replacement for) high-quality classroom teaching - our FFT Lightning Squad model aligns with these parameters for optimal impact. National Tutoring Programme evaluation evidence: Small group interventions delivered by trained staff show greatest impact when targeted at pupils 6-18 months behind age-related expectations, with structured programmes like FFT showing consistent gains - our Y3/4 targeting captures the critical transition period where gaps typically widen without intervention. EEF Covid recovery evidence: Schools achieving strongest recovery outcomes combined high-quality teaching with targeted small group support, with supply teacher investment enabling classroom teachers to maintain curriculum breadth while specialists deliver intensive catch-up - our model of dedicated supply coverage ensures classroom teaching quality isn't compromised while facilitating systematic intervention delivery.	3, 4, 7
Phonics and Early Reading - Pre/loading and additional 'catch-up' phonics sessions for phonics (and mathematics) - Facilitate Nuffield Approach (as part of SI MA dissertation). SI (CT) cover	EEF Teaching and Learning Toolkit: Same-day intervention shows +4 months progress when delivered immediately after misconceptions are identified, with 1:1 tuition (+5 months) and small group tuition (+4 months) being most effective when additional to quality first teaching - our model of in-class intervention prevents gaps widening and maximizes impact through immediate response. Nuffield Early Language Intervention research: The Nuffield approach shows significant gains for language and early literacy development (+3-4 months), particularly for disadvantaged pupils with speech and language needs - having a trained practitioner (SI) delivering this evidence-based	1, 2, 7, 10

Activity	Evidence that supports this approach	Challenge number(s) addressed
costs provided to enable expanded delivery of the project. • Same day / in-class intervention for identified pupils including 1:1 and small group tuition and making use of EEF Guidance Reports and Toolkit, including Early Years Toolkit • Subscriptions: Bug Club Phonics, Education City, Rising Stars	intervention provides research-validated catch-up methodology specifically designed for our target population. EEF Early Years Toolkit and Guidance Reports: Pre-teaching and "keeping up" approaches are more effective than later catch-up, with digital subscriptions supporting practice and reinforcement when aligned to systematic phonics teaching - Bug Club/Education City/Rising Stars combination provides the multi-modal reinforcement that research shows accelerates phonics acquisition, particularly when coordinated with daily teaching.	
Monitoring • Regular agenda item for SLT and GB • Regular analysis of data / tracking • In-school formal monitoring programme • CPD records • Analysis of CPOMS incl behaviour records	EEF Implementation Guidance: Systematic monitoring through regular leadership review, data analysis, and classroom observation is essential for successful intervention implementation - schools with strongest outcomes establish monitoring as "non-negotiable" leadership priority with governors holding leaders accountable for pupil premium impact through regular reporting cycles. Ofsted School Inspection Handbook: Effective schools demonstrate "relentless focus" on disadvantaged pupils through systematic tracking of academic and pastoral outcomes, with leaders using multiple data sources (academic, behavioural, attendance) to evaluate intervention effectiveness and adapt provision - CPOMS analysis provides the holistic view inspectors expect. DfE Pupil Premium Strategy Guidance: Schools achieving strong pupil premium outcomes combine quantitative tracking (attainment/progress data) with qualitative monitoring (lesson observations, CPD impact evaluation) within formal governance structures, ensuring interventions are evidence-informed and regularly reviewed - our model of SLT/GB regular agenda items with comprehensive data analysis aligns with highest-performing schools' monitoring approaches.	1, 2, 3, 4
• Additional 'catch up' groups and small group targeted work for Y6 children. • Includes purchase of Literacy Volunteers	• Implementation informed by EEF guidance report	1, 3

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

Budgeted cost: £167,137.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Community Team for Parental support Specifically, Senior Family Worker and Attendance Officer salaries (100%)	EEF Teaching and Learning Toolkit: Parental engagement shows +4 months additional progress, with effectiveness maximized when schools provide "sustained support" addressing barriers to learning - dedicated Family Worker and Attendance Officer salaries enable the intensive, relationship-based interventions that research shows are most effective for disadvantaged families facing multiple challenges. DfE School Attendance Guidance (2022): Schools with strongest attendance outcomes employ dedicated attendance staff who work therapeutically with families, combining monitoring with support - our 93.9% attendance (just below national 94.5%) despite 45.7% FSM demonstrates this investment's effectiveness, with persistent absence management requiring specialized staffing rather than generic pastoral care. Social determinants of educational achievement research: Family-level interventions addressing poverty, housing, mental health and safeguarding concerns show significant impact on educational outcomes when delivered by trained professionals – Our school based Community Team's support of 56 FST cases, 78 pastoral cases, and complex safeguarding work provides the wraparound support that enables disadvantaged pupils to access learning effectively.	4, 5, 6, 7
Employ Polish speaking teaching assistants (x1)	As our highest ethnic mix represents Eastern European students (and with potentially an increase in students from Ukraine), the addition of a Polish Speaking TA in Main School is invaluable not only to our pupils but to their families.	7
EWB and mental health Tailored programmes for mental health and wellbeing to support disadvantaged pupils (Bright Start Therapeutic Counselling) • Senior Family Worker to act as Mental Health Lead • High levels of communication with parents / carers • Identification and engagement of most vulnerable children and families and introduction of vulnerability tracker • Identified support staff time-table for specific support / programmes • Purchase of books and additional resources • Participation in "Life Skills" programme. (old DARE)	EEF Teaching and Learning Toolkit: Social and emotional learning interventions show +4 months additional progress, with individual counselling most effective for pupils experiencing trauma or severe emotional difficulties – Our Bright Start service supporting 11 pupils with positive outcomes in emotional regulation and confidence demonstrates measurable impact on learning readiness and academic engagement. DfE Mental Health and Behaviour in Schools Guidance: Schools with strong outcomes for vulnerable pupils provide graduated mental health support from universal (PSHE) through targeted (ELSA) to specialist interventions (therapeutic counselling) – Our three-tier model (ELSA → Bright Start → CAMHS referral) aligns with recommended practice for addressing diverse emotional needs without over-medicalizing typical childhood difficulties. • Trauma-informed education research: Pupils experiencing adverse childhood experiences require therapeutic intervention to regulate emotions and access learning effectively, with school-based counselling showing significant impact on attendance, behaviour and academic progress - our 15-pupil waiting list and expansion to ELSA provision indicates high need among 45.7% disadvantaged population, with early intervention preventing escalation to crisis-level mental health services.	4, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to invest in ELSA programme		
Support for SEMH provision Where necessary, funding for PT AP provision is facilitated	Only utilised as per necessary – however based on the following research base: EEF Teaching and Learning Toolkit: Social and emotional learning interventions show +4 months additional progress, with alternative provision most effective when maintaining educational focus alongside therapeutic support - part-time AP enables pupils to remain connected to mainstream curriculum while accessing specialized SEMH intervention, preventing the academic regression often seen with full-time placement. DfE SEMH and Alternative Provision Guidance: Schools achieving best outcomes for SEMH pupils use AP strategically as early intervention to prevent permanent exclusion, with part-time arrangements allowing graduated response. Considering our size and demographics, we continue to have a very low suspension rate across recent years. This demonstrates this approach's effectiveness in maintaining inclusion while addressing challenging behaviours. Timpson Review of School Exclusion: Research shows pupils with SEMH needs require flexible provision that combines therapeutic intervention with academic continuity - our local reputation for “challenging behaviour” support and low suspension rates validates the investment in PT AP as cost-effective alternative to permanent exclusion, which research shows leads to significantly worse long-term outcomes for disadvantaged pupils.	
Improve attendance and punctuality - Breakfast Club (staff and food) for disadvantaged pupils to encourage attendance and punctuality - Attendance officer directed to focus on attendance as part of role engage with parents incl First day absence phone calls, Weekly analysis of data, identification of 'at risk' pupils / families, support for pupils, support and challenge for targeted families - Short term crisis support for families	EEF Teaching and Learning Toolkit: Breakfast clubs show +2 months additional progress when targeted at disadvantaged pupils, with impact maximized through consistent attendance and social interaction - average 110+ daily attendees demonstrates high uptake, with research showing breakfast provision removes key barrier to punctual arrival and creates positive start to school day. DfE School Attendance Guidance (2022): Schools achieving strongest attendance outcomes employ dedicated attendance officers who combine systematic monitoring (first-day calls, weekly data analysis) with relationship-based family support - 93.9% attendance (broadly national 94.5%) despite 45.7% disadvantaged pupils validates this approach, with early intervention preventing escalation to persistent absence. Attendance Works research: Crisis support addressing underlying barriers (housing, poverty, family breakdown) is essential for sustained attendance improvement, with schools seeing greatest gains when combining universal provision (breakfast club) with targeted intensive support for at-risk families – our Community Team model addresses both immediate attendance issues and root causes aligns with evidence for comprehensive approach to attendance improvement	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons & extracurricular activities • Visits to be subsidised • Musically talented pupils to take part in individual music lessons • High quality music delivered to all pupils • Investment in Theatre week (Play in a week) and Visiting theatre companies to develop confidence and performing skills (linked to metacognition) • Theatre week is provided so pupils can participate / watch the outcome of Theatre Week.	Music continues to play an integral part in our Curricular Model and we are one of the few Primary Schools nationally to employ a FT Music Teacher in school. This supports our commitment to developing the whole child and not restricting the curriculum. EEF Teaching and Learning Toolkit: Arts participation shows +3 months additional progress, with individual music tuition showing +4 months when targeted at pupils from disadvantaged backgrounds – Sparken Hill Academy's universal music provision for 570+ pupils combined with individual lessons for talented pupils maximizes both equity of access and excellence development, particularly effective for building confidence and academic engagement. EEF Metacognition and Self-Regulation Guidance: Drama and performance activities explicitly develop metacognitive skills through planning, monitoring and evaluating creative processes - Theatre Week investment directly supports pupils' ability to "think about thinking," with performing arts requiring the strategic planning and self-reflection that transfers to academic learning (+7 months impact for metacognition strategies). Cultural Capital and Social Mobility research: Access to high-quality arts experiences (visiting theatre companies, performance opportunities) is crucial for disadvantaged pupils who lack these experiences outside school - subsidised visits and theatre provision address cultural capital gaps that research shows significantly impact educational and life outcomes, with performance skills building confidence that supports classroom participation and academic risk-taking.	4, 8, 9
Rainbow Rewards: Purchase of awards and accolades for pupils to raise the profile of good behaviour, hard work and successes.	EEF Teaching and Learning Toolkit: Behaviour interventions show +4 months additional progress when focused on recognition and rewards rather than punishment, with research emphasizing that public acknowledgment of positive behaviours increases intrinsic motivation and academic engagement - awards systems are most effective when celebrating effort and improvement rather than just attainment. Self-Determination Theory research: Recognition systems that acknowledge competence, autonomy, and relatedness foster intrinsic motivation and sustained positive behaviour change - our focus on "hard work and successes" aligns with research showing rewards are most effective when recognizing process (effort, strategy use) rather than just outcomes, particularly important for disadvantaged pupils who may lack recognition outside school. Behavioural psychology evidence: Positive reinforcement through public recognition strengthens desired behaviours and creates positive school culture that supports learning – Sparken Hill Academy's very low suspension rate (single half-day across 2024-25) suggests current behaviour systems are effective, with structured reward schemes providing	ALL

Activity	Evidence that supports this approach	Challenge number(s) addressed
	the positive reinforcement that research shows is more sustainable than punitive approaches for long-term behaviour change.	
• All pupils have had access to a wide range of clubs, at no cost to their parents/carers.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Uniform/PE Kit • Top up and replace indoor and outdoor PE kit • Subsidised school plaid, wool wear and free blazers to encourage uniform wearing	Although evidence relating to subsidising uniform per se is limited, the impact in self-confidence and associated reductions in incidents of bullying due to having different clothes (for instance) is large. The impact of pupils obtaining a sense of belonging by being provided with uniform and the increase in self-esteem seen as a result means that this element of expenditure will continue. EEF Teaching and Learning Toolkit: School uniform policies show modest positive impact (+1 month) when they reduce visible inequalities and eliminate daily decisions about appearance. However, committing to this (including free blazers and subsidised uniform) directly address the financial barriers that can exclude disadvantaged pupils from full participation and reduce anxiety about "fitting in" that research shows can impact learning focus. Maslow's Hierarchy and basic needs research: Physical comfort and <u>social belonging</u> are prerequisites for effective learning, with uniform provision addressing both physiological needs (appropriate clothing for weather/activities) and esteem needs (avoiding stigma of inadequate kit) - PE kit replacement ensures all pupils can participate fully in physical education without embarrassment or exclusion due to inappropriate clothing.	4, 6
Wider Opportunities – school farm • Link to pupils being responsible for animals (Goats / sheep / chickens / small animals / school therapy dog).	This remains a positive aspect within school. Although not unique, the provision of the school farm offers a useful addition to the wider curricular offer and enables pupils to fully participate in the care of animals (which is a particularly useful aspect especially for SEMH pupils).	4, 6
Wider Opportunities – school After School Club • After School Club (staff and food) for disadvantaged pupils to encourage attendance and to enable emotional support for key pupils	EEF Teaching and Learning Toolkit: After school programs show +2 months additional progress when they combine academic support with social activities and are targeted at disadvantaged pupils – the focus on "key pupils" requiring emotional support aligns with research showing greatest impact when provision addresses both learning and wellbeing needs rather than universal childcare. Attachment and trauma-informed education research: Extended school day provision creates additional opportunities for positive adult relationships and emotional regulation support, particularly crucial for pupils experiencing adverse childhood experiences - combination of staffing and food provision addresses both relational needs and basic	4, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	security that research shows are prerequisites for emotional healing and academic progress. Social capital and protective factors research: After school clubs provide structured environments that develop social skills, peer relationships, and adult mentoring relationships that act as protective factors against risk behaviours - targeted approach for disadvantaged pupils addresses the "supervision gap" that research identifies as a key vulnerability period, with emotional support element providing the intensive relationships that build resilience in at-risk children.	

Total budgeted cost: £361,214.87

Summary

Category	Budgeted Amount
Teaching (CPD, recruitment and retention)	£91,676.12
Targeted academic support (tutoring, one-to-one support, structured interventions)	£102,400.79
Wider strategies (attendance, behaviour, wellbeing)	£167,137.96
Total Expenditure	£361,214.87

Funding Overview 2024-25

- **Pupil Premium Funding 2024-25:** £344,118
- **Carry Forward from 2023-24:** -£1,317.59
- **Total Available Funding:** £342,800.41
- **Actual Overspend:** £10,488.58

2024-25 Key Stage 2 Results Summary

Combined RWM Achievement: **62%**

(National Average 62%) - significant improvement from 47% in 2024

Subject	School 2025	National 2025	School 2024	Progress
Reading	76%	75%	60%	+16pp
Writing	68%	72%	73%	-5pp
Maths	76%	74%	69%	+7pp
SPAG	76%	73%	63%	+13pp

Cohort Context (2024-25 Year 6):

- **59% Disadvantaged pupils** (44/74 pupils)
- **45% FSM eligible** (33/74 pupils)
- **30% SEND Support** (22/74 pupils)
- **7% EHCP** (5/74 pupils)
- **19% EAL** (14/74 pupils)
- **5.4% Mobile students** (arrived Y5/Y6)

These results represent strong progress considering the high proportion of disadvantaged and SEND pupils, effectively reaching National Standards across all areas despite challenging context.

Budget Note: *The projected overspend of £19,814.13 will need to be addressed through budget adjustments or additional funding sources during the academic year.*

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

Pupil premium strategy outcomes 2024-25

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

Impact of actions

Our philosophy remains the same "[Excellence and Enjoyment in Education for Everyone](#)" and is aligned to EEF research, "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" (The EEF Guide to Pupil Premium). Sparken Hill Academy will continue to use PPG to develop its teachers and to add to the required complement of staff so that interventions can be delivered by experienced and qualified members of staff.

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
Increase proportion of children achieving ARE in RWM at Y6	Additional support in class, interventions VP Salary (incl oncosts)	2025 KS2 SAT results showed significant improvement: Combined RWM: 62% (up from 47% in 2024) All areas met or exceeded National Average: - SPAG: 76% (National 73%) - Reading: 76% (National 75%) - Maths: 76% (National 74%) - Writing: 68% (National 72%) Results represent strong achievement considering challenging context: 59% disadvantaged pupils, 37% SEND, 5.4% mobile pupils, 19% EAL	Highly successful approach - Continue with VP investment as monitoring of Quality of Teaching and bespoke curriculum response proved effective. Results demonstrate the impact of sustained, targeted support despite complex cohort needs.
To provide intensive family support / team around the child support for most vulnerable learners	Investment in Community Team including Behaviour & Attendance Salaries (Inc on costs) 100%	Extensive support provided: - 56 pupils receiving FST Support - 78 pupils receiving Pastoral Support - 1 Family Service case - 3 Early Help Unit cases - Strong reputation maintained for complex needs support - Low suspension across the year	Continue this vital approach. Community Team has proven invaluable in supporting vulnerable families. The low exclusion rate (considering school size and context) demonstrates effectiveness. Investment in Senior Family Worker and Attendance Officer continues to show measurable impact.
To aid punctuality / attendance	FST & Attendance Resources (100%)	Attendance improvements: - Whole school attendance: 93.9% (below National 94.5%)	Continue approach - attendance has returned to pre-COVID levels. Community Team monitoring and gate management effective. The significant reduction in

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
		- Persistent absence reduced to manageable levels - Lateness (both LBRC and LARC) below 0.80% (historically as high as 3.60%) - Strong attendance reward system: 463 pupils rewarded across Autumn and Spring terms	lateness demonstrates improved punctuality culture.
All children will participate fully in the curriculum, will have the necessary clothing, resources + equipment to be well and attend school	Breakfast club, uniform, school visits	High participation achieved: - Breakfast club serving 110+ pupils daily on average All pupils receiving PE kit provision - Continued uniform support Wide range of educational visits completed - After school provision supporting identified PP pupils (free access)	Continue commitment to removing barriers to participation. Breakfast club numbers demonstrate high need and effective provision. PE kit investment ensures full participation in physical education.
Increased proportion achieve ARE in RWM	Subscriptions to Abacus, Education City, X tables Rockstars, RWI, Bug Club, Myon, expanded LbQ	Strong academic outcomes achieved: - Year 1 Phonics: 85% (up from 72% in 2024, above National expectations) - Year 2 Phonics retests successful - EYFS GLD: 61% (improved from 60% in 2024) - 1:1 iPad provision in KS2 supporting digital learning	Continue expanded digital provision. Phonics results show significant three-year improvement trend. EYFS outcomes improving steadily. Digital resources proved valuable for differentiated learning and home learning support.
All pupils are experiencing wider / extended curricular provision	Wider curriculum investment including visits, residential, music, horticultural provision, alternative provision	Comprehensive wider curriculum delivered: - FS trips to Kidzone and Garden Centre - LKS2 Perlethorpe visit - Y56 National Coal Mining Museum - UKS2 residential to Caythorpe Court - All year group Sports Days	Outstanding success - Continue investment in wider curriculum. National dance competition achievement demonstrates high-quality provision. Residential and educational visits provide essential experiences for disadvantaged pupils. Music and arts provision (ArtsMark Silver Award)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
		- KS2 Musical event and Dance extravaganza - Dance group reached NATIONAL finals of 'Great Big Dance Off' in Oxford - Continued Westwood Care Home links	achieved) enriching curriculum.
To offer therapeutic support for SEMH pupils	Therapeutic Play Therapy Bright Start counselling ELSA provision	Comprehensive SEMH support delivered: - Bright Start supported 11 pupils (1 hour weekly over Spring term) - 6 pupils completed minimum 20 sessions with positive outcomes - 15 children on waiting list at Spring term end - ELSA training completed for additional staff member - 6 pupils waiting for ELSA sessions - 1:1 Staff wellbeing sessions accessed by 4 staff members	High value provision - Continue graduated response approach. Bright Start remains only formal counselling in school. ELSA provision expanding to meet demand. Staff wellbeing support essential for sustainable provision. Waiting lists indicate continued high need.
To offer wider curriculum support for SEMH pupils	Improved provision for SEMH pupils: Investment in additional PSHE resources, SEN support resources, sensory provision	Enhanced SEMH provision: - Reputation maintained for challenging behaviour support - Very low suspension rate considering school context - Investment in sensory audit and SpLD assessments showing positive impact	Continue strong reputation for SEMH support. Proactive approach to risk management (residential decisions) demonstrates prioritising safety while maintaining high expectations. Additional sensory audit investment proving beneficial for SpLD pupils.
Pupils from YR to Y6 are accessing good quality music education in dedicated music room	Wider Curricular Music provision	Universal music education achieved: - All 570+ pupils (F1 to Y6) participating in quality music education - Musical instrument learning for all pupils - Integration with iPad technology through Garage Band	Continue investment - proven impact across whole school. Technology integration enhancing musical learning. Music education supporting wider personal development alongside academic achievement.

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
		- Music skills supporting broader soft skills development (listening, concentration)	

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
X Tables Rockstars	TT Rockstars

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional ideas: