

Sparsholt C of E Primary School

Pupil premium strategy statement 2025-2026

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 year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sparsholt C of E Primary School
Number of pupils in school	111
Proportion (%) of pupil premium eligible pupils	5.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years - 24/25, 25/26, 26/27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Jane Gwilliam (Acting Head teacher)
Pupil premium lead	Jane Gwilliam (Acting)
Governor / Trustee lead	David Stass

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10858
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£10858
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

We aim for pupils at Sparsholt C of E Primary School to be happy and confident communicators with high aspirations, who are well informed, and have respect for their community and the wider world.

Our ultimate objectives are:

For all children to make or exceed nationally expected progress rates in reading, writing and maths through quality first inclusive teaching.

That all pupils, regardless of disadvantage, engage in all aspects of school life equally. That children are supported emotionally and socially in order to help children make informed and healthy choices across all aspects of their life.

We aim to do this through: -

- Ensuring our children access quality first inclusive teaching across their learning with our school Christian values of Courage, Compassion and Creativity at the heart of everything we do.*
- Ensuring the appropriate provision is in place for children who need it to receive high quality interventions and support in their learning as identified by class teachers.*
- Catch-up provision which sits alongside children's current class learning to avoid cognitive overload. It includes pre-teaching and revisits during early morning activities and targeted support to small groups during planned revisit time.*
- A rich, recursive curriculum, with support delivered by experienced practitioners who know our children and their needs enabling them to access learning at an appropriate level.*
- Delivering rich, cross-curricular learning opportunities to further broaden and apply children's knowledge and vocabulary through our planned curriculum, outdoor learning provision, school trips and residential visits.*
- Pupils being given regular opportunities to contribute to school planning both with our curriculum design, content and grounds*
- Ensuring our children are supported emotionally by expertly trained adults and the continued resourcing of classrooms with books chosen to help promote mental health.*
- Having a dedicated member of the senior leadership team whose role it is to oversee the monitoring and progress of these children and engagement with families.*

The key principles of our strategy plan are that we will:

- Explicitly teach ambitious vocabulary across the curriculum in both core and foundation subjects and ensure children have the skills to read fluently enabling access to all curriculum areas.*
- Ensure children receive targeted catch-up support from highly skilled practitioners. This is based on individual needs to address gaps as a result of disadvantage.*
- Further enrich teaching and provision of number fluency across EYFS and KS1 and to enhance our mastery approach across KS2.*
- Ensure no child misses out or feels segregated due to disadvantage.*
- Support mental health and wellbeing to enable children to access learning.*
- Provide a rich cross-curricular learning platform, where the children achieve in line with our school aims and deepen and apply their knowledge through experiences that include learning beyond the classroom*

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with our pupil premium pupils and families have highlighted the social, emotional and behavioural needs of pupils, often related to family breakdown, impacting on positive attitudes to learning including self-belief/self-esteem.
2	Internal and external (where available) assessments indicate that attainment among some of our disadvantaged pupils show that they are not securely on track to meet ARE in at least one area for Reading, Writing and Maths and with none currently on track to achieve Greater Depth.
3	Children having access to cultural capital opportunities including extra-curricular activities; educational experiences such as visits, music lessons, after school clubs and resources which is impacting on self-esteem and feelings of equality with peers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved academic attainment and progress among disadvantaged pupils.	100% pupil premium pupils to achieve progress scores at least in line with non-PP pupils in reading, writing and maths by the end of KS2. PP children with additional needs receive further targeted intervention both in and out of the classroom to tackle specific barriers to learning
To increase participation rates in cultural capital opportunities such as extracurricular clubs, music lessons, trips and residential	100% pupil premium pupils to access at least one after school club of their choice. 100% of PP children to have attended Residential trips by the end of Year 6 100% of PP children to have access to all extra-curricular based activities and educational experiences including music lessons, sports activities, trips etc.
Ensure attendance rates remain in line with non PP children.	Attendance for pupil premium pupils to be as high as non-pupil premium pupils.
Improve the social and emotional well-being of PP children.	100% of PP children to be provided with access to trained ELSA and Thrive trained practitioners as needed to tackle social, emotional or behavioural needs as they arise.

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: £1175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Lead to continue to work with the Solent maths hub: "Sustaining Maths Fluency" and HIAS in developing children's' key skills around arithmetical processes to ensure secure foundation in calculation skills</p> <p>Continue to develop staff's understanding of how to secure children's key arithmetic skills/fluency including those needed at Greater Depth.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Continued staff training from English Leader on the teaching of Writing ensuring focused approaches are used to ensure rapid progress in both vocabulary choices and composition and effect including through high quality modelling.</p> <p>Attend HIAS English Training around language acquisition to achieve Greater Depth in writing for pupils including those who are disadvantaged.</p> <p>Provide training for staff through the 'Drawing Club' programme to enhance vocabulary acquisition especially in KS1.</p>	<p>Quigley, A. (2018) Closing the Vocabulary Gap. Oxon: Routledge</p> <p>A Place to Talk in KS1. London: A&C Black</p> <p>Ensuring vocabulary is explicitly taught to help develop children's language and ensure they apply it in their learning. This is particularly to support our disadvantaged children as research shows that these children typically have a less developed vocabulary.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2
Staff training provided on PACE (Playfulness, Acceptance Curiosity, Empathy) - a trauma informed approach to support children and young people delivered by the Educational Psychologist.	Improving social and emotional learning in primary schools. Guidance Report EEF Improving social and emotional learning in primary schools	1,2

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

Budgeted cost: £ 4964

Activity	Evidence that supports this approach	Challenge number(s)
<p>1:1 and small group intervention provided for PP pupils to accelerate progress to in line or above non-pupil premium pupils.</p> <p>Staff will receive further training on interventions from HIAS Educational Psychologist, SENCo .and by attending relevant training.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Subscribe to TT Rockstars to help build confidence and secure maths knowledge in the Early Years, Key Stage 1 and Key Stage 2. Children to be given remote access to this by providing devices to any families where children do not otherwise have access to one. This enables children to catch-up and revisit concepts taught in school at home.</p>	<p>TT Rockstars are platforms made by Maths Circle, who have worked with NCETM, White Rose Maths and leading academics in Singapore and Shanghai to develop a programme which ensures children gain a robust understanding of mathematical concepts, strengthened by automatic recall of basic number. Much research has been drawn on in designing these platforms. It helps children to become more secure in basic number beyond the classroom. This also supports parents in working with their children at home.</p>	1, 2, 3
<p>Subscribe to Spelling shed Learning programme to help support reading and spelling across the school and opportunities to reinforce at home</p>	<p>Subscription to Spelling Shed provide adaptive, individualised practise and can be reinforced at home.</p> <p>The inclusion of Spelling Shed is a specific, evidence-informed activity within a broader strategy to raise the attainment and literacy skills of disadvantaged pupils</p> <p>The EEF Guide to Supporting School Planning: A tiered approach to 2020-21 https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21</p>	

	EEF – Using Digital Technology to improve learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4719

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained ELSA providing targeted support to pupils and address any concerns/actions/additional support required from the class teacher. Practitioner trained in the Thrive approach has also been employed to offer additional support when needed.	Improving social and emotional learning in primary schools. Guidance Report EEF Improving social and emotional learning in primary schools The Thrive Approach is being used successfully in schools, homes and other childcare settings throughout the UK and has been positively evaluated by a number of leading organisations: Evaluated by CELSI (Centre for Education Leadership & School Improvement) for the Department of Health-- Recommended in 'Choosing Health' Reviewed very positively by the TES in 2003, the leading UK website for teachers and education professionals	1
All PP pupils are financed for provision of their choice, including, music tuition, visits, residential, after school sports and clubs. The necessary equipment is provided for them to access these.	Addressing Educational Disadvantage in schools and colleges: The Essex Way. Rowland, M. (2021). Woodbridge: John Catt Educational Ltd. Evidence from here supports the importance of inclusion.	1,3
The school will ensure that if needed technology is provided to enable PP children to access recommended online learning resources so that they can access these resources for home learning.	EEF – Using Digital Technology to improve learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	3
The school will continue to fund staff training on the Wilder School Approach through the Hampshire and IOW Wildlife Trust this will enhance well-being and develop essential life skills through a structured outdoor learning provision (Wilder Schools)	Evidence shows that planned and implemented well, learning outside the classroom contributes significantly to raising standards and improving personal, social and emotional development. Research also indicates consistent positive effects on attitudes, teamwork, self-esteem, and the ability to manage risks.	1
The school will ensure staff receive training on Self-Regulation (sensory Circuits) and Fundamental movement skills through PE	This approach links to social and emotional learning. This addresses the challenge that disadvantaged pupils may need to manage stress and peer interactions. Research indicates EEF	1,3

Development manager Hampshire Outdoors (HCC Children's Services)	guidance on social and emotional learning (moderate impact for moderate cost) Ofsted and DFE highlight that mastering basic movement is essential before sport-specific skills and supports broader academic readiness and early intervention are the most effective way to close the attainment gap. (EFF Teaching and Learning Toolkit)	
Specialist Fundamental Movement Skills(FMS) CPD Training through PE Development Manager Hampshire Outdoors (HCC Children's Services)		

Total budgeted cost: £ 10858

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 2024 to 2025 academic year.

Statutory assessments took place in the 2024/25 academic year at the end of KS2 (Year 6).

3 out of 8 of those children in receipt of free school meals and eligible for Pupil Premium in the 2024-25 academic year undertook national statutory assessments. The following results were achieved.

		KS2 SATs (3 pupil)
Sparsholt % of PP eligible children achieving ARE+ Combined in Reading, Writing and Maths at the end of KS2.		66.6%
Sparsholt % of PP eligible children achieving ARE+ in each subject at the end of KS2.	Reading	100%
	Writing	66.6%
	Maths	100%
<i>Each PP child in Year 6 equated to 33.3%</i>		

Due to the very small number of Pupil Premium pupils on role in the last academic year percentage comparisons against non-pupils premium pupils is not statistically useful.

National Assessments (3 Pupils)

The results for our PP children show that the targeted support for these pupil premium children has been very positive and ensured continued achievement. One child achieved Greater Depth in Reading. Due to the very small numbers of PP children, comparisons against Hampshire and National progress and attainment would not be statistically useful.

Internal Assessments (5 pupils)

Those children who were assessed internally, also showed good progress from their starting points. 40% were assessed as being ARE + across all areas with 60% being assessed as being at ARE+ in at least one area. Whilst two pupils were assessed as not meeting ARE+ in any area, they still made good progress as a result of additional intervention.

The role and allocation of teaching assistant support has been flexible throughout this year, in response to learning review meetings and pupil progress

LSA support for small intervention groups has been used to plug gaps in Reading, Writing and Mathematics.

Use of high quality Sports coaching enabled the release of teachers to work with small groups including PP children ensuring high quality targeted intervention provision.

Attendance

Attendance across all the children of statutory school age equated to 96.2%. No absences were unaccounted for and no penalty notices (or similar) were required to address unauthorised absences. Of those children eligible for PP funding, 5 out of 7 had attendance higher than 96% across 2023/24. None of those pupils eligible for PP funding had attendance that fell below 90%.

Emotional, social and behavioural development

All children have developed emotionally across 2023/24 and this has been shown in the progress they have made academically. All children have maintained positive friendships and relationships within peer groups consistent with positive emotional and social development. A number of children required emotional support, some using ELSA or TALA, which has been successful in building greater resilience and independence to manage difficult feelings. This has improved engagement with learning, maintaining strong ARE assessments despite external family pressures. A number of PP children have taken on leadership roles in the school including, Pupil Governors (school council), Lunchtime Leader, Worship team and Eco Warrior.

Work with outside agencies including educational psychologists, the Solent health Partnership, family support workers (through Early help referrals) and internal training, has improved staff skills, and expertise have greatly improved in a variety of areas relating to common needs and barriers facing our pupils who receive PP funding e.g. attachment, emotional resilience, self-regulation.

Enrichment/Financial Support

Financial support for vulnerable families, including providing food vouchers during school holiday periods, providing sign posting to outside support that can be accessed and providing access to IT equipment has had a very positive impact on self-esteem and confidence.

The PP child in Year 6 (1 pupil) attended the Year 6 residential in June 2024 with PP funding being used to enable this, leading to additional social and emotional growth.

All PP children participated in trips that took place in 23-24 academic year which were fully funded.

Resources to aid PP pupils to work independently and build confidence were provided e.g. personal copies of class texts, stationery etc.

100% of Pupil premium children participated in at least 1 extra-curricular club that was funded by Pupil Premium including 2 pupils who were able to access peripatetic music lessons. The school also sought out free membership and lessons at Winchester Tennis club for one of the PP children.

The increase in technology packages has enabled PP to engage in reading and number through technology including usage at home (SPELLING SHED, TT Rockstars)

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
SPELLING SHED	SPELLING SHED Learning
TT ROCKSTARS	Maths Circle

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?	Last academic year, we used some of our Service Premium allocation to fund ELSA /TALA support to enable pastoral support for children whose parents were being deployed.
What was the impact of that spending on service pupil premium eligible pupils?	Children were able to access support at any time but especially when their parents were away on deployment and employ strategies to manage their emotions.