

Shillingstone CE Primary School Pupil
Premium Strategy Statement 2024 – 25
(3rd year of 3 year plan 2022-2025) – updated July 2025

MISSION STATEMENT



For the body is not one member but many. 1 Corinthians 12:14

Growing Together. Together we learn.

Our vision reminds us that the body of Christ, or the people that are the whole of humanity, are a team. The body is not supported by one person, but by all of us. We are one; we are strongest working together in unity. As we all we work together we demonstrate our Christian values of respect, compassion, friendship and trust.

Our ambition is to: Celebrate diversity, Make a change, and Support families.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shillingstone CE Primary School
Number of pupils in school	103 (updated July 2025)
Proportion (%) of pupil premium eligible pupils	27 children 26%
Academic year/years that our current pupil premium strategy plan covers (3 years plans are recommended)	September 2022 – July 2025 (Updated July 2025)
Date this statement was published	September 2022 (Updated July 2025)
Date on which it will be reviewed	February 2025/ July 2025
Statement authorised by	J Whitehouse-Sharpe (Headteacher) and A Wright (Head of School – Jan 2025)
Pupil premium lead	A Wright (HoS) and M Barge (Exec Head)
Governor / Trustee lead	Anne Powell (PP ACR)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,372
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£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	£38,372

Part A: Pupil premium strategy plan

Statement of intent

We use the funding to best support disadvantaged pupils and close the gap between them and their peers. We aim to create a learning environment where all can achieve and be successful.

At Shillingstone we strive for our children to feel safe, loved, inspired and ready for the ever-change world around them.

There is a clear strategic approach to the use of PP funding (using EEF evidence) and this plan are integrated into the wider school support and improvement systems.

Our guiding principles from the NFER research, which identified that the most effective schools had identified seven building blocks of success:

1. Whole school ethos for attainment for all – each pupil is considered an individual and we consciously avoid stereotyping disadvantaged pupils by referring to them as a group. It is never assumed that all socially disadvantaged children face the same barriers or have less potential to succeed.
2. Addressing behaviour and attendance – there are effective behaviour strategies in place and rapid response systems to promote good attendance.
3. High quality teaching for all – leaders stress the importance of quality first teaching. We set high standards, monitor performance, and tailor teaching to suit individual pupils. There is a focus on excellence in personalised teaching and learning. The ultimate objective for our disadvantaged pupils is for them all to make good progress across all areas of the National Curriculum.
4. Meeting individual needs – staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. Targeted support is provided during curriculum time.
5. Deploying staff effectively – we identify strengths of members of staff and deploy them accordingly. Support staff are well trained to support pupils' learning as well as in specific interventions.
6. Data driven and responsive to evidence – progress is reviewed daily and half termly, with any under achievement addressed. Teachers analyse data and use it to underpin their teaching.

7. Proactive and responsive leadership – senior leaders are committed to helping each pupil succeed. Every staff member is accountable for pupil progress and trained to deliver high quality feedback to pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap
2	Some eligible pupils have low self-confidence/low self esteem (SEMH – Social, Emotional, Mental Health)
3	SEND needs
4	Access to all school activities

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
PP children to have full access to the curriculum through quality first teaching.	All PP children making good progress across all areas of the curriculum. Data will demonstrate a reduced gap at data review meetings.
PP children given the opportunity to receive small group/1:1 intervention and 'keep up' support to allow them to stay on-track, ensuring good progress.	Children back on-track and showing that they are making good progress across all areas of the curriculum. All SEND needs supported through quality first teaching and intervention when required.
PP children will make at least expected progress at their different milestones.	Interventions mapped out, prioritising PP children. PP children making at good progress.
Improve the range of experiences which PP children would otherwise be unable to experience, educational visits, counselling, after school clubs.	All PP have access to all experiences.
To provide PP children with the emotional and social support they need to thrive, e.g.	All PP children supported and making progress with their emotional wellbeing.

ELSA and access to counselling with external agencies.	
To support families in providing basics for their child to attend school, e.g. uniform assistance, access to having milk.	All PP children's families provided with a uniform. All PP children offered milk.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Budgeted cost: £32,291

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing costs for Teaching Assistants</i> (Part salary costs for TAs)	Children making progress across the curriculum. Evidence includes before and after lesson assessments with children being supported by TAs	1,2,3
<i>ELSA supervision and support</i> (Part salary cost for the ELSA TA as well as supervision costs)	Children making progress with their emotional and social wellbeing. Evidence includes before and after ELSA assessments.	1,2

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 and small group support for individual PP children.</i> Interventions include: Read, Write Inc, Codebreakers, Spelling and Phonic boosters, White Rose Maths support.	Interventions are assessed using before and after assessments, to ensure they are having an impact.	1

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

Budgeted cost: £3,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Educational visits</i> To ensure that PP children have the same opportunity as non-PP children to attend educational visits.	Attendance of PP children at the visits.	1,2,4
<i>Milk</i> To ensure that the R/KS1 children have the opportunity to have milk at break time.	PP children have the same opportunity to take-up milk.	1,2,4
<i>School uniform</i> To support families of PP children with the cost of school uniform	PP children wearing the same school uniform as non-PP children.	1,2,4

Total budgeted cost: £38,372

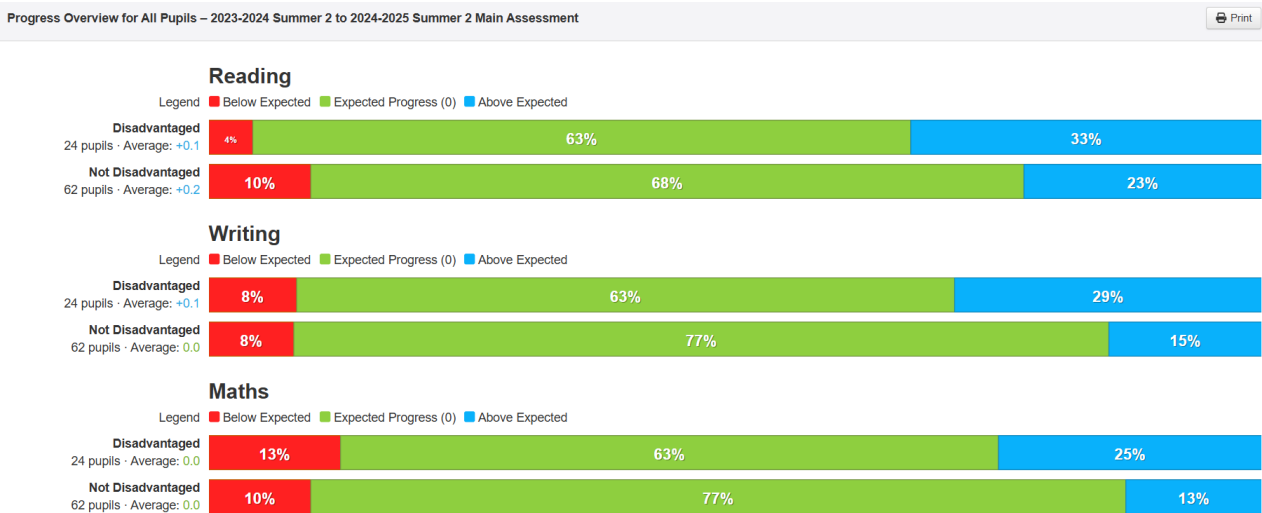
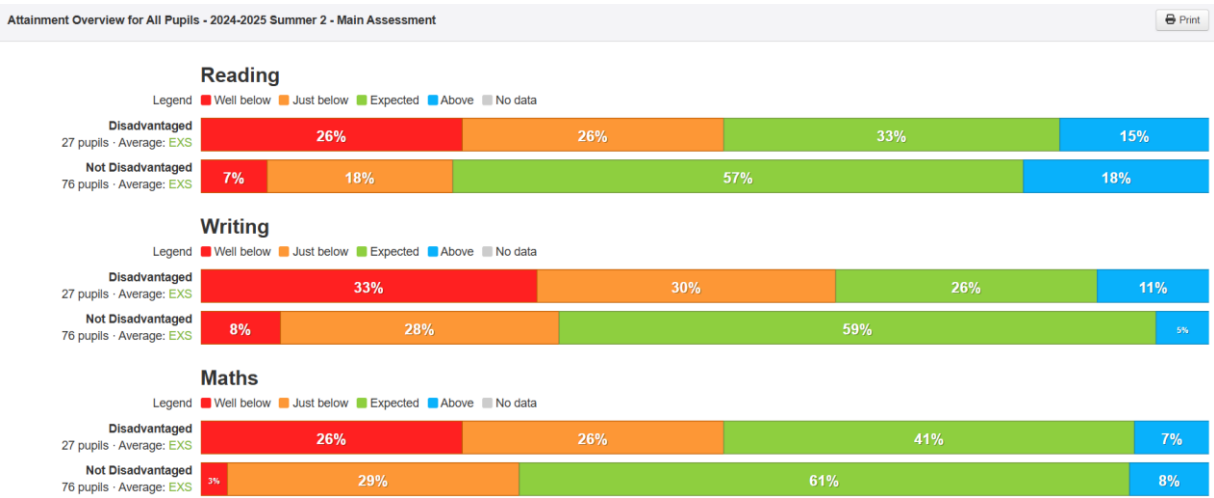
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

(Awaiting national data – groups outcomes) Internal

Data (Insight) 2024-25 shows:



The data shows that PP children have made at least expected progress but there remains a Gap in attainment and this will continue to be a key priority of the school. Disadvantaged outcomes will be a key priority on the next SDP.

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
Twinkl Phonics	Twinkl
White Rose maths	White Rose
Codebreakers	Twinkl
Read, Write, Inc	Read, Write Inc