

Pupil premium strategy statement



SHILLINGSTONE C.E. PRIMARY SCHOOL
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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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data (updated July 2025)
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	26.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 Year Plan – Sept 2025 – July 2028 Sept 2025 – Year 1 of 3-year plan
Date this statement was published	September 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Andrew Wright (Head of School) Matt Barge (Executive Head)
Pupil premium lead	Andrew Wright (Head of School) Matt Barge (Executive Head)
Governor (ACR) / Trustee lead	Sharon Proyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,341
Recovery premium funding allocation this academic year	£0

<i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all pupils, especially disadvantaged pupils, achieve high standards in reading, writing and mathematics. We will close the attainment gap by:

Ensuring consistently high quality teaching across the school (Tier 1).

Providing timely targeted academic support for disadvantaged pupils who are 'working towards' expected standards (Tier 2), with a particular emphasis on reading and oracy.

Removing barriers to participation through proportionate wider strategies (Tier 3), including a ring-fenced allocation of £1,500 over the 3-year period to support trips, uniform and enrichment.

We will use evidence-informed approaches and implement them with sustained CPD, coaching, monitoring and evaluation.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of KS1 and KS2 and thus achieve GCSE's in English and Maths.

The range of provision the Governors consider making for this group include and would not be limited to:

- 1-1/small group support including specific tutoring programmes
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations - for example Forest School provision /ELSA support for MHWB to be able to engage in learning.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support in all areas of the curriculum
- Financially subsidising all activities, educational visits and residentials and music lessons. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software - for example laptops and computing equipment to support home learning activities.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote school values and thus enhance learning.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment for disadvantaged pupils 'working towards' expected standard in writing (composition, sentence-level mastery, transcription).

2	Emotional needs of children - periods of dysregulation, worry and anxiety for children across the school.
3	Weak Language and Communication skills meaning extra phonic and reading/spelling/writing support is needed.

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
1.Closing the attainment gap	Disadvantaged pupils' attainment in all areas continues to improve in line with averages and the gap between these pupils and non PP continues to close. This will focus particularly on Writing and starting points for children in EYFS.
2.Emotional Needs of children	For children's emotional needs and poor home lives to not affect their learning and outcomes in school. We will make sure no children are disadvantaged due to their background or home life. The main support will be provided through ELSA (A Trained TA)
3.Language and Communication including phonics/spelling/writing support	For children across the school to develop better, language, reading and phonic skills and therefore have better attainment in phonics, reading and writing. This will be linked to second year using our new phonics scheme – RWI (following successful implementation and 89% PSC in 2023) and coaching from an experienced KS1 teacher.

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.

[Pupil-Premium-resource-evidence-brief-Poster \(1\).pdf](#)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£21,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and Reading <i>To continue to support the development of language, phonic and reading skills</i>	As a school we are continuing with the Twinkl phonics scheme and resourcing this effectively, training teachers and TAs in implementing this with a particular focus on EYFS/Yr1 children. We have been working with the Cornerstones English Hub since September 2023, this allows us to continually review and support provision for PP children (89%-(2023) 91%-(2024) pass rate supports our continued work on this) PhonicsEEF (educationendowmentfoundation.org.uk)	1, 3
SEN Support- Speech and Language and Phonics <i>To continue to improve attainment of all SEN children</i>	To enable many of our PP children with SEN needs we have supported many of these pupils with specific small group and 1:1 early reading support (R/1/2/3) Fresh Start RWI Phonics targeted support at Year 5 Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3
Improving reading and writing across the school <i>To improve skills in writing and reading, especially for our disadvantaged pupils.</i>	Writing and reading, especially for our disadvantaged pupils, is not yet good enough. There is a need for developing key skills and improving the standards for our disadvantaged pupils for whom early language development has been lacking. Coaching for teaching and learning: practical guide for schools (publishing.service.gov.uk)	1,3
Small Class Sizes <i>To ensure high starting points for all of our children in school.</i> <i>Maintaining a 4 class structure</i>	On entry, a high proportion of our reception children are not on track in all areas of the curriculum and start from low baselines. To support our children we have ensured that class sizes remain small and that we have TA support around the most need. Some children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Reducing class size EEF (educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: **£12,841** Cost of adding (3 day a week) TA to the team and training costs For ELSA/Supervision.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting Mental Health and Wellbeing <i>To provide support for our children through our trained ELSA teaching assistant</i>	Some of our children in school are struggling with social and mental issues. We need to support many children including those that are disadvantaged to continue to thrive and enjoy all aspects of school life. This support will be provided via our trained ELSA teaching assistants. EEF SEL Summary of recommendations poster.pdf	2

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

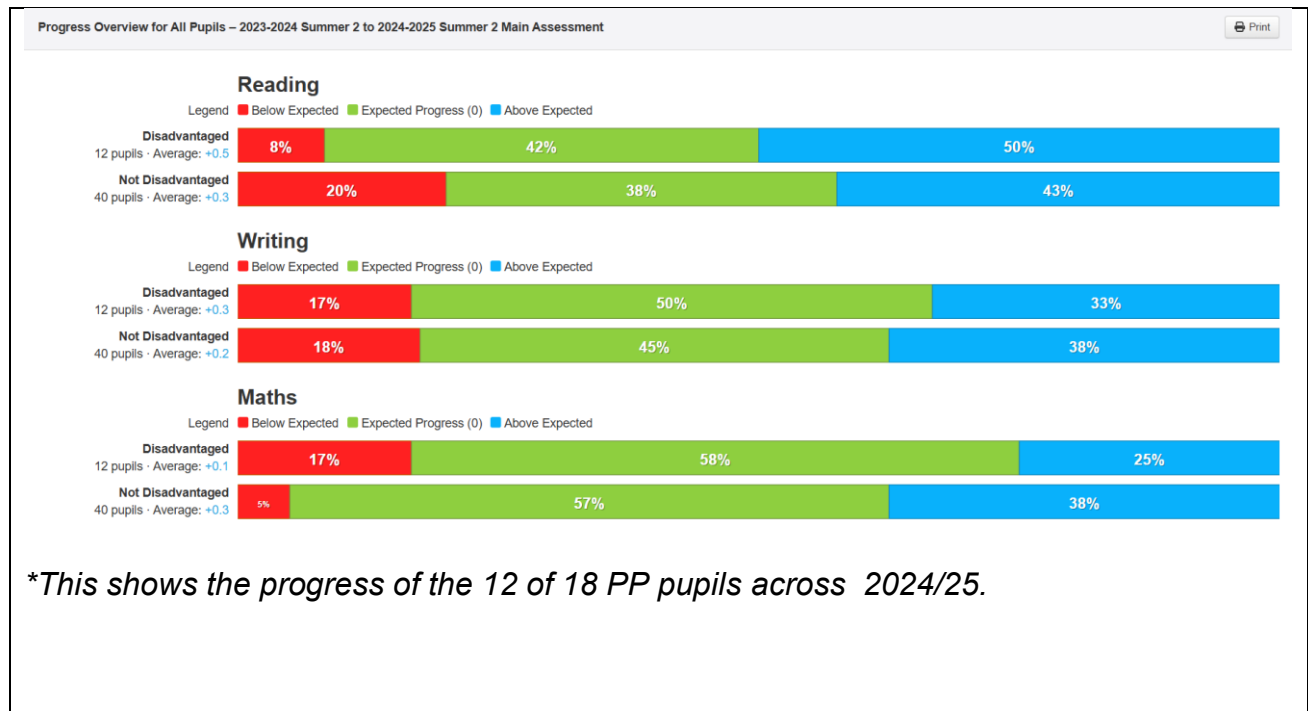
Budgeted cost: **£1500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for clubs, trips, music tuition, sporting events and uniform Further support for all disadvantaged families to ensure children have access to everything they need and are encouraged to develop talents and skills.	Our children will ALL be invited and encouraged to try out different opportunities in the ARTS, music, sports and adventurous activities that they might otherwise not be able to access – all of these aspects contribute to wellbeing, confidence and self-worth which in turn lead to better outcomes. Arts participation EEF (educationendowmentfoundation.org.uk)	1,2,3

Total budgeted cost: £35,341

Part B: Review of the previous academic year 24/25

Outcomes for whole school and for disadvantaged pupils



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Dyslexia screening	Anne Arbor Publishers