

# Pupil premium strategy statement – Shustoke C of E Primary School 2023-26

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school R-6	180
Proportion (%) of pupil premium eligible pupils	15% (28 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	21 <sup>st</sup> December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Michele Wall (Headteacher)
Pupil premium lead	Mrs Emma Davison (SENDCo)
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,490
Ever 6:	£ 41,440
P-LAC	£ 7, 710
Service Children:	£340
Recovery premium funding allocation this academic year	£ 3, 915
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£49,490</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

When making a decision about the use of the Pupil Premium funding, we have considered:

- The context of our community and the challenges faced by this cohort of children.
- The needs (both individual and group) of our pupil premium eligible children – both academic and pastoral. We use assessment data, teacher knowledge and other relevant information to identify needs, barriers and solutions.
- Research papers – including papers from the DfE, the Endowment Education Fund, Sutton Trust etc. – that detail the strategies which have had a positive impact on the attainment and progress of disadvantaged pupils.
- Ofsted / DfE guidance and current national expectations for pupil premium eligible children.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties along with attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing, alongside their peers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not because the challenges are wide and varied and there is not a 'one size fits all' approach to supporting these children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We will ensure that all teaching staff are involved in the delivery of our strategy and in the analysis of data and identification of pupils. Teaching staff will be fully aware of the strengths and areas for development of the children within their individual classes and year group. The Senior Leadership Team will be aware of the strengths and areas for development across the school.

We seek to know our children well through close liaison with our families, to understand their specific barriers and challenges. We will provide pastoral support for both pupils and parents and work with families to support school attendance.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Overall Attainment</b></p> <p>On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. Stamina in writing has reduced.</p>
2	<p><b>Poor spelling ability and fluency in reading</b></p> <p>Assessment, observations and discussions with pupils indicates that disadvantaged children have greater difficulty with phonics, than their peers, which has resulted in lower than expected spelling standards and a negative impact on their development as readers.</p>
3	<p><b>Behaviour/SEMH Needs</b></p> <p>Observations show that several of our disadvantaged children have been impacted by the disruption in education related to the pandemic in regards to their social and emotional development, mental health, self-regulation and readiness to learn. Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. Some children can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.</p>
4	<p><b>Weak language and communication skills</b></p> <p>Assessment, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many</p>

disadvantaged children who experience more speech and language difficulties. This limits the use of vocabulary to communicate with peers and adults and is evident from Reception through to KS2. Some children have limited 'life' experiences beyond their home and immediate community. Some may have limited access to books, libraries and technology

## 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
<ul style="list-style-type: none"> <li>Disadvantaged pupils will make at least expected progress from their individual starting points; those who have 'fallen behind' make accelerated progress towards catching up with their peers.</li> <li>Identified gaps in learning for disadvantaged children are closed swiftly through pupils having appropriate and timely intervention to narrow the gaps in progress and attainment in writing</li> </ul>	<p>End of summer data, will show that 90% of disadvantaged children have made expected progress in Reading.</p> <p>Intervention analysis shows that interventions, including the NTP work, have successfully taken place and had a positive impact on children's stamina for writing: disadvantaged pupils will make at least expected progress from their starting point standards.</p> <p>Accurate assessment and moderation with entry and exit data ensure that all disadvantaged children are closely supported so that they make at least expected progress.</p>
<ul style="list-style-type: none"> <li>Improved oral language skills and vocabulary among disadvantaged pupils</li> </ul>	<p>Wellcome Speech and Language programme used in the Early Years to assess and track S and L from the Autumn term. Programme of intervention and assessment resources available to support in the KS1 and KS2 allowing us to identify and address any gaps.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<ul style="list-style-type: none"> <li>To achieve and sustain improved spelling, particularly in the application within writing, among disadvantaged pupils.</li> <li>To achieve and sustain improved reading fluency and reading attainment among disadvantaged pupils.</li> </ul>	<p>Delivery of high-quality teaching and targeted interventions indicates significantly improved phonics scores for disadvantaged pupils that are in-line with their peers.</p> <p>Implementation of Little Wandle with whole class reading being delivered in sync to ensure high quality teaching of reading takes place, allowing children to achieve fluency and attainment, therefore progress will be in line with their peers.</p>

	Disadvantaged children can read with fluency and comprehension so that reading does not become a barrier to learning. Barriers are reduced to allow disadvantaged children to master the basic skills in reading, writing and maths.
<ul style="list-style-type: none"> <li>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</li> <li>Children with SEMH factors are swiftly identified and targeted support is actioned to remove or reduce barriers to learning.</li> <li>All parents/families are well - equipped to support children with learning at home</li> </ul>	<p>Disadvantaged children make at least expected progress against their targets. They can describe their emotions and therefore, regulate with greater success. They are able to refocus and move to a more positive zone with greater success and more swiftly. There is less disruption to their learning and they are able to form better relationships with their peers.</p> <p>All disadvantaged children make at least expected progress from their starting points. Parents are supported by teachers and leaders to provide appropriate resources to support learning therefore reducing continual barriers.</p>

## 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: £20,957

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="https://www.eef.org.uk/assessment-and-feedback">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a> Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	1, 2, 4

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1</p>
<p>Whole School CPD including: • Restorative Practice Zone of Regulation, Emotion Coaching WalkThrus Behaviour &amp; Relationships Policy – based on Restorative Practice</p>	<p>Adults are able to identify and support SEMH concerns swiftly and liaise with the pastoral lead/SENDCo for additional guidance/support as needed.</p> <p>EEF Research: Metacognition and Self-Regulation</p> <p>There is extensive evidence associating effective SEMH with improved outcomes at school and in later life.</p> <p>EEF Research: Social and Emotional Learning Although we are aware this research has low efficacy, it supports other research. School based training has led to improved outcomes.</p>	<p>3</p>

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

Budgeted cost: £ 18,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across whole school using recovery funding and Pupil premium funding, reviewed through termly 'Pupil Progress Meetings'.</p> <p>Interventions to be carried out by TAs and Teachers accordingly</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. The headline figure of four additional months' progress lies between these figures. EEF research into high quality teaching and best interventions</p> <p><a href="https://www.eef.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4
<p>Children with SEMH needs clearly identified and appropriate support in place.</p>	<p>Children's needs are greater than school can offer and specialist support is required.</p>	3

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

Budgeted cost: £ 9,891

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Wellbeing</b></p> <p>Develop a 'pass system' for children who find break times difficult to access quiet areas or responsibilities in school.</p> <p>Quiet room- dedicated space where children can come and talk to an adult if they need support.</p>	<p>Support from Mental Health Lead Emotion Coaching</p> <p><a href="https://www.tandfonline.com/doi/full/10.1080/02667360601154600?src=recsys">https://www.tandfonline.com/doi/full/10.1080/02667360601154600?src=recsys</a></p>	3
<p>Vulnerable children to be supported through Nurture sessions, positive play sessions, and Lego Therapy sessions.</p>	<p><a href="#">EEF Social and Emotional Learning</a></p>	3

Vulnerable children and/or PP children to be allocated sessions to ensure regular social contact and check ins each week.		
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through each year group planning enriching experiences and activities	Provision of a range of initiatives to extend children's experiences.	1, 2, 3, 4
<b>Attendance</b> Safeguarding lead to ensure that parents are made aware of expected attendance levels when they fall below 90%.  Partnership working with CSAWS	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism.  Education Welfare support to engage with families whose children have poor attendance and punctuality.  School initiative to encourage better attendance: certificates, awards etc.  <a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	3
<b>Behaviour</b> Specialist counsellors needed in some circumstances through early help if necessary	Children need to have their emotional needs met in order to be ready to learn  <a href="#">Prioritise social and emotional learning EEF</a>	

**Total budgeted cost: £49,490**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data at end of KS2 demonstrated that 100% of disadvantaged children made good achieved expected in reading, 86% in writing, 86% GPS and 71% in maths at the end of 2024. This suggest that the performance of disadvantaged pupils has improved compared to the previous academic year in key areas of the curriculum, although the outcomes that we aimed to achieve by the end of the 2023-24 academic year in statutory assessments were not fully realised, particularly in Maths.

There are gaps between how ALL children achieve at the end of the year in all subjects compared to how disadvantaged children do. However, progress from starting points for disadvantaged are generally good, due to early identification and additional support delivered by teachers or well-qualified Learning Support Assistants. All adults have high expectations and ambition for disadvantaged children.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. This data at the end of Key Stage 2 looks less favourable than internal data, however there was an improvement in reading and maths compared to the previous year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils met our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.