

Pupil premium strategy statement

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	Shurdington CE Primary
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	29.7%
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)	2024- 2025 2025-2026 2026-2027
Date this statement was published	1/9/24 (reviewed Sept 26)
Date on which it will be reviewed	Annual review
Statement authorised by	Jon Millin
Pupil premium lead	Jon Millin
Governor / Trustee lead	Kirsty Kitchen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	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	£88,350

Part A: Pupil premium strategy plan

Statement of intent

We are an inclusive school which strives to allow all children to 'be the best they can be, through love'. 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.

Our plan works towards a tiered approach that balances improving quality first teaching, targeted academic support and wider strategies. We have selected a small number of priorities in order to give them the best chance to succeed. These approaches have been selected on the basis of strong external evidence.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of Pupil Premium children is lower than that of other children and has been consistently for the last 5 years.
2	A significant number of our Pupil Premium children have suffered ACES (Adverse Childhood Experiences) including trauma experienced at any age. Between 30 and 40% have 4 or more ACES that we are aware of.
3	57% of our Pupil Premium children are also on the SEND register.
4	Our assessments (including wellbeing survey), observations and discussions with staff, pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Teacher referrals for support (including Child protection/child in need/early help) have increased following the pandemic. 50 pupils plus (at least 30 of whom are disadvantaged) currently receive additional support from our Pastoral Lead with their social and emotional needs.
6	Internal and external assessments indicate that EYFS GLD attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. In 2026 40% achieved GLD with 50% achieving it in 2025 and 25% in 2024.
7	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In 2025 50% of disadvantaged children passed the phonics screening compared to 91% of non-disadvantaged children.
8	Internal and external assessments indicate that maths, reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils especially for those working in greater depth.

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 attendance	We will see sustained high attendance for our disadvantaged pupils and the attendance gap between them and their non-disadvantaged peers will be reduced so that both are above the national average.
Improved oral language skills and vocabulary among disadvantaged pupils.	Pupil voice, monitoring and Voice 21 assessments will demonstrate increased confidence, participation and use of subject-specific vocabulary among disadvantaged pupils.
Tailored interventions for disadvantaged SEN children will show continued progress.	Provision map to show improved scores during the allocated time for intervention.
Improved levels of development for disadvantaged pupils by the end of EYFS.	Increase the proportion of disadvantaged pupils achieving GLD so that attainment is at least in line with national averages over time.
To meet national expectations for phonics screening	Phonics outcomes will show that more than 70% of disadvantaged pupils pass the phonics screening.
Continue to improve Writing, Reading and Maths attainment and progress across the school, including more children working in greater depth, for disadvantaged children.	Disadvantaged children to have progress scores in Writing, Reading and Maths at KS2 in line with national averages at least. They will be in line or above national average for attainment including children working in greater depth.
To achieve and sustain improved wellbeing for all pupils, including disadvantaged children.	Sustained high levels of wellbeing will be demonstrated by: student and parent voice including student and parent surveys and teacher observations, a reduction in referrals for support, a continued high rate of participation in enrichment activities among disadvantaged pupils, increase in attendance and fewer children needing pastoral support.

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure staff are able to receive high quality CPD to further improve quality first teaching with a particular focus of EEF's 5 core principals of: • Explicit instruction • Cognitive and metacognitive strategies • Scaffolding • Flexible grouping • Using technology	DFE and NFER research stated "By comparing more and less successful schools, the study identified seven building blocks for success... 3) Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours." It goes on to say, "More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential." Supporting the attainment of disadvantaged pupils: articulating success and good practice. Research brief November 2015 The EEF's research evidence suggests there is a set of five core principles that can support all pupils, including those with SEND, to support every pupil to succeed academically https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support	1,3,6-8
Enhancing oracy activities across the curriculum using Voice 21. We will fund subject release time to monitor the effects of oracy across the school.	Evidence shows that Oral language interventions, on average, have a high impact on pupil outcomes of 6 months' additional progress. EEF state that training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk)	All
To support the cost of technology for PP children to access learning.	EEF state that technology has the potential to improve assessment and feedback and can be used to provide feedback directly to pupils via programmes or interventions, but in all cases careful implementation and monitoring are necessary. Using Digital Technology to Improve Learning EEF	1,3,6-8

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

Budgeted cost: £ 23,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribute towards costs of ensuring there are quality, well trained Teaching Assistants across the school. TAs will also run early and ongoing additional reading and phonics sessions targeted at disadvantaged pupils who require further phonics support.	EEF research states, "Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key." It goes on to say "Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes" and that it can have 4 months plus impact. Teaching Assistants Toolkit Strand Education Endowment Foundation EEF Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)	1,3,6-8
To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills using Voice 21.	Research shows that oracy interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,3,6-8

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a FT Pastoral Lead to work with PP children and their families. To improve persistent absenteeism rates for	EEF says that, "Parental engagement has a positive impact on average of 4 months' additional progress". EEF Parental Engagement Toolkit Strand Education Endowment Foundation EEF	All

pupils through targeted family support and embedding principles of good practice set out in the DfE's Improving School Attendance advice.		
Subsidise the cost of sporting and after school clubs and support funding for PP children who need to attend breakfast club.	EEF states, "Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year". Clubs that promote arts participation can have a positive impact on academic outcomes in other areas of the curriculum. Arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	1,2,4 and 5
Contribute to OPAL play initiative to improve play across the school.	EEF toolkit states: "There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. Outdoor-adventure-learning Toolkit Strand Education Endowment Foundation EEF	1,2,4 and 5
To support funding for PP children to attend school trips including residential in Y6.		1,2,4 and 5

Total budgeted cost: £ 88,350

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 2025 to 2026 academic year.

25/26 intended outcomes:

- **Improved oral language skills and vocabulary among disadvantaged pupils.**
- **Tailored interventions for disadvantaged SEN children will show continued progress.**
- **Improved levels of development for disadvantaged pupils by the end of EYFS.**
- **To meet national expectations for phonics screening**
- **Continue to improve Writing, Reading and Maths attainment and progress across the school, including more children working in greater depth, for disadvantaged children.**

Attainment data for 25/26 PP children:

EYFS (5 PP chn) 40% (2/5)

PP children in Y1 (6 children) Phonics 50% (3/6)

PP children in Y2 (5 children) Phonics 100%

Despite improvements, disadvantaged pupils remain below national averages and phonics therefore remains a key focus moving forward.

KS2 Attainment for PP chn (11 chn):

- Reading: 55% (6/11) EXS with 27% working in GD (3/11)
- Writing: 73% (8/11) at EXS with 9% working in GD (1/11)
- Maths: 82% (9/11) at EXS with 18% working in GD (2/11)

Regular monitoring of our vulnerable list (including ACES) enables all staff to be involved in supporting the needs of individual children as well as applying specific programmes of support.

Half-termly review meetings with teachers to specifically discuss and track PP children continue and support/interventions are put in place when necessary. Interventions are reviewed each term to ensure progress is made in all areas including academic and emotional well-being.

All PP children are heard to read in school daily. A range of external volunteers support this.

All PP children given range of opportunities to improve oracy. Y4 PP children performed at Chelt Town Hall whilst Y5 and 6 PP pupils all took part in KS2 performance.

25/26 intended outcomes:

- **Improved attendance**

Attendance for disadvantaged children has continued to improve and was 93.8% last year compared to 93% in 24/25 and 92% 23/24. There is still gap between them and children who are not FSM, which was currently 96.6% and the Primary School National attendance of 96.3%. While attendance continues to improve year on year, the gap to non-disadvantaged pupils remains significant and therefore attendance continues to be a priority within this strategy.

25/26 intended outcomes:

- **To achieve and sustain improved wellbeing for all pupils, including disadvantaged children.**

All PP children have attended available trips across the school and all Y6 PP pupils attended the residential.

PP chn in Years 1 and 5 took part in the Feet First Dance Festival in the town hall whilst Y4 PP children performed at the Performing Arts Festival.

88.89% Disadvantaged children have attended at least one club (which is above % for all children) and 46.3% attended at least one sports club.

100% of children attended a festival this year and 38.90% of disadvantaged children have attended at least one sports festival. 22.22% of disadvantaged children have attended at least one competitive sports fixture (which is above % for all children) .

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
Edusuite	School Support Solutions

Essential Letters and Sounds	Oxford University Press
OPAL Play	OPAL Play