



Pupil premium strategy statement 2024-2025

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	Shrivenham CofE Primary
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Cora Williams
Pupil premium lead	Anne-Marie Devereux
Governor / Trustee lead	Di Sheldon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 41,050 Including Service Pupil Premium £47,170
Recovery premium funding allocation this academic year	£0
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	£41,050

Part A: Pupil premium strategy plan

Statement of intent

Purpose

This document contains Shrivenham CofE Primary school 's 'Statement of Pupil Premium Principles'. These Principles should be followed across our school. This statement must be used to assist school in drawing up a school's Pupil Premium policy.

The production and implementation of a school's Pupil Premium policy is the responsibility of the Headteacher of each member school and the Local Governing Body.

Overriding Aim

Although a school Pupil Premium policy has many purposes, for example the effective social integration of Pupil Premium pupils, the overriding aim must be the promotion of learning. To this end a core objective of the policy is:

The school must develop a climate where the core priority is one of learning and achievement, where no pupil is hindered from reaching their full potential because of their Pupil Premium status.

Using the Education Endowment Foundation Pupil Premium Guide the school takes a tiered approach to Pupil Premium spending.

Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support

Values, Beliefs and Principles

All members of the school community (Pupils, staff, parents/carers and governors) should show an awareness and understanding of the needs of pupils in receipt of Pupil Premium funding.

At Shrivenham Primary school, we strive to ensure that all students are provided with the opportunities and resources required to support them in making progress throughout their education. Our Pupil Premium Strategy aims to ensure that students are provided with educational experiences that enrich their learning and develop their cultural capital. We also seek to ensure that pupils are provided with opportunities to support their academic progress and outcomes, throughout their time at our school.

We believe-

- The excellent collection, analysis and use of data relating to pupils receiving funding is paramount.
- Quality teaching with an understanding of individual pupil needs is the key to good achievement.
- We identify the main barriers to learning for Pupil Premium eligible pupils swiftly.
- Frequent monitoring of the progress of every pupil premium eligible pupil ensures they reach their academic potential.
- The engagement of parents and carers in the education and progress of their child ensures positive relationships.
- Good attendance for all Pupil Premium pupils is a school priority.

- Effective training for any chosen strategies in supporting those with Pupil Premium funding is key to maximising achievement.
- Staff at our school have a clear understanding of the importance of the Pupil Premium agenda and convey positive messages to pupil premium eligible pupils. Where appropriate, performance management and training is used to reinforce.

Expectations

Pupils entitled to the Pupil Premium will receive support in a variety of ways throughout their time at our school. This support is designed to both enhance their sense of cultural capital and to provide the foundations for outstanding learning experiences which help develop their academic progress. Expectations are as follows-

- Set ambitions for what we want our school to achieve with the funding.
- Analyse barriers for learning for Pupil premium pupils.
- Set desired outcomes specific to their school and rigorously evaluate their effectiveness.
- Audit spending thoroughly.
- Monitor pupil premium achievement regularly by ensuring they are a focus group.
- Provide effective training for staff members in the support of Pupil Premium pupils.
- Ensure pupils who are receiving the funding are getting a free school meal every day.
- Offer financial support if needed for uniform, PE kit, the cost of educational trips, resources and relevant qualifications.
- Work collaboratively to ensure a smooth transition from primary to secondary school through visits and the effective communication of specific needs and barriers.
- Implement the use of a 'Pupil Premium passport' to record strengths, barriers to learning, targets and celebrate achievements.
- Offer additional experiences in the form of extra- curricular clubs to fully promote cultural capital.

The Sutton Trust 'Toolkit of Strategies to Improve Learning (Summary for schools spending the Pupil Premium)' states that 'Investing for better learning, or spending so as to improve learning, is therefore not easy, particularly when the specific aim is to support disadvantaged learners whose educational trajectories are harder to influence. Much depends on the context, the school, the teachers (their levels of knowledge and experience), the learners (their level of attainment and their social background) and the educational outcomes that you want to improve (knowledge, skills or dispositions).'

This statement showed the difficulty in judging impact on overall learning for 'disadvantaged learners' but the toolkit gave indications of the most effective and best value strategies. The following strategies fulfilled the need to show the most impact and maximise the funding allocation.

Effective feedback

Black and Wiliam (1998), in developing Assessment for Learning (AfL), emphasised the use of feedback to close the gap on current performance relative to a desired goal or outcome, and highlighted the importance of the student in identifying the gap and acting on the information Average Impact: +9 months

Strength of research: 3

(Higgins, Kokotsaki and Coe 2011)

Meta-cognition and self-regulation strategies

Meta-cognitive strategies are teaching approaches which make learners' thinking about learning more explicit in the classroom. This is usually through teaching pupils various strategies to plan, monitor and evaluate their own learning and it is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion.

Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. These approaches tend to have a consistent beneficial impact on learning outcomes both in terms of cognitive measures as well as curriculum outcomes.

Average Impact: +8 months

Strength of research: 4

Quality of teaching, learning and assessment

The quality of teaching, learning and assessment to be good or outstanding with a focus on reading and vocabulary – learning to read, reading to learn. The school's thoughtful and wide-ranging cross curricular broad and rich curriculum and pupils' spiritual, moral, social and cultural development, physical well-being enables pupils to exceed and thrive. The school's curriculum is coherently planned and sequenced so that it is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.

Challenges

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

Challenge number	Detail of challenge
1	Children need additional support in reading, writing and maths, along with developing confidence and resilience in learning approaches.
2	Ensuring attendance of our PP children is in line with non PPG children.
3	Managing challenging behaviour and emotional feelings, such as stress, anxiety and mental health concerns.
4	Access to a wide range of activities both in and out of school to enhance their personal development and cultural capital.
5	Lack of engagement and reading for pleasure outside of school, along with poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading).
6	Reduced opportunity for wider social interaction and access to services such as Speech and Language, has resulted in reduced/delayed oracy development in Early Year's and Key Stage One.
7	Children's vocabulary and experiences are limited and therefore this hinders their writing and vocabulary development.

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
To close the increasing gap between our PP children and our non-PP children in reading, writing, maths and phonics by providing additional provision to support their learning.	Disadvantaged PP pupils make good progress to diminish the attainment gap in each year group. PP children make rapid and sustained progress Increase % of children passing the phonics screening Increase in % of PP children achieving expected in reading, writing and maths,
PP children feel they are well supported around mental health and well-being.	Attitudes to learning and school are improved
The transition of disadvantaged PP pupils between year groups and secondary settings is robust and ensures progress is continuous.	Pupil Premium passports are well established. Pupils are having the opportunity to share and collate work they are proud of. Additional transition opportunities are well established.
Pupil Premium pupils are being offered additional curriculum opportunities and cultural capital is a priority.	All pupils are taking part in bespoke curriculum days that offer additional experiences. All pupils are taking part in an extra- curricular provision School trips, including residential trips are financially supported.
Attendance for disadvantaged pupils.	Disadvantaged PP pupils attendance at school is in line with all other pupils. 96% regular attendance for the group.
Pupils and staff work together in a relational approach to understand and express the ethos of nurture and restorative practice.	Adults interact with children in a nurturing and relational way. There are strategies to support challenging behaviours in a therapeutic way. Adults will have a better understanding of the reasons behind behaviour and targeted support will be in place for children who require additional support. Pastoral support will be in place for the children who require this.
To develop early oracy to enable PP children to fully access the curriculum and develop the skills to support their social and emotional progress.	Children will undertake tailored oracy provision to diminish the gap with their peers, leading to achievement in Early Learning Goal for Speaking and Listening.

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for all staff</i></p> <p>Ensure all staff have quality training</p> <p>Ensuring enough time is given over to allow for staff professional development</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1635355217</p> <ul style="list-style-type: none"> • The National College subscription for all staff to access online courses for the year • NPQs for relevant staff • Little Wandle (phonics) training for all staff • Wellcomm Early Language Intervention (TA training) • Supporting Early Language Development • Coaching support in school • Adaptive teaching • DFE hub attendance and engagement • PACE training 	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p>

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

Budgeted cost: £15425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs providing quality provision for communication and language.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>EEF, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p>

	<p>Overall, studies of oral language interventions consistently show positive impact on learning All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p> <p>Communication and Language Support</p>	
<p><i>1:1 or small group intervention (maths, phonics, reading)</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Release time for teachers or highly-skilled TAs to provide small group booster sessions</p> <p>Timestable Rockstars</p> <p>Testbase</p> <p>Widgit</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p>
<p>Promote a reading culture.</p> <p>Specific reading intervention – (phonics in KS1 & Project X in KS2)</p> <p>Ensure children have access to wide range of vocabulary through quality text linked with extending developing life experiences.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Many of the approaches can be usefully combined with collaborative learning techniques and Phonics to develop reading skills.</p> <p>The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>TA delivering Project X (Y2-Y4) 3x per week</p> <p>Dyslexia Gold Intervention</p> <p>Little Wandle reading sessions</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

To provide targeted structured interventions for phonics.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
		2
		3
		5
		6

Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.

Phonics interventions in Year 1 and 2 in addition to identified children having 1:1 and group phonics in KS2 to ensure the gap closes.

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

Budgeted cost: **£39, 150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time Pastoral support will provide support for families and children regarding their social and emotional needs.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
		2
		3
		4

EEF On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.

Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.

Pastoral support in school 3 days per week and 5 afternoons per week to support with SEL skills, mental health and wellbeing.

Lunchtime support to support physical activity	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Pupils are less active outside of school. Pupils also require skills to be independent and understand how to facilitate learning and physical activity. TAs to run activities at lunchtime	2 3 4
SLT/Pastoral Support to meet with parents, offering support and addressing poor attendance	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Parental engagement has a positive impact on progress and it is crucial to avoid widening the gap. Practical strategies with tips, support and resources are more beneficial to pupil outcomes. Create opportunities for parents to engage in school with pupils. Ongoing dialogue with parents will help to address absence. SLT/Pastoral Lead to support families through workshops in school, opportunities for parents to engage in lessons in school and time for meetings to support attendance.	2 3
Supporting with meta-cognition and self-regulation.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Meta-cognitive strategies are teaching approaches which make learners' thinking about learning more explicit in the classroom. This is usually through teaching pupils various strategies to plan, monitor and evaluate their own learning and it is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion. Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. These approaches tend to have a consistent beneficial impact on learning outcomes both in terms of cognitive measures as well as curriculum outcomes.	1 2 3
Free School Meals provided	Government funded initiative for all free school meal children	1 2 3

<p>Re-establish clubs to target specific enrichment opportunities</p> <p>Trips and experiences to engage pupils and encourage attendance.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>To impact positively on pupil welfare, meeting social and emotional needs.</p> <p>After school club places prioritised for PPG children.</p> <p>Funding for PPG pupils to attend trips, enrichment opportunities and residential.</p> <p>Funding for 2 x school trips per year</p> <p>Funding to pay for deposit for residential trip in Years 5 and 6</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

Total budgeted cost: £57575

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 2023 to 2024 academic year.

Data Outcomes 2023 - 2024

GLD Reception	33% (6 children)
Y1 Phonics	50% (2 children)
Y2 Phonics Re-take	0% (1 child on the SEN register)
KS1	Maths 25% Reading 25% Writing 0% (4 children, 2 on the SEN register)
KS2 Maths Reading Writing Combined	66.6% 66.6% 66.6% 66.6% (3 children, 1 on the SEN register)

Summary of actions taken:

- * Targeted support for pupils – booster sessions for Y6 pupils, daily phonics intervention in KS1.
- * Additional lunchtime supervisor employed to support behaviour and wellbeing at lunchtime.
- * Access to the Educational Psychologist and play therapist
- * Increased pastoral support for pupils throughout the year from pastoral lead and trained TAs.
- * Financial support continued to be offered for trips and residential
- * CPD for staff – phonics, maths, specific interventions such as Project X, Little Wandle Phonics and Autism Champions.
- * Positive transition for all year groups including Y6 to secondary school and children who transition in and out of school at other points.

