CAMBRIAN

Nurturing Growth - Inspiring Minds

Shrivenham CE Primary School

Pupil Premium Policy

This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

Document Control			
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In this document:

'The Trust', We' and 'Our' refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e. lives with and looks after the child/young person)

1. Introduction

'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.' Sutton Trust, 2014.

The Pupil Premium Grant is additional funding allocated to schools by means of a specific grant, based on the number of pupils in the school who are registered as eligible for 'Free School Meals', or have been recorded as eligible in the past 6 years (known as 'Ever 6 FSM').

Schools receive additional funding for children looked after by Local Authorities (previously referred to as looked-after children) and children previously looked after by a local authority or other state care (previously looked-after children).

In addition, a grant also provides additional funding for schools for pupils who have parents currently serving in the armed forces, or have served in the last 6 years, this is known as Service Pupil Premium (SPP).

The Pupil Premium is additional to main school funding, and it will be used to address and minimise any underlying inequalities between children eligible and those who are not eligible for the Pupil Premium.

'The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress'.

The EEF Guide to the Pupil Premium

2. Aims of the Pupil Premium Policy

- To improve the academic achievement of pupils who are eligible for Free School Meals; those who are cared for (looked-after children) and those who have parents currently serving in the Armed Forces

- To reduce the gap in the achievement of eligible pupils and their peers
- To provide additional resources, particularly in English and Maths, to ensure that eligible pupils have targeted support aimed at improving their achievement
- To promote progression of eligible pupils into Further/ Higher Education
- To promote the development of personal and social skills in eligible pupils
- To support the vision and values of the Trust and its schools

The policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school communities for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in the performance tables published annually on a national level which capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Through this policy, each Trust school will develop and publish their Pupil Premium strategy detailing specific information on their funding allocation; the challenges facing their communities; their spending plans and an impact evaluation of the previous year's spending.

3. Legislation and Guidance

This policy is based on the 'Pupil Premium: allocations and conditions of grant 2023-2024' document, published by the Education and Skills Funding Agency. It is also based upon the overview published by the Department for Education (DfE); the 'Using pupil premium: guidance for school leaders' document (March 2023) and the 'Service Pupil Premium' guidance.

4. Decisions around the use of the Pupil Premium grant

The Trust is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to Trust schools is used solely for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by each school and each Local Governing Committee (LGC).
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identification of their social and emotional needs and the provision, where necessary, of appropriate intervention.
- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

The Trust recognises that not all pupils who are eligible for Pupil Premium are underachieving, while also recognising that some pupils may be underachieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, wherever under achievement is evident.

Trust schools must publish their Pupil Premium strategy statement on the school's use of the Pupil Premium in each academic year on their school website, in line with the DfE's guidance for school leaders on using the Pupil Premium and using the templates provided by the DfE (and shown in Appendix 2). This strategy statement must be published by 31st December each year.

Trust schools must ensure their use of the Pupil Premium and spending activities align with the DfE's 'menu of approaches (Appendix 1)' and show how the spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF).

Trust schools must ensure the use of the Pupil Premium funding aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE states a school's activities must be those that:

- Support high quality of teaching, for example through staff professional development.
- Provide targeted academic support, such as tutoring; and
- Address wider strategies to tackle non-academic barriers to success, such as attendance, behaviour and social and emotional support.

Further guidance for schools can be found on pages 7 and 8 of the DfE's guidance for school leaders on using the pupil premium for details.

Trust school Pupil Premium strategy statements are available on individual school websites.

Service Pupil Premium

Service Pupil Premium: what you need to know - GOV.UK helps schools provide mainly pastoral support for service children. Whereas Pupil Premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups.

5. Roles and Responsibilities

5.1. The Trustees

The Trustees have overall responsibility for approving this policy and reviewing its effectiveness.

5.2. The Local Governing Committee (LGC)

The LGC is responsible for:

- Holding the head of school to account for the implementation of this policy and the Pupil Premium strategy.
- Ensuring the school is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant.
- Monitoring the attainment and progress of pupils eligible for Pupil Premium, in conjunction with the head of school, to assess the impact and effectiveness of the school's use of the funding.
- Monitoring whether the school is ensuring value for money in its use of the Pupil Premium.
- Challenging the head of school to use the Pupil Premium in the most effective way.

- Setting the school's ethos and values around supporting disadvantaged members of the school community.

5.3. Head of school and senior leadership team

The head of school and senior leadership team are responsible for:

- Reading and enacting this policy - keeping their school strategy up to date and ensuring that it is implemented across the school.
- Promoting a sense of belonging and building positive relationships.
- Encouraging aspiration of all pupils, including those who are disadvantaged.
- Planning a curriculum which enhances the lives of disadvantaged pupils.
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces.
- Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.
- Monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of the school's use of the funding.
- Reporting on the impact of Pupil Premium spending to the local governing body on an ongoing basis.
- Publishing the Pupil Premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's guidance on using the Pupil Premium and using the templates on the DfE website.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

5.4. Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis.
- Setting high expectations for all pupils, including those eligible for the Pupil Premium.
- Identifying pupils whose attainment is not improving in response to interventions funded by the Pupil Premium and highlighting these individuals to the senior leadership team.
- Sharing insights into effective practice with other school staff.

6. Monitoring and Reviewing the Policy

Trust schools recognise the importance of context so will evaluate their strategies in relation to the Pupil Premium, on a termly basis. This will enable new strategies to be assessed robustly to ensure approaches used are having the desired impact in narrowing the gaps. Timely adjustments can then be made if particular strategies are not effective.

Through their own Pupil Premium strategy statement, each school will undertake an end of year review to assess the ongoing impact of their chosen Pupil Premium strategies. This will also include a judgement as to how well and effectively the premium allocation is being used. This evaluation will be shared with the LGB and once approved, will be published on the school website.

This policy will be reviewed on an annual basis and approved by the Trust Board. Adjustments will be made to the policy, accordingly, taking into consideration the impact schools have shown on narrowing the gaps. The policy review will also take into consideration any changes to the level of funding that becomes available under the Pupil Premium Grant.

7. Links with other Policies

This policy is linked to:

- The Teaching and Learning Policy of each Trust school
- Special Educational Needs & Disabilities (SEND) and Inclusion Policy
- Equality, Diversity and Inclusion Policy

This policy is written with reference to, and should be read in conjunction with, the Pupil Premium Strategy Statement for each school, and the following:

- Pupil Premium guidance from the DfE, Ofsted and the ESFA
- Education Endowment Foundation Tool Kit
- Unseen Children: Access and Achievement 20 years on, Ofsted
- The Pupil Premium: Analysis and challenge tools for schools
- School Inspection Handbook, Ofsted

8. Communications of Policy

This policy must be made available on the Trust and all school websites.

Appendix A: Menu of Approaches

Menu of approaches

In line with the conditions of grant, any activity that you fund using pupil premium must fall under an approach listed in the table below.

When selecting approaches from the menu, you should also consider how you are using the funding to support:

- Effective identification of pupil needs, for example through diagnostic assessment
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

3 tiers	Approaches that you could implement
High-quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP)*
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance, including approaches outlined in the working together to improve school attendance guidance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Extended school time, including for summer schools
	Breakfast clubs and meal provision
	Communicating with and supporting parents

Appendix B: Pupil Premium Strategy Statement

Pupil Premium Strategy Statement

Shrivenham CE Primary School

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	250
Proportion (%) of pupil premium eligible pupils	18%
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	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Jude Scutt
Pupil premium lead	Joseph Robins
Governor / Trustee lead	Di Sheldon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,340
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*	£62,340

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 each member school and the Local Governing Body.
We believe every child has the potential to succeed, no matter their background or circumstances. Inspired by our vision of *"All things are possible for one who believes,"* we are committed to providing equitable access to high-quality learning, targeted support, and opportunities that nurture each pupil's academic and personal excellence from the very start of their education.
Our core intent in the use of Pupil Premium funding is to ensure that every child, regardless of background or disadvantage, has access to consistently high-quality teaching that enables them to thrive academically and personally. We believe that the most effective way to close attainment gaps is through excellent classroom practice, where teaching is adaptive, inclusive, and ambitious for all learners.

Our Principles

- **Excellence in Teaching First**: We prioritise investment in professional development, coaching, and evidence-based strategies to strengthen teaching across all subjects.
- **Equity and Inclusion**: Lessons are designed to meet the needs of disadvantaged pupils, ensuring they are challenged, supported, and engaged in their learning.
- **Consistency Across the Curriculum**: High-quality teaching is embedded in every classroom, with clear expectations for planning, delivery, and assessment.
- **Research-Led Practice**: Our approach is guided by the Education Endowment Foundation (EEF) and other trusted research, ensuring that strategies are proven to have impact.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is lower than non-disadvantaged pupils.
2	Our internal tracking of phonics indicates that most disadvantaged children need additional support to accelerate progress in phonics.
3	There are a high proportion of disadvantaged children who have additional SEND needs.

4	We have identified that most of our disadvantaged pupils have lower self-esteem, reduced resilience and/or difficulties with behaviour.
5	Our attendance data indicates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils.

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
Disadvantaged pupils make accelerated progress in reading, writing and mathematics so that the attainment gap between them and their non-disadvantaged peers is significantly reduced.	• Sustained progress across all strands of the mathematics and English curriculum. • Children receive HQT (and when needed interventions) to close the gap between them and their peers • Outcomes in line with, or exceeding, national expectations for their age group
Assessment of phonics indicates that disadvanatged children have good phonics knowledge and the gap between them and their peers is reducing	• PP children pass phonics check in line with national outcomes • Children apply phonics to wider reading opportunities across the curriculum and in their written work
Ensure that our disadvantaged children with additional SEND needs are appropriately supported academically and pastorally.	• Pupils receive timely and appropriate academic interventions to close gaps. • Pupils receive effective pastoral support. • Parents engage in events to work with the school to support their children's needs.
Disadvantaged pupils develop greater self-esteem, resilience, and positive behaviour so that they are able to fully engage with learning and achieve in line with their peers.	• Increased confidence in their own abilities and contributions. • Improved resilience when faced with academic and personal challenges. • Positive attitudes towards learning and school life. • Reduced behaviour incidents and greater readiness to learn. • Stronger attainment outcomes as a result of improved attendance, engagement and wellbeing.

Disadvantaged pupils attend school regularly and punctually so that they can fully access high-quality teaching and enrichment opportunities.	• Improved attendance rates that are in line with, or exceeding, those of their non-disadvantaged peers. • Reduced levels of persistent absence. • Greater engagement with learning as a result of consistent school attendance. • Stronger attainment outcomes linked to improved access to teaching and curriculum

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: £ 31790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	The EEF's Maximising Learning states that 'The best available evidence indicates that greater teaching is the most important lever schools have to improve pupil attainment.' By ensuring that all our teachers receive support in their teaching and the right, targeted CPD will help them to deliver high-quality teaching. https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/1-high-qualityteaching	1,2
Curriculum review and development of task design and implementation of oracy across the foundation subjects	The EEF's Teaching and Learning Toolkit – Evidence for Literacy states that 'Language is especially important in the Early Years and it continues to be important to be important through primary and secondary education'. By providing CPD tailored to suit the needs of our staff and pupils in Oracy, we can provide the tools for teachers to provide high-quality teaching in the use of oral skills within the classroom environment and further. https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-through-collaborative-talk&utm_source=/early-years/evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_searchh&search_term	1,2
Enhancement of our maths teaching and curriculum	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: Mathematics guidance: key stages 1 and 2	1

planning in line with DfE and EEF guidance. 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).	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Coaching in Little Wandle. Phonics sessions. We will fund the Reading leader release time.	Coaching has been shown to improve the quality of Phonics teaching. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and writing, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	2
Scarf scheme and portal	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-self	1,3
Internal CPD in writing and reading Moderation of writing to increase staff knowledge of expectations by end of year.	Provide teachers with effective tools and strategies to sustain high quality teaching in writing and maths. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	3
Embedding whole class teaching principles ,using Walkthrus, to ensure all children including disadvantaged children are actively involved.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment, particularly the most disadvantaged. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2
Develop a purposeful EYFS provision to close gaps from starting points with support from EYFS consultant.	Strong foundations https://educationendowmentfoundation.org.uk/early-years/its-called-the-foundation-stage-for-a-reason-the-crucial-importance-of-the-early-years https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school	2

Closing the attainment gap and helping every child reach their potential using questioning skills to develop Oracy, metacognition, critical thinking, and self-regulation in a collaborative classroom	The National Thinking Classrooms Programme Education Endowment Foundation (EEF) findings showing that strategies targeting metacognition, self-regulation, and collaborative learning yield notable academic and oracy gains. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1,2, 3, 4

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	2
Targeted intervention groups in Writing and Maths.	Additional groups in writing and Maths for pre-teaching and to consolidate learning, have been shown to support accelerated progress in writing and maths. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions	1
Training for Wellcomm intervention for disadvantaged pupils who have relatively weak spoken language skills.	Oral language 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 | Teaching and Learning Toolkit | EEF	1,2

Reading book scheme for children moving from phonics to fluency	"A fluent reading style can support comprehension because pupils' limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension." EEF Improving Literacy in Key Stage 2 https://researchschool.org.uk/pinnacle-learning/news/reflections-on-the-key-stage-2-reading-fluency-trial	

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

Budgeted cost: £10550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral sessions for disadvantaged pupils.	Social and Emotional Learning 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4,5
Targeted disadvantaged pupils to take part in enrichment activities	Those children in school that are disadvantaged have access to less opportunities outside of school and therefore can benefit from targeting them to take part in school enrichment activities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4,5
Attendance Lead and HSLW working with families to understand context and improve attendance.	This approach allows the school to focus on the small number of families that may need support with their children's attendance, and develop strategies with the family. Research shows that there is a strong correlation between attendance and academic achievement. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	5

Total budgeted cost: £62,340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data outcomes 2025-2026

GLD Reception	**4 children** **50% achieved GLD**
Y1 Phonics	**9 children** **33% achieved Phonics**
Y2 Phonics Re-take	**2 children** **50% achieved phonics**
Year 2	**5children** **Maths 40%** **Reading 20%** **Writing 40%**
KS2 **Maths** **Reading** **Writing** **Combined**	**4 Children** **50%** **100%** **50%** **50%**

Summary of actions taken:

* Targeted support for pupils – booster sessions for Y6 pupils, daily phonics intervention in Reception and KS1.
* Increased pastoral support for pupils throughout the year from pastoral lead
* Financial support continued to be offered for trips and residential
* CPD for staff – phonics, maths, specific interventions
* Attendance meetings with identified families
* Increase in HSLW hours
* Adaptive teaching implemented into every classroom to support scaffolding and children to reach their potential
* Financial barriers removed to enable children to access wider opportunities in school to feel a sense of belonging
* More enrichment opportunities available
* Wellcomm intervention

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
N/A	