

Shipham C of E First School - 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|-------------------------------------------------------------------------|----------------------------------------------|
| Number of pupils in school | 59 |
| Proportion (%) of pupil premium eligible pupils | 3% |
| Academic year/years that our current pupil premium strategy plan covers | 2025/26 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Sarah Netto, Headteacher |
| Pupil premium lead | Sarah Netto |
| Governor / Trustee lead | Thea Oliver, Local Partner for Pupil Premium |

Funding overview

| Detail | Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £3913.75 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £3913.75 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important for us to consider the context of the school, and the subsequent challenges faced. Research conducted by EEF is then be used to support decisions around the usefulness of different strategies and their value for money.

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 and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At Shipham First School, 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first 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.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

At Shipham C of E First School:

- We have a whole school ethos of aspiration and attainment for all pupils and encourage all staff to convey positive and optimistic messages to our disadvantaged pupils.

- We have high expectations of everyone, from everyone and avoid stereotyping disadvantaged pupils as all facing the same barriers to learning or having less potential to succeed.
- We promote the power of positive, growth mindsets in our disadvantaged pupils to help inspire them to see and strive to meet their full potential.
- We focus on the quality of teaching and learning to meet the needs of all our pupils.
- We ensure that personalised provision is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met.
- We utilise evidence (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming the barriers to learning.
- We deploy staff effectively to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning.
- Our teachers and leaders collect, analyse and use data to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.
- Every effort is made to engage and empower parents and carers in the education and progress of their child.
- We believe in creating opportunities for our Pupil Premium-eligible children through extra-curricular activities and additional classroom or school-wide roles and responsibilities to promote a sense of belonging and connectedness in our school.
- We aim to instil an enduring passion for learning in all our pupils by providing a strong grounding in English and mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum.

Challenges

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

| Challenge number | Detail of challenge |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Quality of Education | Attainment We wish to narrow (or eradicate) the attainment gap to ensure children receive a GLD at the end of the EYFS and pass their MTC in year 4. |

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| 2 Leadership and Managem ent | Attendance We want to strive to ensure attendance is at least in line with national expectations. |
| 3 Behaviour and Attitudes | Learning Behaviours We wish to build stamina and resilience whilst fostering aspiration and wellbeing. |
| 4. Personal Developme nt | Cultural Capital Shipham is a rural Somerset school, with most pupils coming from the village itself or surrounding villages. We wish to ensure our disadvantaged learners have exposure to a variety of different cultures, beliefs, experiences, viewpoints and opportunities, that would otherwise be out of reach. Therefore, the school's 'gift' is to ensure all learners, including our most disadvantaged, experience a rich, varied and inspirational school offer. |

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 |
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| Improved attainment among disadvantaged pupils. | <p>PP outcomes show that all pupils make good progress from their starting points.</p> <p>Regular moderation is carried out within school and the WLT.</p> <p>The PP children in Year 1 to pass the phonics screening check.</p> |
| Improved attendance for PP and disadvantaged children. | <p>Attendance of the PP pupils is equal to that of non-PP pupils. The target for the school this year is 95%.</p> <p>Greater awareness and understanding of the improving attendance agenda by the school community.</p> <p>Parents evenings and newsletters to include updates on attendance and to remind of expectations.</p> |

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| | Less requests are made for term-time leave, due to a greater understanding of the impact absence has on a pupil's attainment. |
| PP children develop their social skills, confidence and self-esteem enabling children to have positive attitudes towards school and their learning. | <p>Personalised targets are met by the end of the year.</p> <p>Pupil and parent survey results show that all pupils feel safe and happy coming into school; feel well supported; and have positive relationships with staff and peers.</p> <p>ELSA support is accessed, where appropriate.</p> |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Quality First Teaching

Budgeted cost: £2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Build strong relationships in class (pastoral care), eliminating unconscious bias, establishing individual pupil interests, welcoming pupils positively every morning. | <p>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 and relationships with peers). Professional, personal and an effective relationship built between staff member and PP child to listen to their needs, provide encouragement and advice.</p> <p>EEF Social and Emotional Learning - supporting the attainment of disadvantaged pupils.</p> | 1, 3 |
| | Education Endowment Foundation indicates effective feedback (verbal or written) can make gains of 8 months | 1 |

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| | <p>progress for a pupil and will enable children to articulate their successes and next steps clearly, drawing upon their metacognition skills to find pathways of success.</p> <p>EEF Feedback - Supporting the attainment of disadvantaged pupils DfE</p> | |
| <p>Use standardized diagnostic assessments (eg. RBA, Phonics, NCETM assessments) and rich questioning.</p> <p>Train staff to ensure assessments are interpreted and administered correctly.</p> | <p>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.</p> <p>Supporting the attainment of disadvantaged pupils DfE</p> | 1 |

Targeted academic support

Budgeted cost: £1,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Use Phonics/Reading intervention programs to improve phonetical knowledge and understanding/ fluency in reading for pupils who are falling significantly behind the expected standard for their age phase.</p> <p>Immediate phonics intervention sessions targeted at pupils who require further phonics support following daily SSP sessions.</p> | <p>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.</p> <p>EEF phonics</p> | 1 |
| <p>Use standardized diagnostic assessments</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each</p> | 1 |

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| (including weekly times tables practice) and rich questioning. Train staff to ensure assessments are interpreted and administered correctly. | pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF assessment | |
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Wider strategies

Budgeted cost: £913.75

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| ELSA timetabled sessions. | <p>ELSAs can help support children with a wide variety of social and communication needs. Sessions can boost self-esteem and remove barriers to learning.</p> <p>Feedback from schools across the UK has shown that the introduction of ELSAs has made a significant, positive impact on the emotional wellbeing of children and their ability to manage better at school – socially, emotionally and academically.</p> <p>EEF Social and Emotional Learning</p> | 3, 4 |
| Extended School Funding for afterschool provision and extra-curricular provision (inc. music tuition) | <p>Social and emotional development opportunities help lead to improved self-esteem and general well-being.</p> <p>Children have positive experiences at school that promote healthy lifestyles and well-being.</p> <p>Children are not disadvantaged due to the cost of opportunities</p> <p>EEF Arts Participation Impact</p> | 3, 4 |
| Forest School provision. | The benefits of the outdoor classroom are clear. Teachers note improved | 3 |

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| | <p>relationships with pupils and in their personal development.</p> <p>Dillon et al, 2005, Engaging and Learning with the Outdoors: The Final Report of the Outdoor Classroom in a Rural Context Action Research Project, Reading, NFER.</p> | |
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Total budgeted cost: £3,913.75

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

All PP funding was carefully targeted at narrowing the gap and to benefit children across all areas of well-being and learning. School improvement focused on the delivery of quality first teaching and precise intervention to help accelerate learning.

Pupil well-being continues as a focus for transition through the Wessex Learning Trust and nurture provision (ELSA and The Space play therapy) has supported the moral and well-being of our disadvantaged pupils.

Our educational enrichment opportunities have made a positive impact for our disadvantaged pupils.

Externally provided programmes

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

| Programme | Provider |
|------------------------------|------------------------------|
| Insight Tracking | EQUIN |
| Edukey | Hamilton |
| Mastery Maths Resources | Boolean Maths Hub |
| TT Rockstars/Numbots | Maths Circle |
| Unlocking Letters and Sounds | Unlocking Letters and Sounds |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A