

Pupil premium strategy statement - Shamblehurst Primary School



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	401
Proportion (%) of pupil premium eligible pupils	89 children 22.5% FSM 95 children 23.7% Pp Dec 24
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)	24-25 25-26 26-27
Date this statement was published	Dec 24
Date on which it will be reviewed	Dec 25
Statement authorised by	Anna Jones
Pupil premium lead	Anna Jones
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3516.25
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>	£155,726.25

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- *For all disadvantaged pupils in school to meet or exceed national expected progress in order to achieve age related expectations at the end of year 6, therefore being secondary ready.*
- *For the school to offer a broad curriculum with a range of enrichment experiences through core and extra-curriculum opportunities, facilitating the development of cultural capital.*
- *For families of those children who are deemed vulnerable or at risk to be provided appropriate signposting or direct support, in order to reduce the impact of risk factors on the pupils opportunity to reach age related expectations, including attendance.*
- *For those disadvantaged pupils, who also have SEND, to receive early support and intervention, so that they make good or better progress and they achieve in line with national and Hampshire outcomes at the end of Key Stage 2.*

How does your current pupil premium strategy plan work towards achieving those objectives?

- *Investment in training for all staff to ensure high quality inclusive teaching.*
- *Employment of additional teaching staff in year 6 to facilitate smaller classes in order to accelerate progress and promote greater emotional resilience and regulation*
- *The provision of trained and skilled support staff, able to deliver researched and evidence based interventions to close the gap between disadvantaged children and their peers.*
- *Funding of pastoral team, enabling 1.1 pastoral support, POD provision and other pastoral interventions, including Empowerment Approach, Lego Therapy and ELSA.*
- *Funding of specialist SALT interventions*
- *Subsidies for music lessons, school trip, clubs and visitor experiences in school, as well as uniform for disadvantaged pupils in all year groups.*

The provision listed above are examples of the support available. Needs of the individuals are taken in to account when agreeing the level and type of support each pupil needs to make their best possible academic, social and emotional progress.

What are the key principles of your strategy plan?

Our strategy is underpinned by our school Vision.

Our Vision:

In order to discover the brilliance in everyone we are committed to achieve:

- A happy and healthy community
- An engaged and accountable community
- A compassionate and kind community
- An inclusive community of lifelong learners
- A community of empathetic and curious thinkers
- A community that celebrates diversity
- A community of Global Citizens

We strive to achieve this vision for all pupils, regardless of their vulnerabilities, with a high focus on ensuring high quality, inclusive teaching, to ensure that all pupils can thrive in our school.

Challenges

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

Challenge number	Detail of challenge												
1 To ensure disadvantaged children on the SEND register make rapid progress so that a greater proportion are on track to meet age related expectations at: EYFS End of Key Stage 1 End of Key Stage 2	<div><div><div>SEN PROVISION (K/E)</div><div><div>DIFFERENCE +13.6%</div></div><table><tr><th>Category</th><th>Disadvantaged Pupils</th><th>National Average</th></tr><tr><td>SEN Support</td><td>34.0%</td><td>23.4%</td></tr><tr><td>SEN EHC Plan</td><td>8.0%</td><td>5.0%</td></tr><tr><td>Total SEN Provision</td><td>42.0%</td><td>28.4%</td></tr></table><p>42.0% (42) of your disadvantaged pupils have a SEN provision, 13.6% higher than the national of 28.4%.</p></div><p>SEND – 25% of our children are on the SEND register.5.4% of these children have an EHCP. 38% of the children on the SEND register are in receipt of the pupil premium. However, each cohort is very different and our strategy needs to reflect this.</p><p>In Year 6 (24/25) 85% of the children on the SEND register are also PP. In Year 5 (24/25) 33% of the children on the SEND register are also PP.</p><p>In Year 4 (24/25) 18% of the children on the SEND register are also PP</p></div>	Category	Disadvantaged Pupils	National Average	SEN Support	34.0%	23.4%	SEN EHC Plan	8.0%	5.0%	Total SEN Provision	42.0%	28.4%
Category	Disadvantaged Pupils	National Average											
SEN Support	34.0%	23.4%											
SEN EHC Plan	8.0%	5.0%											
Total SEN Provision	42.0%	28.4%											

	<p>In Year 3 (24/25) 18% of the children on the SEND register are also PP</p> <p>In Year 2(24/25) 73% of the children on the SEND register are also PP</p> <p>In Year 1 (24/25) 22% of the children on the SEND register are also PP</p> <p>In Year R (24/25)7% of the children on then SEND register are also PP.</p>
2	<p>Attendance</p> <p>Poor attendance and persistent absences of some of our disadvantaged children does affect their progress and attitudes towards learning.</p> <p>Whilst our data shows that our attendance data for disadvantaged children is above National data, there is a gap between attendance of disadvantaged children and non-disadvantaged children.</p> <p>For example, in the Autumn and Spring terms of 23/24 21.4% of our disadvantaged children were persistently absence, compared to 32% nationally. However only 4.7% of our non-disadvantaged children were absent in the same period of time. (14.5%) nationally.</p>
3	<p>Academic progress and attainment.</p> <p>Progress and attainment is lower for those eligible for pupil premium, including the number of children working at greater depth. The achievement levels of those children who are disadvantaged and SEND is lower still and an area of significant challenge. There is evidence of a direct correlation between poor attendance an lack of academic progress.</p>
4	<p>Social communication, emotional regulation or behavioural difficulties for some PP pupils has a detrimental effect on their academic progress.</p>
5	<p>Social and economic deprivation.</p> <p>Shamblehurst Primary School serves a very mixed community, which includes children who come to school with a wide range of social and emotional experiences. The cost of living crisis has compounded the impact of deprivation on some of our families. Therefore children's experiences of their world are vary varied. External factors such as parenting skills, lower aspirations, trauma and mental health issues, including emotional based school avoidance, affect engagement with school and progress for some PP Pupils.</p>

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
<i>All children receive good or better teaching which contributes to improved pupil outcomes, this includes pupils with an additional need.</i>	<ul style="list-style-type: none"> Teaching across the school is graded as good or better by SLT There is clear progress at each data drop for children who are disadvantaged and SEND. Standardised scores show that pupils

	<p>in Year 2 and key stage 2 are making accelerated progress.</p> <ul style="list-style-type: none"> • Internal data shows that where PP children have no additional vulnerabilities, they achieve in line with their non-PP peers. • KS2 SATS reflect improved pupil outcomes for all children who are disadvantaged. By Dec 26 – combined data to be 65% PP and 10% GD • All children in Key Stage 1 leave as an age appropriate reader, unless they have additional complex needs. • Phonic data is in line with National and Hampshire data always above National and Hampshire. • Pupils eligible for PP in Reception class make rapid progress by the end of the year so that they meet agreed related expectations. Any pupils in Year 1 who were not on track to achieve the ELGS for Communication and Language at the end of Year R are supported in doing this by Easter in Year 1.
All children are provided with the tools to improve their emotional resilience, regulation and mental health, resulting in positive experiences in school, in learning and improved outcomes.	<ul style="list-style-type: none"> • Specific meetings focussed on disadvantaged children identify children who are in need of further intervention which might include ELSA, counselling or provision within our SEMH POD. • Weekly SCARF and PDL curriculum develops emotional resilience and promotes positive mental health • Empowerment Approach enables all children to have an understanding of how their brain develops, can identify their strengths and areas to develop as well as ensuring their physical and emotional needs are met by getting their 'DOSE' • Reduction in behaviour incidents of targeted pupils as recorded through suspensions, physical intervention records, and CPOMS.
All pupils attend school	<ul style="list-style-type: none"> • Children enjoy and feel safe in school (well being survey) • Parents talk positively about school (parental feedback and survey)

	<ul style="list-style-type: none"> • Children who are disadvantaged attend school 95%+. Attendance data is always above National and Hampshire and in the top 30th centile. • Pastoral leads ensure they engage with and support children and families who are at risk of low attendance. • Attendance data is monitored weekly, so children and families are supported quickly and support put in place.
Socio-economic deprivation and the barriers this presents to learning and the development of cultural capital are addressed.	<ul style="list-style-type: none"> • All children have access to school uniform, hot meals and where necessary wrap around care. • Subsidised school trips, clubs and residential enable all children to attend these events and increases the rates of participation • Club uptake is high for disadvantaged children • Curriculum is rich in experiences, visits and visitors. Authentic outcomes enable all children to shine and have a voice. • Oracy is at the heart of our curriculum and children have rich 'talk' experiences. P4C, No Outsiders and Let's Think schemes all support this.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 22.5k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High quality CPD for all staff</i>	High quality CPD is essential when following EEF principles and ensuring an effective teacher is in front of	3 1 5

<ul style="list-style-type: none"> - <i>Establish clear pedagogical approach so that all teachers are aware of what good teaching and learning looks like in the classroom.</i> - <i>Coaching to take place led by DHT</i> <i>Move to a model of peer coaching</i> <i>Empowerment Approach rolled out over INSET days over the course of 24/25</i> <i>-Curriculum design ensures high quality experiences that provide children with exceptional opportunities for cultural capital.</i> 	<p>every class, and that very teacher is supported to keep improving.</p> <p>Shamblehurst continues to focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<p><i>Phonics:</i> <i>Continued investment in Little Wandle (see previous strategy) to ensure early reading is taught with fidelity to the programme and that PP children make +gains.</i></p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 3</p>
<p><i>Purchase of standardised diagnostic assessments</i></p>		<p>1 3</p>

<p><i>alongside training for staff to ensure assessments are interpreted and administered correctly.</i></p> <p><i>QLA takes place after each assessments .</i></p> <p><i>As a result of diagnostic assessments teachers may :</i></p> <ul style="list-style-type: none"> - <i>Reteach specific concepts</i> - <i>Adjust the level of challenge of activities</i> - <i>Adjust curriculum content</i> - <i>Provide pupils with specific targeted feedback</i> - <i>Decide which pupils may need additional targeted feedback.</i> 		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 60454

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions for language and Communication</p> <ul style="list-style-type: none"> - Talk boost intervention group for - Specialist LSA 	<p>EEF states that on average, pupils who participate in oral language interventions make approximately six months' additional progress over the course of a year. They are particularly effective in the early years.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://guidebook.eif.org.uk/programme/early-talk-boost</p>	1 3

support available throughout the school, but particular focussed on Year R,1 and 2		
<i>Precision teaching – focussed on key areas of need for individual children and cohorts.</i>	EEF research on the use of targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Small group tuition EEF Teaching Assistant Interventions EEF	1 3
<i>Teacher to provide phonic intervention to support early reading and children who have not yet passed PSC.</i>	Qualified and experience teacher delivering small group teaching and sometimes one to one facilitates accelerated learning to close the gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Phonics has a positive impact overall (+5months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Small group tuition EEF	1 3
<i>Reciprocal reading programme delivered in Year 2 onwards for those children not on track and within the lowest 20% of year groups – PP children prioritised.</i>	EEF research on the use of targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching and Learning Toolkit EEF Small group tuition EEF Teaching Assistant Interventions EEF	1 3

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

Budgeted cost: £96,539.78

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p><i>New in post pastoral lead to monitor attendance and provide swift and timely support and challenge, in order to ensure children are not disadvantaged by non-attendance,</i></p>	<p>Supporting attendance EEF Working together to improve school attendance - GOV.UK</p>	<p>2 3 4</p>
<p><i>Continue to enhance the provision in the POD – aimed at supporting children with SEMH needs.</i></p> <ul style="list-style-type: none"> - ELSA - Lego therapy - Meet and greet/check in - Allocated adults/key worker - Empowerment Approach - Outdoor learning - Pastoral lead coaching 	<p>EEF states that social emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They appear most effective when approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1 3 4</p>
<p><i>Support for disadvantaged families so that children have access to additional curricular activities and experiences, as well as those rooted within the whole school curriculum – thus promoting cultural capital.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> - Breakfast and After school Provision - Residential and school trip contributions - School Uniform and PE Kit 	<p>Working with Parents to Support Children's Learning EEF</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>4 5</p>

<i>This includes contingency fund.</i>		
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Total budgeted cost: £ 157016.28

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Disadvantaged profile is very different in each of our year groups, which makes it difficult to write a school strategy in addressing outcomes. However, the common thread is that disadvantaged children in most year groups do not meet age related expectations in line with their non-disadvantaged peers. This is much increased when a disadvantaged child also has SEND.

DISADVANTAGED: NC YEAR BREAKDOWNS

NC Year	Female	Male	Total (PP & Census)
R	1	2	3
1	7	6	13
2	7	2	9
3	9	4	13
4	6	10	16
5	5	17	22
6	12	12	24
Other	0	0	0
Unknown	0	1	1
Total	47	54	101

Key Stage 2 outcomes 2024

Shamblehurst Primary School (2224)

Indicator	Disadvantaged Pupils: Disadvantaged			
	School (20)*	LA (3,710)*		Value
		Gap	Value	
Reading Exp+	54.2%	3.9pp	58.1%	
Maths Exp+	58.3%	5.6pp	52.7%	
GPS Exp+	45.8%	5.7pp	51.5%	
Writing TA EXS+	75.0%	20.6pp	54.4%	
Reading High SS	12.5%	2.9pp	15.4%	
Maths High SS	8.3%	0.1pp	8.4%	
GPS High SS	8.3%	5.7pp	14.0%	
Writing TA GDS	8.3%	3.4pp	4.9%	
Reading Avg. Scaled Score	101.2	0.8	102.0	
GPS Avg. Scaled Score	099.8	1.0	100.8	
Maths Avg. Scaled Score	099.3	1.1	100.3	
RWM Exp+	50.0%	10.5pp	39.5%	
RWM High SS/GDS	8.3%	6.4pp	1.9%	

Etab. No.	Etab. Name	Cohort	Eligible ¹	No Score ²	Score					Average Score ³ (out of 25)
					0-5	6-10	11-15	16-20	21-25	
-	Local Authority - Hampshire	15,389	15,110	3.1%	1.8%	6.2%	12.5%	18.3%	58.1%	20.1
	Disadvantaged	3,526	3,429	6.5%	4.3%	11.3%	18.8%	20.2%	38.8%	17.5
	Not Disadvantaged	11,863	11,681	2.1%	1.0%	4.6%	10.7%	17.7%	63.8%	20.8
2224	Shamblehurst Primary School	60	60	1.7%	0.0%	3.3%	1.7%	25.0%	68.3%	21.6
	Disadvantaged	17	17	5.9%	0.0%	5.9%	0.0%	29.4%	58.8%	20.8
	Not Disadvantaged	43	43	0.0%	0.0%	2.3%	2.3%	23.3%	72.1%	21.9

EYFS data



EYFSP Gap Report

Shamblehurst Primary School (2224)

Indicator	Disadvantaged Pupils: Disadvantaged				All Pupils			
	School		LA		School		LA	
	Value	Gap	Value	Gap	Value	Gap	Value	Gap
Good level of development ²	60.0%	+7.7%	52.3%	-18.3%	78.3%	-11.9%	71.9%	
Average no. ELGs at expected level	12.8	-0.3	13.1	-1.7	14.5	-2.1	14.9	
All: At least expected	60.0%	+8.4%	51.6%	-18.3%	78.3%	-11.0%	71.0%	
Prime: At least expected	80.0%	+14.0%	66.0%	-7.0%	87.0%	-0.5%	80.5%	
COM: At least expected	80.0%	+4.8%	75.2%	-7.0%	87.0%	-5.8%	85.8%	
PSE: At least expected	80.0%	+3.6%	76.4%	-7.0%	87.0%	-7.2%	87.2%	
PHY: At least expected	80.0%	+1.3%	78.7%	-7.0%	87.0%	-8.8%	88.8%	
Specific: At least expected	60.0%	+5.9%	54.1%	-18.3%	78.3%	-12.6%	72.6%	
LIT: At least expected	60.0%	+4.3%	55.7%	-18.3%	78.3%	-14.7%	74.7%	
MAT: At least expected	60.0%	-6.4%	66.4%	-22.6%	82.6%	-22.2%	82.2%	
UTW: At least expected	80.0%	+5.7%	74.3%	-7.0%	87.0%	-6.0%	86.0%	
EXP: At least expected	80.0%	-1.0%	81.0%	-7.0%	87.0%	-9.6%	89.6%	

Phonics Year 1 18 children did not pass the phonic screening check. 12/18 33% were PP and 6/18 33% were non-PP.

8/12 Pp children who did not pass the PSC also had SEND.67%

Internal data – December 2024

data drop

Maths	All	PP	Non-PP	PP-SEND	Non PP – Non SEND
1	76%	75%	76%	100%	83%
2	53%	35%	62%	56%	71%
3	80%	67%	82%	83%	91%
4	64%	50%	69%	64%	82%
5	70%	64%	71%	89%	81%
6	50%	36%	58%	55%	61%

Writing	All	PP	Non-PP	PP-SEND	Non PP – Non SEND
1	58%	50%	60%	75%	67%
2	70%	40%	83%	77%	91%
3	77%	56%	80%	83%	91%
4	73%	57%	78%	73%	94%
5	70%	47%	76%	78%	84%
6	80%	64%	89%	91%	92%

<i>Reading</i>	<i>All</i>	<i>PP</i>	<i>Non-PP</i>	<i>PP-SEND</i>	<i>Non PP – Non SEND</i>
1	60%	50%	62%	50%	67%
2	37%	20%	45%	33%	50%
3	63%	33%	68%	50%	77%
4	44%	21%	51%	27%	67%
5	67%	64%	62%	89%	71%
6	50%	32%	61%	55%	61%

<i>Combined Data</i>	<i>All</i>	<i>PP</i>	<i>Non-PP</i>	<i>PP-SEND</i>	<i>Non PP – Non SEND</i>
1	56%	60%	60%	50%	64%
2	30%	20%	35%	33%	41%
3	63%	33%	68%	50%	77%
4	41%	21%	47%	27%	61%
5	57%	47%	58%	78%	66%
6	37%	18%.	50%	36%	47%

Overall Absence

Your school's Disadvantaged cohort of 98 enrolments have an **Overall Absence** of **7.3%**.

This is **2.9%** higher than the **national Non-Disadvantaged** cohort at **4.4%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 1.0%** from +1.9% in 2022/23, to +2.9% in 2023/24.

Your Disadvantaged cohort's **Overall Absence** has **decreased by 0.1%** from 7.4% in 2022/23, to 7.3% in 2023/24.

The Disadvantaged pupil(s) in your school are in **percentile 52** for **Overall Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged

+2.9%

National: Disadvantaged


-0.2%


School: Non-Disadvantaged

+3.9%

SCHOOL: VALUE

7.3%

 **-0.1%**
TREND

 **52nd**
PERCENTILE RANK

Persistent Absence

22.4% of your school's Disadvantaged cohort are **persistently absent**, **22 pupils** out of 98.

This is **10.9%** higher than the **national Non-Disadvantaged** cohort at **11.5%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 2.7%** from +8.2% in 2022/23, to +10.9% in 2023/24.

Your Disadvantaged cohort's **persistent absence** has **decreased by 2.9%** from 25.3% in 2022/23, to 22.4% in 2023/24.

The Disadvantaged pupil(s) in your school are in **percentile 43** for **persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged

+10.9%

National: Disadvantaged


-3.1%


School: Non-Disadvantaged

+15.6%

SCHOOL: VALUE

22.4%

 **-2.9%**
TREND

 **43rd**
PERCENTILE RANK

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
Talk Boost	
Attention Bucket	

