

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	403
Proportion (%) of pupil premium eligible pupils	21%
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)	November 2025 – November 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Anna Jones
Pupil premium lead	Anna Jones
Governor / Trustee lead	Vicky Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,730 (inc LAC and Service funding)
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>	£153,740

Part A: Pupil premium strategy plan

Statement of intent

Our ambition is uncompromising: every disadvantaged pupil in our school will achieve the highest standards in reading and learning, regardless of their starting point of individual challenges. We are relentless in dismantling barriers to success for disadvantaged pupils, including those with SEND, ensuring they make excellent progress from their individual baselines.

Through targeted, evidence-based teaching, early identification of need, and high-quality intervention, we will ensure that every pupil becomes a confident, fluent reader, unlocking the curriculum and securing the foundation for lifelong learning. Our curriculum offer provides all children with exceptional opportunities to explore, imagine and question.

Our strategy prioritises excellent classroom practice and a culture of belonging, so that disadvantaged pupils, including those with SEND, are not just catching up, but are thriving, achieving and loving their learning. Investment in high quality CPD for all staff is a priority.

Our intent is that children are more than ready for their next stage of learning – they are confident, resilient and know they have a voice.

Regular pupil progress reviews, data analysis and monitoring will support this strategy and its desired impact.

This strategy is driven by a strong commitment by our Governing Body and all staff members.

Challenges

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

Challenge number	Detail of challenge
1	Early reading and reading throughout the school. Outcomes at the end of KS2 were below national for disadvantaged children – therefore combined data was also below national.

	Disadvantaged pupils - Reading expected standard <table><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th><th colspan="3">School disadvantaged compared to national non-disadvantaged</th><th rowspan="2">Year group context</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th><th>National (non dis)</th><th>Gap</th><th>Gap Trend</th></tr><tr><td>3-year</td><td>54</td><td>54%</td><td>62%</td><td>Below (non-sig)</td><td>80%</td><td>-26</td><td>Not applicable</td><td>Not applicable</td></tr><tr><td>2025</td><td>22</td><td>50%</td><td>63%</td><td>Below (non-sig)</td><td>81%</td><td>-31</td><td>Widening</td><td>-</td></tr><tr><td>2024</td><td>24</td><td>54%</td><td>62%</td><td>Close to average (non-sig)</td><td>80%</td><td>-26</td><td>Widening</td><td>-</td></tr><tr><td>2023</td><td>8</td><td>63%</td><td>60%</td><td>Close to average (non-sig)</td><td>78%</td><td>-16</td><td>Not available</td><td>-</td></tr></table> Internal data shows reading to be lower than maths and writing in all year groups.	Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	3-year	54	54%	62%	Below (non-sig)	80%	-26	Not applicable	Not applicable	2025	22	50%	63%	Below (non-sig)	81%	-31	Widening	-	2024	24	54%	62%	Close to average (non-sig)	80%	-26	Widening	-	2023	8	63%	60%	Close to average (non-sig)	78%	-16	Not available	-
Year	Cohort			School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged				Year group context																																									
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend																																													
3-year	54	54%	62%	Below (non-sig)	80%	-26	Not applicable	Not applicable																																												
2025	22	50%	63%	Below (non-sig)	81%	-31	Widening	-																																												
2024	24	54%	62%	Close to average (non-sig)	80%	-26	Widening	-																																												
2023	8	63%	60%	Close to average (non-sig)	78%	-16	Not available	-																																												
2	Children in receipt of the pupil premium who also have SEND, do not achieve well enough in our school. We have a higher-than-average cross over between SEND and children who are disadvantaged. Therefore, these children are facing additional vulnerabilities, and this means we must think strategically as to how we mitigate this. In 24/25 cohort, there were 7 EHCP, of which 6 were also in receipt of the pupil premium. SEN PROVISION (K/E) DIFFERENCE +10.1% <table><tr><td>SEN Support:</td><td>28.1%</td><td>23.8%</td></tr><tr><td>SEN EHC Plan:</td><td>11.5%</td><td>5.7%</td></tr></table> 39.6% (38) of your disadvantaged pupils have a SEN provision, 10.1% higher than the national of 29.5%.	SEN Support:	28.1%	23.8%	SEN EHC Plan:	11.5%	5.7%																																													
SEN Support:	28.1%	23.8%																																																		
SEN EHC Plan:	11.5%	5.7%																																																		
3	To develop the consistency in pedagogy of all staff so that the needs of our disadvantaged and most vulnerable children are met exceptionally well.																																																			
4	Some of our most vulnerable children lack confidence, resilience and independence. They struggle to reflect on their behaviour and often struggle to maintain friendships. Poor impulse control, attention control and emotional regulation could negatively impact day to day learning and can cause some low level disruption.																																																			
5	The attendance of disadvantaged children is not in line with non-disadvantaged children in our school and therefore could be a barrier for them thriving and achieving well.																																																			

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
Reading outcomes for disadvantaged children are strong from EYFS to Year 6.	Disadvantaged children achieve in line or better with their peers. Their external data is above Hampshire and National.
Timely and targeted small step interventions show good progress for children with SEND and in receipt of the PP	Teachers and support staff use interventions strategically. Small step progress is measured regularly and interventions are
100% consistency of the quality of teaching throughout the school. No child is disadvantaged by teaching that is not good enough.	All staff are very confident on using the tool kits provided in our teaching and learning strategy. All staff use adaptive teaching, including modelling, scaffolding, metacognitive strategies and high level questioning daily, in all lessons. Where possible ECT are inducted into our school in the summer term, so that they are confident with the expectations and rigour of our approach.
Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school.	Pupils can articulate their thinking, explain their learning choices, and present to others confidently. Pupils can persevere when tasks are challenging, demonstrating stamina and willingness to try. A decreasing trend is seen in pupils giving up , seeking reassurance or avoiding challenge in lessons. Pupils routinely evaluate their own work, identify areas to develop and improve. Pupils act on feedback. Pupils use metacognitive language during learning discussions. Pupils voice surveys show pupils feel safe, respected and that they have a voice. Pupils participate confidently in a broad range of SMSC experiences as well as in wider opportunities within the curriculum.
The attendance of disadvantaged children is at least 97%+	The school addresses attendance and punctuality rigorously – our school is in the top 10% of like schools.

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: £ 4160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor and further develop our guided reading practice so that all children can access age appropriate texts and access the next stage in their education. Clear CPD for ECTS so they are fully confident and competent using the model. Provide further adult support in classes where data indicates children are not at age related levels	Reading comprehension strategies support pupils to comprehend the meaning of what they are reading. The strategies focus mainly on language comprehension, i.e. how to access the meaning of the ideas expressed in the text. There are other aspects of reading, such as decoding (see Phonics) and fluency, which are not the main focus of this evidence base. The teaching of reading comprehension strategies involves consciously modelling and applying the tools used by expert readers until they become automatic for pupils. EEF Teachers often use metacognitive talk to model strategies and use questioning to encourage pupils to apply them. After the initial teaching, pupils can practise the strategies in small groups, pairs or individually (see also Collaborative learning). Through this, pupils learn to plan, monitor and evaluate their own comprehension and/or their own use of the comprehension strategies (see also Metacognition and self-regulation). This process supports a gradual release of responsibility to the pupils, moving from teaching to guided practice to independent practice. Reading comprehension strategies are a high impact on average +7 Months.	1 , 2, 3
<i>All staff use the bespoke teaching and learning document to ensure the very highest standards are met within their classrooms.</i>	EEF research Walk thru Rosenshine	1, 2, 3

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

Budgeted cost: £157,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The POD provision for SEMH needs.</i>	Curious Not Furious work by Kit Messenger shares a proven pathway for better outcomes in supporting young people. Authors Alison Rendle and Kit Messenger blend academic research with practical tools based on the latest findings in neuroscience, psychology, attachment, and trauma. It equips school staff with the skills on how to respond effectively in heightened situations and support young people in recognising their own needs. Self-regulated learners apply metacognitive strategies to their learning. They demonstrate self-regulation by managing their motivation, thoughts and behaviour to set goals, monitor working, reflect and review progress. EEF	4
<i>Daily/Weekly support interventions.</i> <i>LSAs without responsibility for EHCPs are allocated to classes where there is high numbers of children deemed disadvantaged, vulnerable or who have SEND.</i> <i>Interventions include:</i> <i>Precision teaching</i> <i>Little Wandle</i> <i>Reading comprehension and fluency</i>	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1,2,3
<i>SALT and physio specific interventions</i>	Highly trained practitioner to deliver SALT programmes and Physio programmes	2

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

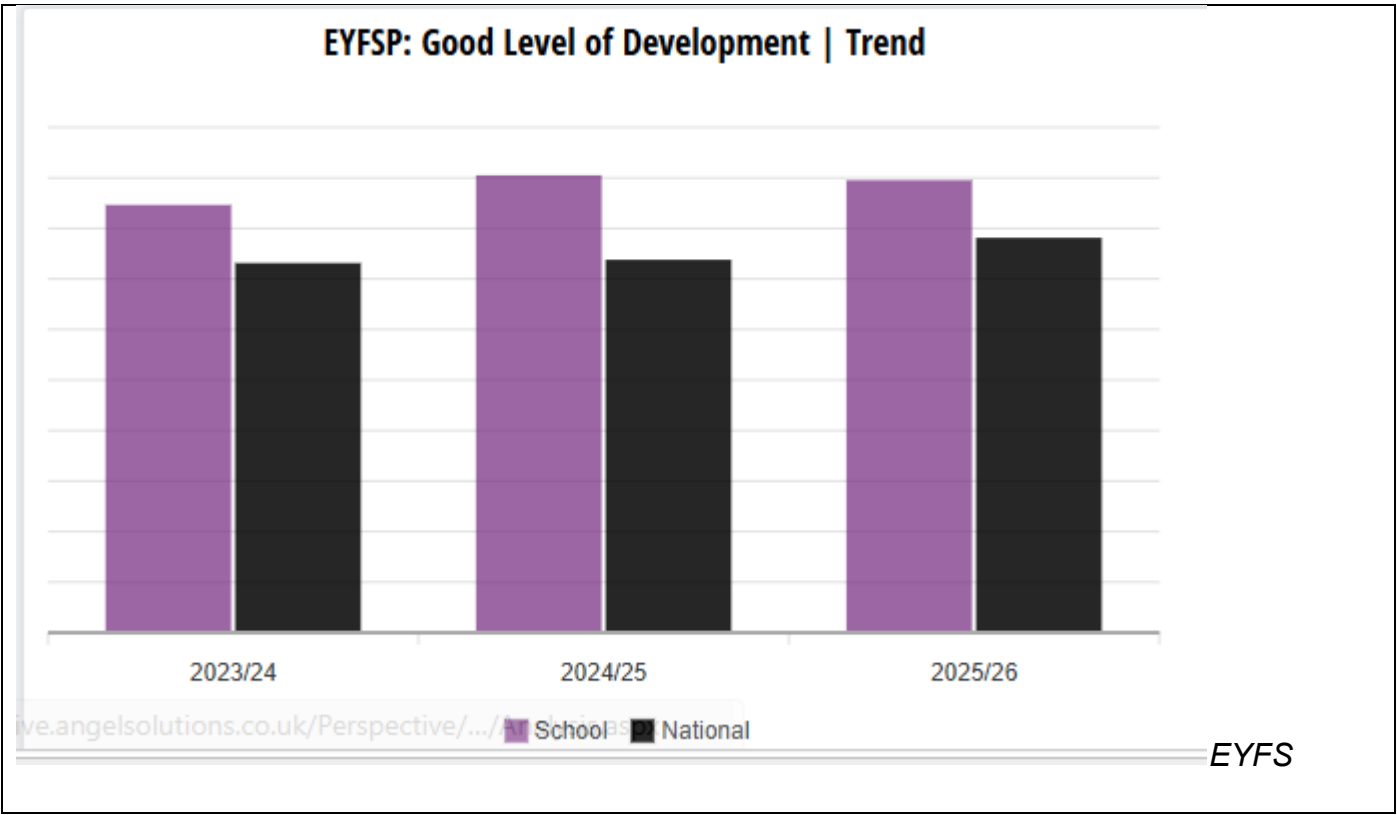
Budgeted cost: £ 19,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chat and Chill and Lunch Club. A provision attended by our most vulnerable children, including those known to, or previously known to, children's services.	Social and emotional learning has a positive impact on additional learning and enables children to be in a place ready to learn. Emotional needs need to be met, and mental health addressed appropriately. EEF toolkit amongst others	4,5
<i>Outdoor Learning within school</i> £12,600 <i>Financial support for residential in Year 5 and 6</i> £4500	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation EEF Toolkit	4, 5
<i>Music tuition</i> <i>Year 5 (Orchestra)</i> £420 <i>Peripatetic music tuition</i> £1100	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. EEF Toolkit +3months	4

Total budgeted cost: £ 193,721

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



Shamblehurst Primary School (2224)

Indicator	Eligible Cohort ¹	Disadvantaged Pupils: Disadvantaged	
		School	LA
		Value	Gap
Good level of development ² ●	10	50.0%	-2.9%
Average no. ELGs at expected level		11.9	-1.0
All: At least expected		40.0%	-11.7%
Prime: At least expected		50.0%	-15.0%
COM: At least expected ●		70.0%	-2.9%
PSE: At least expected ●		70.0%	-5.5%
PHY: At least expected ●		50.0%	-27.2%
Specific: At least expected		40.0%	-13.4%
LIT: At least expected ●		60.0%	+3.9%
MAT: At least expected ●		70.0%	+5.2%
UTW: At least expected		50.0%	-22.1%
EXP: At least expected		60.0%	-21.4%

Phonics



Phonics Benchmark

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS
				0-15	16-23	24-30	31-36	37-40	
-	Local Authority	14,093	3.6%	6.7%	3.4%	4.1%	30.9%	51.3%	33.9
2224	Shamblehurst Primary School	46	2.2%	2.2%	4.3%	8.7%	56.5%	26.1%	33.6

Key Stage 2 Outcomes

Our data from 24/25 cohort was the lowest in the last three years. It reflects a cohort with a high cross over between disadvantaged and SEND. With 5/6 children in receipt of an EHCP also in receipt of the pupil premium. However, this is not an excuse and our ambition for disadvantaged children is to achieve in line with Hampshire and National averages, or better.

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	54	54%	62%	Below (non-sig)	80%	-26	Not applicable	Not applicable
2025	22	50%	63%	Below (non-sig)	81%	-31	Widening	-
2024	24	54%	62%	Close to average (non-sig)	80%	-26	Widening	-
2023	8	63%	60%	Close to average (non-sig)	78%	-16	Not available	-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	54	72%	59%	Above (sig+)	78%	-6	Not applicable	Not applicable
2025	22	68%	59%	Close to average (non-sig)	78%	-10	Widening	-
2024	24	75%	58%	Above (non-sig)	78%	-3	Widening	-
2023	8	75%	58%	Above (non-sig)	77%	-2	Not available	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	54	65%	60%	Close to average (non-sig)	80%	-15	Not applicable	Not applicable
2025	22	68%	61%	Close to average (non-sig)	80%	-12	Narrowing	-
2024	24	58%	59%	Close to average (non-sig)	79%	-21	Widening	-
2023	8	75%	59%	Above (non-sig)	79%	-4	Not available	-

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	54	50%	59%	Below (non-sig)	78%	-28	Not applicable	Not applicable
2025	22	59%	60%	Close to average (non-sig)	79%	-20	Narrowing	-
2024	24	46%	59%	Below (non-sig)	78%	-32	Narrowing	-
2023	8	38%	59%	Below (non-sig)	78%	-41	Not available	-

Multiplication Check



Multiplication Tables Check Benchmark (Keypas)

2025 | FS

Estab. No.	Estab. Name	Cohort	Eligible ¹	No Score ²	Score					Average Score (out of 25)
					0-5	6-10	11-15	16-20	21-25	
-	Local Authority - Hampshire	3,645	3,521	7.0%	3.5%	10.3%	16.8%	20.0%	42.3%	18.1
2224	Shamblehurst Primary School	15	15	0.0%	13.3%	6.7%	13.3%	13.3%	53.3%	17.7

All pupils - Year 4 MTC

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	211	19.3	20.2	Close to average (sig-)	Not applicable	Not applicable
2024	60	21.6	20.6	Close to average (non-sig)	Sig increase	High - SEN
2023	61	19.1	20.2	Close to average (non-sig)	No sig change	-
2022	90	17.8	19.8	Below (sig-)	Not available	-

All pupils - Phonics expected standard

- There were 51 pupils who were eligible for the phonics screening check in Year 1 in 2025; all of them sat the check and 10 pupils did not meet the **phonics expected standard**. The average mark for those not meeting the standard was 11.
- There were 19 pupils who were eligible for the phonics screening check in Year 2 in 2025; all of them sat the check and 1 pupil did not meet the **phonics expected standard**.

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	171	75%	80%	Close to average (non-sig)	Not applicable	Not applicable
2025	51	80%	80%	Close to average (non-sig)	No sig change	-
2024	60	70%	80%	Below (sig-)	No sig change	-
2023	60	77%	79%	Close to average (non-sig)	Not available	-

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	89	94.0%	92.6%	Close to average	Relative decline	-
2023/24	98	93.5%	92.0%	Above	Relative improvement	High - SEN
2022/23	91	92.9%	91.6%	Close to average	Relative improvement	-
2018/19	79	94.8%	94.4%	Close to average	Not available	-

Have we met the objectives from our previous plan?

- Improved oral language skills and vocabulary among disadvantaged pupils.**
 We have been a P4C school and Let's Think school for at least 5 years. These approaches sat well alongside each other and promoted deep thinking, debate and challenge. However, the training costs of P4c and the staff changes have meant we can no longer to afford training our staff in Philosophy. We have trained all staff this year again in Let's Think. In addition, we have a highly trained LSA who delivers SALT programmes to children. This has meant children get regular interventions. Oracy is a significant thread in our 'Teaching and Learning Document'.
- Improve reading attainment among disadvantaged pupils.**
 This continues to be an issue in our school and is retained as an intended outcome. 80% of disadvantaged pupils did not meet the expected standard. In 2023 63% of Pp children achieved the expected standard – this was the highest over the past three years.
- Improved maths attainment for disadvantaged pupils at the end of KS2.** In 2013 75% of disadvantaged children achieve expected outcomes in maths. This was 5% off our target of 80%. In 2025 68% of children achieved ARE – whilst this is above National, it still did not meet our high ambition for disadvantaged children.
- Improved writing attainment for disadvantaged pupils at the end of key stage 2.**
 In the last three years, we have not reached our 80% target. In 2013 and 2014 75% of disadvantaged children achieved the expected standard, this dropped to 68% this year. In all three years we achieved above National.
- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**
 Our attendance for disadvantaged children is above National but it is not in line with non-disadvantaged children within our school.

Graph alternative: table of attendance for different pupil groups from the start of the academic year 2025 to 2026, up to Tuesday 28 October 2025.

Pupil group	Your Attendance	Similar schools' median attendance
All pupils	96.3%	95.7%
Pupils with FSM	93.6%	92.1%
Pupils with no FSM	97%	96.7%
Pupils with SEN	94.2%	93.2%
Pupils with no SEN	96.9%	96.5%

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

Service pupil premium funding (optional)

<i>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</i>
Service premium has been used to support 2 children club access and residentials.
The impact of that spending on service pupil premium eligible pupils
Wellbeing, cultural capital