

Pupil premium strategy statement – Shalford 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	70
Proportion (%) of pupil premium eligible pupils	23%
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)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tim Arding
Pupil premium lead	Tim Arding
Governor / Trustee lead	Lisa Gregson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12950
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>	£12950

Part A: Pupil premium strategy plan

Statement of intent

School Context

Our small, rural school has a nurturing, family feel. Pupils and their families are well-known by all staff and due to teaching mixed year groups within one class, pupils often stay with their teacher for more than one academic year, giving pupils and staff the opportunity to build strong relationships.

Although set in a very small village, we draw children from a range of local villages and from the nearby towns of Braintree and Halstead. We therefore provide education for children from a variety of backgrounds, ranging from very affluent to living in poverty and everything in between. Pupil numbers are slowly rising, although there is a level of pupil mobility still within the local area due to low pupil numbers. We seek to ensure our attainment is above national levels and ensure that no child is left behind.

Key principles of our strategy plan

High-quality 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. We achieve this through continual revision of prior learning, explicit direct instruction, clear modelling by teachers, phased release of learning and challenge and support during learning.

Aims and Objectives

We aim to:

- ensure that all pupils, including disadvantaged pupils, are challenged in their learning.
- act early to intervene if gaps in learning are identified, with a particular focus on early reading.
- develop a whole school culture, whereby all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We intend for our disadvantaged pupils:

- to be 'learning ready' in order to fully engage in every aspect of the curriculum (having good punctuality and attendance and the right attitude to learning)
- to enjoy reading and become fluent readers by the end of KS1, which will aid learning in other areas of the curriculum. If already in KS2, to be provided with appropriate interventions to catch up and keep up with peers.
- to achieve higher than national levels of achievement at the end of KS2 and to be at least comparable to their non-disadvantaged peers.
- to be helped to access learning through the high aspirations of those around them (staff and peers) and to learn that their circumstances define them or their goals.
- to feel positive about themselves and what they can achieve and develop the resilience to deal with any issues that they may face in school or at home.
- to understand themselves, how they learn and develop a willingness to improve their strategies for learning.
- to develop a rich vocabulary, in line with their peers, which lends itself to being both practical and creative.

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong 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 those who have experienced adverse child experiences (ACEs). Another particular challenge for many disadvantaged families is that children may not be brought up in a language-rich environment and therefore do not enter school on a level playing field with their peers. We aim to close these identified gaps, giving all children a chance to feel and to be successful, both personally and academically.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils' attendance (92%) is lower than their peers (95%).
2	Disadvantaged children are more likely to have behaviour incidents (4.8 incidents per pupil) recorded than their peers (0.59 incidents per pupil).
3	Pupil premium children are less likely to access our extended services when compared to their peers.

4	Whilst at the end of KS2, disadvantaged children outperform their peers with 100% achieving the expected standard in RWM, this is not reflected in our current internal data for Y2-5.
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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
Attendance for pupil premium children is in line with their peers (at least in line with national expectations of 96%)	Attendance tracking identifies key children to support. Families experience enhanced engagement to ensure attendance increases.
Reduction in behaviour incidents recorded for pupil premium children.	Behaviour tracking shows comparable outcomes between disadvantaged and non-disadvantaged children.
Increase in participation in before and after school clubs for children from disadvantaged backgrounds.	Attendance records shows improvement in participation. Greater social skills and enhanced self-esteem are observed by school adults in these children.
Improved reading, writing and maths outcomes for disadvantaged outcomes in Y2-5.	Internal data tracking shows comparable outcomes between disadvantaged children and their peers.

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET day educates staff as to the barriers Pupil Premium children face in their learning and social interactions.	Based on various peer reviewed research including work from Dylan William, EEF, Christine Counsell as well as the following books: Doug Lemov- Teach Like a Champion Daniel Willingham- Why Don't Teachers Like	1, 2, 3, 4

	School Daisy Christoudoulou- Making Good Progress Craig Barton- How I Wish I'd Taught Maths The Writing Revolution- Judith Hochman Responsive Teaching- Harry Fletcher Wood	
Focus on staff professional development designed to support children from disadvantaged backgrounds in the classroom.	Using strategies developed by the EEF we will focus on supporting staff to identify potential barriers to learning and develop strategies to scaffold learning in order to facilitate accelerated progress.	4
Trust Ambition Framework ensures all staff adapt and respond to the needs of the children in their community. Implemented through an ongoing programme of CPD in partnership w/ John Ray Junior School.	Guided by research by the EEF and leadership training from Marc Rowland. Teachers become more adept at delivering a curriculum that is flexible and responsive to ensure that no child gets left behind.	4

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality phonics interventions in KS1 + 2 – alongside NELI intervention for key chn.	Research working alongside our Trust lead ensures that all chn gain the foundations of reading allowing them to access the full curriculum.	4
Speech and language interventions from an LSA	Internal data indicated that pupils' needs are being identified leading to accurate identification and specific intervention for support. Small group delivery based on a need approach to support the use of vocabulary in the classroom for specific children. Interventions that have an evidence based delivered by the teaching assistants have shown a moderate impact for moderate cost by the EEF. 1:1 tuition provides intense support to individual pupils with an impact on 6 months + progress.	4
Employment of a Play Therapist to support un-	Research into children in our school has revealed that low attendance can be due to a range of factors, including	1, 2, 3

derlying barriers to learning and social skills and build resilience	safeguarding and emotional well-being. Employment of a Play Therapist allows for structured, professional support for children to be able to build self-esteem and resilience.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a school attendance officer	Using an attendance officer that does not work for the school ensures that parental relationships can continue and remain positive. The EEF is currently researching attendance evidence. We know that absence and persistent absence has a large impact on learning outcomes and that even small improvements can lead to a meaningful impact. Recommendations from the Department for Education suggest following the local authority process which an Attendance Office can deliver in the 'Improving School Attendance' document.	1
Subsidised or free funding for before and after school clubs, school trips and other extra-curricular opportunities.	Extra curricula experiences broaden children's knowledge of the world around them and can raise aspirations. They also develop confidence and self-esteem, knowledge and an enhanced feeling of well-being.	3

Total budgeted cost: £12,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of KS2 disadvantaged children outperformed their peers in reaching the expected standard in reading, writing and maths (100% of disadvantaged pupils reached this standard as compared to 83% of their peers). Outcomes between disadvantaged and non-disadvantaged children in other areas of statutory assessment, such as the Y1 phonics screening check, demonstrate parity between children. However, our internal data assessment shows imbalances:



Attendance analysis demonstrated that pupil premium children had an attendance value of 93.7% as compared to 95.1% for the whole school, indicating that this is an area we needed to further prioritise this academic year.

We have shifted to a newer way of tracking behaviour meaning that direct comparisons are hard to make; but from this term, we recognise that this is an area needing further development.

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
NELI	Nuffield Early Language Intervention
Letters and Sounds Revised	Little Wandle

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.