

## 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	<b>Shincliffe CE Primary School</b>
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	3.10.2025
Date on which it will be reviewed	July 2026
Statement authorised by	P Rumbles
Pupil premium lead	E Bewley
Governor / Trustee lead	P Kashouris

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,965

# Part A: Pupil premium strategy plan

## Statement of intent

At Shincliffe CE Primary School, we are committed to ensuring that all pupils, regardless of background or circumstance, achieve well academically and develop the knowledge, skills and personal qualities needed to thrive. We recognise that some pupils eligible for Pupil Premium face barriers which may limit their progress, attainment and wider development.

Our Pupil Premium strategy is rooted in a strong moral purpose and is driven by the conviction that high-quality teaching, carefully targeted support and strong pastoral provision can significantly reduce educational disadvantage. Our approach prioritises:

- High-quality teaching as the most effective lever for improvement
- Evidence-informed decision making (EEF guidance)
- Early identification and timely intervention
- Strong relationships with families and external agencies
- Rigorous monitoring, evaluation and adaptation

The ultimate aim of this strategy is to narrow attainment gaps, improve attendance and wellbeing, and ensure that disadvantaged pupils leave our school confident, resilient and aspirational learners.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Our analysis of internal data, teacher assessment, attendance records, pupil voice and external evaluations has identified the following key barriers for some pupils eligible for Pupil Premium:

Challenge number	Detail of challenge
1	Weaknesses in writing, particularly in planning, drafting and editing, which limits writing stamina and quality
2	Speech, language and communication difficulties impacting phonics, writing and wider curriculum access
3	Insufficient stretch and challenge for higher-attaining Pupil Premium pupils
4	Weak early reading and phonics skills and poor reading comprehension in KS2, alongside low engagement with reading
5	Persistent absence for a small number of pupils, impacting progress and attainment
6	Social, emotional and mental health needs affecting concentration, behaviour and readiness to learn

## 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
1. Attainment gaps in writing between PP and non-PP pupils are reduced	By July 2026, at least 70% of PP pupils in KS2 meet age-related expectations in writing (from 52% in July 2025)
2. Improved communication and early language skills	NELI data shows accelerated progress for PP pupils, with gaps closing against national expectation
3. Increased attainment for higher-attaining PP pupils	Proportion of PP pupils achieving Greater Depth in reading/writing/maths matches or exceeds non-PP pupils
4. Improved phonics, fluency and comprehension	PP reading outcomes improve year-on-year and engagement in reading increases (pupil voice, reading records)
5. Improved attendance for persistent absentees	Attendance for PP pupils is at least in line with whole-school attendance by July 2026
6. Reduced impact of SEMH barriers	Reduction in impulsive emotional behaviour and improved concentration in lessons which is evidenced through lesson observations and behaviour monitoring records.

## 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: £12500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD in writing pedagogy focusing on planning, drafting and editing</p> <p>Staff to receive training from English lead and Local Authority English Lead</p> <p>Structured writing intervention groups led by trained staff</p>	<p>EEF Research indicates that pupils` writing can be improved by using a collaborative (or cooperative) learning approach which involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall plan for writing. Teaching them to successfully plan and monitor their writing - seeing it as a process not a single event. Collaborative writing and metacognitive strategies have high impact and targeted support linked directly to classroom teaching</p> <p><b>EEF toolkit: Strategies for improving writing using a collaborative approach – additional 5 months</b></p>	1
<p>Implementation of Nuffield Early Language Intervention (NELI) in EYFS</p>	<p>EEF Research on the use of communication and language approaches with children, especially disadvantaged, suggest that they make additional progress over the course of the year. Early language intervention shows significant impact for disadvantaged pupils</p>	2

	<b>EEF toolkit: Communication and language approaches - additional 6 months progress</b> <b>NELI - additional 10 months progress</b>	
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**Monitoring:** Lesson observations, book scrutiny, pupil outcomes, CPD evaluations (termly)

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

Budgeted cost: £11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group tuition led by teachers to stretch higher-attaining PP pupils	Quality First Teaching from EEF research evidence indicates that this is the most important tool schools have to improve outcomes for pupils <b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b>	3
Daily/weekly targeted reading and spelling groups using Reading Eggs, Spelling Shed and Clicker	Research into Reading Eggs and Spelling Shed as an effective resource to support the development of reading and spelling. Evidence shows that gaps in reading scores diminish through the use of a digital phonics and reading program – Reading Eggs. This should also improve reading comprehension levels. Digital literacy interventions support phonics and reading fluency  <b>Children offered Reading Eggs made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills</b>	4

Teacher-led tuition short regular sessions weekly	<p>Short, regular sessions appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p><b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b></p>	1 and 4

**Monitoring:** Entry/exit data, reading ages, phonics assessments, pupil voice (half-termly)

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

Budgeted cost: £ 7035

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Office admin team and SLT to monitor attendance and work with parents and Local Authority	<p>A range of research shows that there is a strong link between attendance and achievement/Attainment and improved attendance through working with parents is a way to support this.</p> <p><b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b></p>	5
TA in both Key Stages trained in THRIVE and works with staff to identify pupils who will benefit from the program by carrying out THRIVE assessments. They then work with pupils	<p>Intervention programme (THRIVE) based on research showing positive impacts. They include:</p> <ul style="list-style-type: none"> <li>Reduction in impulsive emotional behaviour</li> </ul>	6

<p>to diminish impact of emotional barriers so that attainment of children with emotional problems improves.</p> <p>Ongoing staff training (Thrive, counselling, Comic Chat)</p>	<ul style="list-style-type: none"> <li>• Improved concentration in lessons resulting in accelerated progress.</li> <li>• Decrease in parent concerns regarding individual children</li> <li>• Builds staff capacity to support vulnerable pupils effectively.</li> </ul> <p><b>Review by DFE into mental health approaches included THRIVE as an initiative that supports and promotes positive mental health (DFE 2018)</b></p>	
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**Monitoring:** Attendance data, behaviour logs, Thrive reassessments, parental feedback (termly)

**Total budgeted cost: £31,965**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

The Pupil Premium Lead oversees implementation and impact. SLT reviews progress termly using data and qualitative evidence. Governors receive termly updates and challenge impact and value for money. Strategies are adapted where impact is limited. Spending decisions are reviewed annually to ensure maximum impact. Interventions demonstrating limited progress are adapted or discontinued, and funding is prioritised towards strategies with the strongest evidence of effectiveness.

Below details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

<p>Pupil evaluations have been undertaken during the 2024 to 2025 academic year, and we have taken these into account when evaluating our strategy.</p> <p><b>Teaching Strategies</b></p>
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Staff training in the use of retrieval practice and the ongoing use of Thinking Maps to help support pupils learning and the ability to build on prior learning and work independently through agreed metacognition strategies.

Teachers use pre-assessment as well as formative assessment and appropriate support was put in place through targeted intervention/mental well-being and emotional support.

### **Targeted Intervention**

Interventions have ensured that pupils are closing the gaps with their peers. Summer term data shows that attendance for PP pupils is good and in line with other pupils.

### **Wider Strategies**

Mental well-being sessions have taken place and teachers report they were of benefit to the children (See Pupil interviews). Pupils' behaviour and emotional well-being is regularly monitored by staff and SLT (See behaviour records) and areas of concern/issues arising are promptly dealt with.

## **Service pupil premium funding (optional)**

<b>How our service pupil premium allocation was spent last academic year</b>
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
N/A	



# Further information

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