

Pupil premium strategy statement

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

School overview

Detail	Data
School name	Shaftesbury CE Primary School
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	27.5% (92 pupils) Nationally 20.8 are eligible
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2024 -September 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025, July 2026, July 2027
Statement authorised by	Matt Barge – Executive Head
Pupil premium lead	Kelly Fletcher – Head of School
Governor / Trustee lead	Adrian Coultas-Pitman (ACR)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,325
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

The funding is used to best support disadvantaged pupils and close the gap between them and their peers. We aim to create a learning environment where all can achieve and be successful.

We are guided in our work by Maslow's hierarchy of needs - physiological, safety, love, esteem and self-actualisation. We recognise that each of these needs must be met for a child to be successful in school. At SPS we strive for our children to feel safe, loved, inspired and ready. We appoint staff who share this vision.

There is a clear strategic approach to the use of PP funding (using EEF evidence) and plans are integrated into the wider school support and improvement systems.

Our guiding principles from the NFER research, which identified that the most effective schools had identified seven building blocks of success:

1. **Whole school ethos for attainment for all** – each pupil is considered an individual and we consciously avoid stereotyping disadvantaged pupils by referring to them as a group. It is never assumed that all socially disadvantaged children face the same barriers or have less potential to succeed.
2. **Addressing behaviour and attendance** – there are effective behaviour strategies in place and rapid response systems to promote good attendance.
3. **High quality teaching for all** – leaders stress the importance of quality first teaching. We set high standards, monitor performance, and tailor teaching to suit individual pupils. There is a focus on excellence in personalised teaching and learning.
4. **Meeting individual needs** – staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. Targeted support is provided during curriculum time.
5. **Deploying staff effectively** – we identify strengths of members of staff and deploy them accordingly. Teaching assistants are well trained to support pupils' learning as well as in specific interventions.
6. **Data driven and responsive to evidence** – progress is reviewed daily and half termly, with any under achievement addressed. Teachers analyse data themselves and use it to underpin their teaching. There is a consistent marking scheme which recognises pupils' achievements and sets out the next steps in learning.
7. **Clear, responsive leadership** – senior leaders are committed to helping each pupil succeed. Every staff member is accountable for pupil progress and trained to deliver high quality feedback to pupils.

Challenges

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

Challenge number	Detail of challenge
1	Readiness for learning and engagement (school readiness)
2	Safeguarding
3	Behaviour – problem solving
4	Attendance
5	Low aspirations (parental engagement)
6	SEMH
7	Access to technology
8	Attainment gap

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
Improved school readiness	Improvements in the four key dimensions: 1. Language and literacy 2. Thinking Skills 3. Self-control 4. Self – confidence
Safeguarding	Early Help successful in reducing the number of referrals to children's services.
Behaviour	Therapeutic Thinking will be embedded across the school and will be interwoven into our behaviour curriculum. A reduction in fixed term suspensions.
Attendance	Close the gap between PP (92%) and Non – PP children (94.7%). Continue to work with the LA to identify children at risk of missing education. Target families and use attendance contracts. Improved attendance throughout the whole school and for individuals.
Low aspirations	Promoting parental engagement at workshops, reading rewards, INSPIRE mindset. Connect with Start Small; Dream Big to promote careers education.

SEMH	Pupils will be supported through effective deployment of our ELSAs in the following ways:
	1. Managing emotions 2. Social and friendship skills 3. Social stories 4. Loss, bereavement and family break up 5. Active listening and reflective conversations 6. Nurture Classroom x 5 mornings per week
Access to technology	All children have access to a chrome book
Close the gap between PP pupils and their peers.	Data will begin to demonstrate a reduced gap at Pupil Progress Meetings.

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: £103,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA teacher (with a nurture group focus)	See evidence below for targeted interventions – ELSA, forest school, nurture class x5 mornings,	1, 3, 6
Retain the level of KS1 LSM support	Small group tuition – RWI	1, 8
Therapeutic Thinking – whole staff training	EEF states that supporting social and emotional learning can add gains of +4 months over the course of a year.	2, 3, 6
Autism in Schools – whole staff training	EEF states that supporting social and emotional learning can add gains of +4 months over the course of a year.	2, 3, 6
Booster Groups – identified at Pupil Progress Meetings	The EEF recognises that small group tuition is effective.	5, 8

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm (A toolkit system that identifies children requiring immediate intervention, as well as those who show potential language difficulties.)	The Royal College of Speech & Language recognises that the word gap between disadvantaged pupils and their peers. Oral language skills are crucial to educational attainment	1
LSM or teacher to deliver small group tuition – identified at Pupil Progress Meetings. (Quality First Teaching)	The EEF recognises that small group tuition is effective. We have retained LSMs in KS1 to deliver 1:1 phonics (Impact is higher in groups of 2 than 3 – if a group size extends above 6 or 7 there is a noticeable reduction in effectiveness.)	5, 8

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

Budgeted cost: £8555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent – breakfast meeting – subject workshops/Mental Health in Schools Team	Parents' interest and involvement with their children's learning is consistently associated with better outcomes. The evidence suggests three key areas: 1. supporting parents to have academic expectations for their children.	2, 5, 8

	2. developing and maintaining communication 3. promoting the development of reading habits	
Forest School/Outdoor Play and Learning (A child-centred inspirational learning process – a long term approach that supports play, explorations, and supported risk taking. It develops confidence and self-esteem through learner inspired, hands on experiences)	The EEF evidence points to an increase in terms of learning of four months across a year. The EEF suggests that the development of non-cognitive such as perseverance and resilience have benefits too for academic study.	1, 3, 6
ELSA support/Draw and Talk (Costed elsewhere)	EEF research shows that quality social and emotional learning can add 4 months learning over the year.	2, 3, 6
Chrome books/laptops – access to remote/hybrid learning	EEF research demonstrates that technology can be successfully used to: - improve the quality of explanations and modelling. - improve the impact of pupil practice. - play a role in improving assessment and feedback.	7, 8
Extra – curricular activities, including music tuition (33% school trips, at least one club per term)	Maslow's hierarchy of need.	
School Uniform (school jumper, PE bag and book bag)	Maslow's hierarchy of need.	

Total budgeted cost: £ 144,325

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

EYFSP: Non PP - Reading 75%, Writing 58%, Maths 67% compared to PP - 58%, 42% and 50%

MTC: Non PP – 33% compared to PP – 21%

Year 6: Non PP – Reading 78%, Writing 66%, Maths 65% compared to PP – 68%, 43% and 47%

Review of PP Strategy – July 2025

Improved school readiness – this year, we have continued to develop our use of Wellcomm across the school, which has enabled us to provide targeted support to remove barriers to speech and language development. All children are assessed as part of their school induction.

Early Help – the school has strengthened its links with our allocated family link worker and many families are supported through Team Around the Family meetings. This has resulted in sign posting to Dorset Families Matter, parenting workshops (in person/online), the Mental Health in Schools Team and services such as Home Start.

Behaviour and relationships (behaviour) policy is fully embedded into our daily work and is supported by our behaviour curriculum. This has resulted in improved behaviour and a reduction in suspensions.

Academic Year	Number of Pupils	Days of Suspensions
2024 – 2025	8	24
2023 – 2024	7	48

This has also been supported by the development of a KS2 nurture class, which runs each morning and includes targeted 1:1 support in the afternoons. We intend to develop this further by introducing a KS1 nurture class. We continue to deploy our fulltime pastoral support worker to provide interventions such as ELSA, Draw and Talk, and Hamish and Milo.

Attendance

Attendance is in line with national average – 94.5%, this is the same picture for unauthorised absence (Shaftesbury Primary – 1.5% /National – 1.6%).

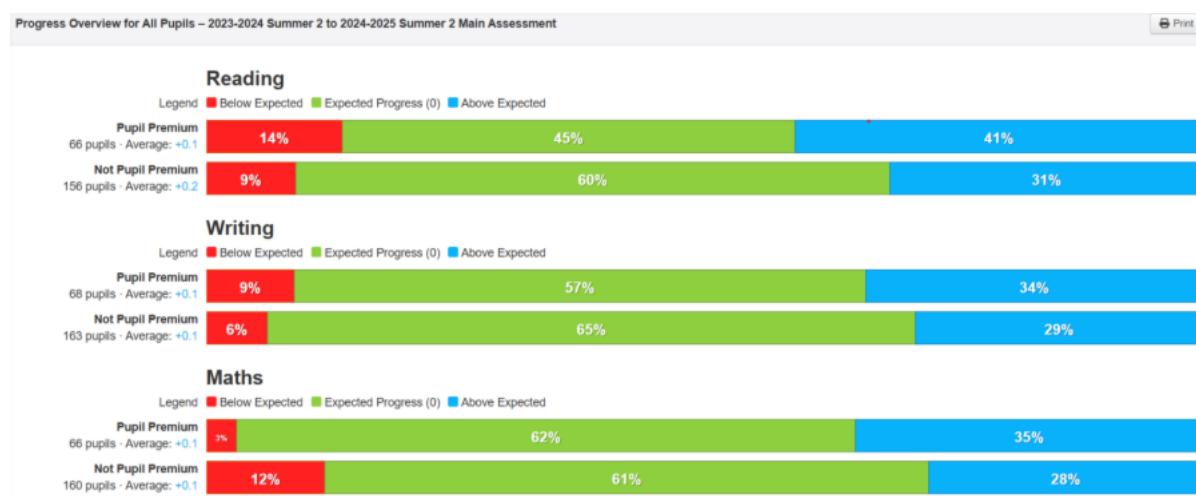
Pupil Premium attendance is 91.9%, compared to national (YTD – 11.7.25) which is 92.2%. Non-Pupil Premium attendance is 94.4%.

Where attendance falls below expectations (see attendance leaflet), the attendance champion has met with parents and agreed attendance contracts. On a few occasions, where attendance hasn't improved, the attendance champion has met with families and the local authority to

carry out an inclusion panel. For the vast majority, attendance has started to improve.

Data

Our data demonstrates that most children in receipt of Pupil Premium made good progress from their various starting points:



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

Programme	Provider
WellComm - speech and language toolkit, screening to intervention.	GL Assessment
Draw and Talk Therapy	Draw and Talk

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Performance management focus on quality first teaching (excellence in personalised teaching and learning)