Shenfield St Mary's Church of England Primary School
Pupil Premium Strategy Statement 2025 – 2026

Unlock every child's potential as a unique child of God

Ephesians 3.17-19

May Christ dwell in your hearts through faith, that being rooted and grounded in love, you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

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	420
Proportion (%) of pupil premium eligible pupils	2%
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)**	Dec 2026 – Dec 2029
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	MEAAT
Pupil premium lead	Liz Bundy
Governor / Trustee lead	Sheree Grainger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,272

Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£14,272

Part A: Pupil premium strategy plan

Statement of intent

Our Intent

Our intention is to use Pupil Premium funding strategically to remove barriers to learning and ensure that disadvantaged pupils receive the support, opportunities and experiences they need to thrive. Through high-quality teaching, targeted interventions (if needed/applicable) and a nurturing environment, we aim to ensure that disadvantaged pupils achieve outcomes that are in line with their peers and, where possible, exceed expectations.

We recognise that disadvantage can present a range of challenges that impact learning, attendance, wellbeing and engagement. Therefore, our approach is centred on understanding the individual needs of each child and providing personalised support that enables them to flourish.

We believe that our curriculum should be enjoyable, rich, varied and challenging to engage and excite our children. We strive to meet the needs of all our pupils and ensure each and every child is able to fulfil their potential. We endeavour to 'Unlock every child's potential as a unique child of God.' We have developed a progressive, layered, thematic and creative curriculum which involves teaching the key skills of the National Curriculum. This is both a skills and knowledge-based approach. The intention is to give children and teaching staff opportunities to explore their own creativity and to give the children more purpose for their learning. We aim to create independent thinkers who take ownership over their education, developing strong lifelong learning behaviours of perseverance and resilience.

Our aim is to ensure that all children's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education. We create a happy, caring community where all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential. We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.

How our current pupil premium strategy plan works towards achieving the above objectives and our key principles of our strategy plan.

At Shenfield St Mary's Primary School, we aim to promote positive learning for our children with PP through:

● Ensuring they feel a valued part of the school community – the importance of children's social, emotional and moral and mental well-being is paramount

● Providing a safe and supportive environment

● Access the same high-quality, broad and balanced teaching and curriculum as all pupils.

● Make strong academic progress across all areas of learning.

● Develop the cultural capital, knowledge and experiences necessary to prepare them for the next stage of education and later life.

● Promoting independence and resilience as a learner, without over-reliance on adult support

● Identifying and addressing needs as quickly as possible

● Communicating their needs appropriately throughout the school

● Receive support for their social, emotional and mental wellbeing where needed.

Our Commitment

We believe that disadvantage should never be a barrier to achievement. Through careful identification of need, evidence-informed practice and ongoing evaluation, we strive to provide every disadvantaged child with the opportunities, support and encouragement required to maximise their potential.

By nurturing aspiration, promoting excellence and living out our Christian values, we aim to ensure that all disadvantaged pupils leave our school as confident, successful and compassionate individuals, ready to make a positive contribution to the world around them.

Challenges

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

Challenge number	Detail of challenge
1	**Reading**: There can be a gap between the amount disadvantaged pupils read at home compared with their peers. As part of our PPG strategy, we aim to promote a love of reading, increase access to high-quality books, and support families in developing regular reading routines at home to improve literacy outcomes.

2	**Emotional Needs and Personal Development:** Some of our disadvantaged pupils experience social, emotional and mental health challenges that can affect their confidence, self-esteem and engagement with learning. These pupils may require additional support to develop resilience, manage emotions and build positive relationships. In some cases, they do not readily recognise their own strengths or potential, which can limit their aspirations and willingness to take risks in their learning. We recognise that strong emotional wellbeing is fundamental to academic success and are committed to providing a nurturing environment where every child feels valued, supported and able to thrive.
3	**Broadening the range of learning experiences:** Some disadvantaged pupils have fewer opportunities to access enriching experiences beyond their immediate environment. This can limit the development of cultural capital, vocabulary, background knowledge and aspirations, all of which contribute to success in school and later life. We recognise the importance of providing a wide range of experiences through educational visits, visitors, workshops, clubs, residential trips and outdoor learning opportunities. By broadening pupils' experiences and horizons, we aim to inspire curiosity, raise aspirations and support disadvantaged pupils in developing the knowledge, skills and confidence needed for future success.
4	**Speech and Language:** We have observed that some disadvantaged pupils, including those eligible for Pupil Premium funding, enter our school with lower levels of language development and more limited vocabulary than is typical for their age. Factors such as reduced access to language-rich experiences, books, and opportunities for extended conversation can contribute to lower word knowledge and communication skills. These barriers can impact pupils' ability to understand new concepts, express themselves confidently, develop early literacy skills, and access the wider curriculum. Our priority is to provide a language-rich environment, high-quality interactions, and targeted speech, language and vocabulary interventions (if applicable) that support Pupil Premium pupils in developing strong communication skills and achieving success across all areas of learning.
5	**Parental Engagement:** Families facing the most challenges can sometimes be difficult to engage. Factors such as work commitments, financial pressures, previous experiences of education, language barriers, or complex family circumstances can affect the level of engagement with school. Limited parental involvement can impact communication, attendance, wellbeing, and pupils' readiness to learn. Our priority is to build strong, trusting relationships with families, provide targeted support where needed, and create meaningful opportunities for parents and carers to engage with their child's education, ensuring that disadvantaged pupils receive consistent support both at home and in school.
6	**Progress**: While many disadvantaged pupils make good progress, attainment and progress gaps can still exist between some disadvantaged pupils and their peers. Barriers such as limited prior knowledge, reduced access to learning resources and interruptions to learning can impact academic outcomes. Also, for some not starting their educational journey at Shenfield St Mary's. Some pupils require additional targeted interventions to secure key skills, particularly in reading, writing and mathematics, and to ensure they are able to access the wider curriculum successfully. Our priority is to provide high-quality teaching and tailored support that enables disadvantaged pupils to make strong progress and achieve their full potential.

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
Programmes in place for PP pupils to improve progress	All PP pupils will make the expected progress (from their individual starting point) in line with their peers
Pupils reading at least five times per week	Review and continue to embed the phonics reading schemes success in EYFS and KS1 (and some pupils in KS2) PP pupils will develop a love of reading for pleasure
Pupils emotional needs are met	All pupils will be valued All pupils' emotional needs will be heard and met All pupils will feel safe and happy to come to school and talk to and be supported by the adults in our school Home/School communication and relationships
Teachers have enough time to reflect upon individual learners needs and adapt teaching accordingly	PPA time TPP training Additional adults to support PP pupils and pupils with a higher need (academically, socially and emotionally)
Engage the families facing most challenges	Inclusion lead to build relationships with the families (families will feel listened to and supported) Successful referrals for family support to outside agencies.
Progress of PP pupils across the school is consistently in line with or better than the national average by the end of KS2	All PP pupils will make expected progress in line with or better than their peers.
Curriculum implementation is consistently strong across all subjects with a positive impact upon pupil outcomes	Curriculum Intent in all curriculum subjects is embedded through High Quality Teaching, wider curriculum areas e.g. offsite sports and trips supports PP pupils' cultural capital, links with the Multi Schools Council. Pupils feel supported by our broad and balanced curriculum. Our Well Being Worker (funded by the PFA) allows children to build relationships and create 'tools' to support their feelings including anxiety.

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. We have used the Primary | EEF guidance to develop this strategy.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult and Child Interaction Training (SHREC) Develop staff expertise in high-quality adult-child interactions through SHREC training, with a particular focus on shared thinking, high-quality questioning, responsive communication and vocabulary development. This will support pupils to become more confident communicators, increase engagement in learning and strengthen language skills across the curriculum. Staff will use these approaches consistently throughout the school to ensure disadvantaged pupils benefit from rich learning conversations and high expectations.	https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions/the-shrec-approach	1 2 3 4 5 6
High-Quality First Teaching Development Continue to invest in professional development and instructional coaching to strengthen quality first teaching across all year groups. Staff will develop expertise in adaptive teaching, effective feedback, metacognition and inclusive classroom practices to ensure disadvantaged pupils access ambitious learning alongside their peers. A consistent focus on high-quality teaching will help close attainment gaps and improve outcomes across the curriculum.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1 2 4 6

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

Budgeted cost: £11,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom Support Provide skilled teaching assistant support within classrooms to ensure disadvantaged pupils receive timely guidance, scaffolding and opportunities to access learning successfully. Teaching assistants will be deployed strategically to promote independence, improve engagement and support pupils in overcoming identified barriers to learning.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-	1 2 4 5 6

	support/1-high-quality-teaching	
Targeted Support Linked to Specific Outcomes Deliver carefully planned interventions for disadvantaged pupils based on individual assessment data and identified needs. Support will focus on securing and accelerating progress in reading, writing and mathematics through evidence-informed programmes and small-group teaching. Interventions will be regularly reviewed to ensure they have a measurable impact on pupil outcomes.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1 2 3 4 5 6
Pre-Teaching and Overlearning Provide pre-teaching opportunities to introduce key vocabulary, concepts and knowledge before whole-class learning, alongside overlearning sessions to reinforce and consolidate new learning. This approach will help disadvantaged pupils build confidence, participate fully in lessons and retain key knowledge over time.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 2 3 4 5 6
Attendance Monitoring and Early Intervention Continue to implement a robust attendance monitoring process that enables early identification of attendance concerns for disadvantaged pupils. Work proactively with families to understand and remove barriers to attendance through regular communication, targeted support and partnership working. This will ensure pupils attend school consistently and maximise their access to learning opportunities.	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	2 5 6
Personalised Pupil Premium Plans Develop and regularly review personalised Pupil Premium plans for each disadvantaged pupil, identifying individual strengths, barriers to learning, attendance patterns and areas for development. Plans will be used to monitor progress and wellbeing, inform targeted support, and ensure interventions are responsive to pupils' changing needs throughout the year. This approach will enable staff to provide timely, tailored support that helps each pupil overcome barriers and achieve their full potential.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	6

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Kids Inspire Therapeutic Support Provide access to therapeutic support through Kids Inspire for disadvantaged pupils experiencing social, emotional or mental health challenges. Targeted support will help pupils develop emotional regulation, resilience, self-esteem and positive relationships, enabling them to engage more successfully in learning and school life.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2 3 6
Enrichment Experiences, Educational Visits and School Clubs Ensure that all disadvantaged pupils can access a rich programme of educational visits, residential experiences, workshops, visitors and extra-curricular clubs regardless of financial circumstance. These opportunities will broaden horizons, increase cultural capital, raise aspirations and enhance learning beyond the classroom.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2 3 4 6
Pupil Support from BSCWT, Wellbeing Worker, Kids Inspire and Banardos' (NHS) Work in partnership with the above providers to provide targeted support for pupils and families where emotional wellbeing, behaviour or wider family circumstances are affecting learning and engagement. This support will help remove barriers to achievement and strengthen links between home and school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2 3 6
Uniform and Transport Fund Provide financial assistance for essential school uniform, transport and other educational costs where these present a barrier to participation. This will ensure disadvantaged pupils attend school regularly, feel included within the school community and are able to access the full range of learning and enrichment opportunities available.		2

Total budgeted cost: £14,272

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout the 2025-2026 academic year, our Pupil Premium funding enabled us to provide targeted support that addressed both academic and non-academic barriers to learning for disadvantaged pupils. We trialled creating PPG plans for each child that outlined their strengths and areas for improvement. These have been useful documents that have allowed us to personalise support. We will continue these into the next academic year.

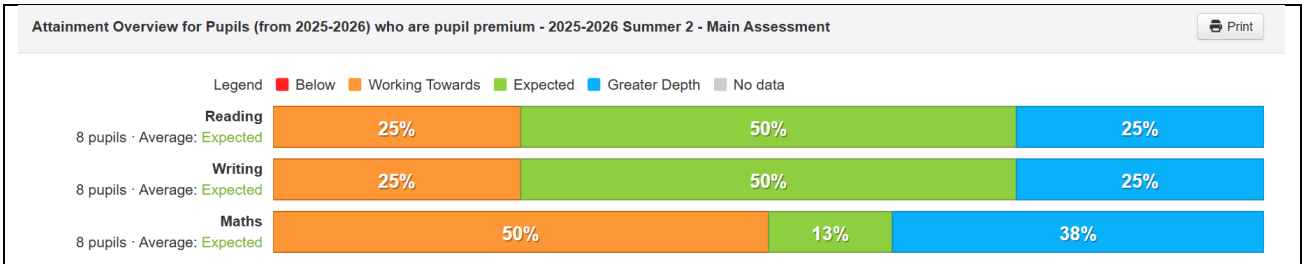
Alongside academic provision, disadvantaged pupils received personalised support to promote their emotional wellbeing and personal development. Where required, pupils accessed additional pastoral support, helping them to develop resilience, self-esteem and positive engagement with school life.

Additional support and resources were provided to individual pupils according to identified needs. This included adult guidance, targeted intervention and bespoke provision to ensure pupils could access learning successfully and participate fully in school activities.

All disadvantaged pupils had access to Learning Support Assistant (LSA) support when needed. This enabled pupils to receive timely scaffolding, clarification and encouragement within lessons, supporting both academic progress and confidence in learning.

To ensure that no child was disadvantaged by financial circumstances, funding was made available to support access to school uniform, curriculum resources, swimming lessons, educational visits, residential experiences and extra-curricular clubs. As a result, disadvantaged pupils were able to participate fully in the wider life of the school and benefit from the same enrichment opportunities as their peers.

Overall, our approach helped to remove barriers to learning, support pupil wellbeing and engagement, and ensure that disadvantaged pupils were included in all aspects of school life. Through a combination of academic, pastoral and financial support, we continued to work towards our vision of enabling every child to flourish and achieve their full potential



This IMPACT is due to the diligence of our staff team in ensuring that all pupils succeed with the broad and balanced curriculum. Pre and post teaching, hover support, 1:1 and small group work have all worked to ensure pupils are engaged, successful and proud of their academic abilities. Also, making phonics a high priority had ensured that all PP pupils have passed their phonics screening test or retest.

Successful academic outcomes have gone hand in hand with PP children, and that families being supported with their mental health and wellbeing. This has been successful because the whole staff team have a keen awareness of individual children and their needs. Support from our Well Being Worker and Multi Schools Council has also been invaluable.

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
N/A	

Service pupil premium funding (optional)

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A