



## 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	7
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	Dec 2023 – Dec 2026
Date this statement was published	October 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sally Taggart
Pupil premium lead	Liz Bundy
<b>Governor / Trustee lead</b>	<b>?</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16601.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year 2025/26</b> <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>	£16601.25

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our ultimate objectives for our disadvantaged pupils?**

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 life-long 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
- Having access to a wide range of teaching and learning strategies to suit their needs
- Preparing all children for their next stages of education
- 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
- Making effective use of all support services available to us wherever possible

## Challenges

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

Challenge number	Detail of challenge
1	<b>Reading:</b> there can be a gap between the amount disadvantaged children read at home than that of other students
2	<b>Emotional Needs:</b> disadvantaged pupils can sometimes have low self-esteem and self-worth. They also don't always realise their full potential.
3	<b>Broadening the range of learning experiences:</b> some disadvantaged pupils have less 'cultural capital' than other pupils
4	<b>Speech and Language:</b> we have observed that children are entering our school with a lower level of language and therefore lower word knowledge
5	<b>Parental Engagement:</b> families facing the most challenges can sometimes be difficult to engage
6	<b>Progress:</b> ensuring all PP pupils make the expected progress (from their individual starting point) in line with their peers and nationally

## 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 Quality First 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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLCN Multi Schools training for staff	<b>EEF – Collaborative Learning</b> Cost: 1/5 Evidence Strength: 4/5 Months Impact: 5	2 3 4
TPP training	<b>EEF – Digital Technology</b> Cost: 3/5 Evidence Strength: 4/5 Months Impact: +4	3 5

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

Budgeted cost: £ 13,601.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional LSA support in class	<p><b>EEF – Collaborative Learning</b>            Cost: 1/5            Evidence Strength: 4/5            Months Impact: 5</p> <p><b>EEF – Feedback</b>            Cost: 1/5            Evidence Strength: 3/5            Months Impact: +8</p> <p><b>EEF – Individualised Instruction</b>            Cost: 1/5            Evidence Strength: 3/5            Months Impact: +3</p>	1 2 4 6
Additional HLTA support in out of class/in class	<p><b>EEF – Collaborative Learning</b>            Cost: 1/5            Evidence Strength: 4/5            Months Impact: 5</p> <p><b>EEF – Feedback</b>            Cost: 1/5            Evidence Strength: 3/5            Months Impact: +8</p> <p><b>EEF – Individualised Instruction</b>            Cost: 1/5            Evidence Strength: 3/5            Months Impact: +3</p>	1 2 4 6
Talk Boost (language support)	<p><b>EEF – Collaborative Learning</b>            Cost: 1/5            Evidence Strength: 4/5            Months Impact: 5</p> <p><b>EEF – Oral Language Interventions</b>            Cost: 1/5            Evidence Strength: 4/5            Months Impact: +5</p>	4 1 6
Speech Links (pronunciation support)	<p><b>EEF – Collaborative Learning</b>            Cost: 1/5            Evidence Strength: 4/5</p>	4 1 6

	Months Impact: 5 <b>EEF – Oral Language Interventions</b> Cost: 1/5 Evidence Strength: 4/5 Months Impact: +5	
Buddy System (years 6 and EYFS)	<b>EEF – Peer Tutoring</b> Cost: 1/5 Evidence Strength: 4/5 Months Impact: +5	2 3
Phonics Support and Progression	<b>EEF – Phonics</b> Cost: 1/5 Evidence Strength: 5/5 Months Impact: +4	1 4 6
Worship led by Multi Schools Council 3 x Mental Health Anti Bullying SEND Nuffield Mental Health Programme	<b>EEF – Collaborative Learning</b> Cost: 1/5 Evidence Strength: 4/5 Months Impact: 5 <b>EEF – Feedback</b> Cost: 1/5 Evidence Strength: 3/5 Months Impact: +8	4 1 6 1 2 4 6

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
BMX/Scooter Mike (tbc)	<b>EEF – Outdoor Adventure Learning</b>	2
School Trips	Cost: 3/5	3
Outdoor Visitors	Evidence Strength: 3/5	4
Offsite sporting activities	Months Impact: +4	
McGrammar (tbc)	<b>EEF – Social and Emotional Learning</b>	
Nuffield Mental Health Programme	Cost: 3/5	
	Evidence Strength: 4/5	
	Months Impact: +4	
	<b>EEF – Sports Participation</b>	
	Cost: 3/5	
	Evidence Strength: 2/5	
	Months Impact: +2	

Wellbeing support/worker	<b>EEF – Mentoring</b> Cost: 3/5 Evidence Strength: 4/5 Months Impact: +7	2 5
Kids Inspire Behaviour and Attendance Partnership (BAP) support for secondary transition	<b>EEF – Mentoring</b> Cost: 3/5 Evidence Strength: 4/5 Months Impact: +7	2 5

**Total budgeted cost: £ 16,601.25**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

***This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.***

In 2023/24

100% of our PP pupils made expected progress in Reading (including all year 1 pupils passing their phonics screening and year 2 pupils passing their phonics retest)

71% made expected progress Writing and 29% made above expected progress in Writing

86% made expected progress in Maths and 14% made above expected progress in Maths.

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 Chaplain and Multi Schools Council has also been invaluable.

We are looking into working with Mental Health Support Teams (MHSTs) Essex NELFT NHS Foundation Trust to further support PP pupils.

***This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.***

In 2022/23 92% of our PP pupils made expected progress from their starting point in reading, 85% in writing and 77% in maths (13 PP pupils on role 22-23). 42% exceeded progress expectation in reading, 31% in writing and 23% in maths.

***This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.***

*In 2021/22 60% of our PP pupils met their year group age related expectations in reading, writing and maths (10 PP pupils on role 21-22). 20% exceeded expectation in reading, 10% in writing and 20% in maths.*

*All PP pupils made expected progress from their individual starting point in all of the subject areas. 10% exceeded progress in reading and 20% exceeding expectation in maths.*

***This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.***

Through robust ongoing teacher assessment throughout the pandemic (home learning) and face to face (back in school) and also pupils sitting end of year written assessments in June 2021, 80% of disadvantaged pupils (10 on role 20-21) made expected progress in line with their cohort in reading, writing and maths. All PP pupils made expected progress in two of the areas outlined above. 10% (1 pupil) exceeded in one area 10% exceeded progress in 2 areas and 10% exceeded progress in all areas.

Alongside academic achievement all PP pupils received additional support throughout the pandemic including computing resources to support home learning (loans of laptop/tablet), additional support and guidance with their learning from their class teacher and/or LSA, regular phone calls home to ensure wellbeing, a healthy and generous food parcel to name a few examples. Some PP pupils also attended school throughout the pandemic.

We deployed a teacher and employed additional LSAs on return to full school opening ensuring that our Covid Catch Up Programme included PP pupils.

## **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.*

<b>Programme</b>	<b>Provider</b>
Premier League Primary Stars Support	West Ham United

## 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***

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

## Further information (optional)

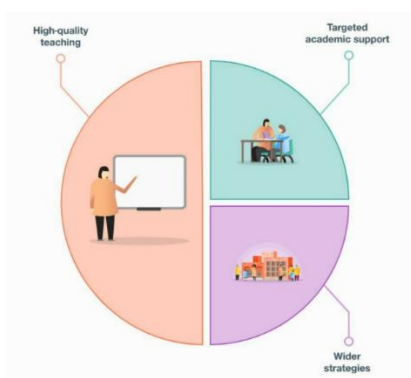
As a school we have a wealth of experienced staff members (including all aspects of the school for example: the kitchen, the office, the LSAs, teachers and leadership). We are all experts in our pupils and understand our pupils needs on an individual basis

We use our successful vision (unlocking every child's potential as a unique child of God) and our broad and balanced curriculum to support all pupils no matter what their obstacles in life have been, are or those that they may face in the future.

There is a wealth of research that shows children attending high quality early years' and primary provision is key to tackling educational disadvantage. We firmly believe it is in these years that the foundations for future success are laid down.

Research also shows that involving parents and carers in their children's learning is the most important factor in enabling some children to do well regardless of background. We involve our parents and carers at all points of their child's learning journey and prepare our children for their next stage in education.

We adapt and change approaches if they are not successful and/or not having the impact we want for the benefit of the child. We recognise that individual children's needs change and also new cohorts of children bring different rewards and challenges. Something that we will always rise to. We focus on controllable factors impacting learning and social/emotional dynamics. This is key to success.



The diagram below outlines from the EEF support for SEND pupils in a mainstream school – however we feel that this structure and support underpins all pupils in our care, including PP.

