



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	Shavington Primary School
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2023 (updated 2024 and 2025)
Date on which it will be reviewed	December 2026
Statement authorised by	Joanna Young
Pupil premium lead	Joanna Young
Governor / Trustee lead (LAB)	Sean Houlston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025/26)	£68,425
Recovery premium funding allocation this academic year	£0
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	£82,740.26

Part A: Pupil premium strategy plan

Statement of intent

Shavington Primary school aims to provide all our children with a lifelong love of learning. We are a happy school where children enjoy learning and are given every opportunity to succeed. We use our learning muscles in all aspects of school life. This enables us to build resilience, be resourceful, form and maintain relationships and reflect on our learning behaviours.

We aim to create the right environment for our children to learn exciting activities that ensure the children engage with their own learning and develop the whole child. At the heart of our school are the relationships we strive to build and maintain with our children and their families. We aim to create positive, constructive relationships that benefit all stakeholders.

We provide a team around the child, holistic approach when working with all our children but provide additional support and opportunities for our most vulnerable pupils. This comprises of high-quality teaching and learning through our breadth of curriculum as well as quality intervention and support from staff and other agencies.

We pride ourselves in ensuring quality CPD is in place to support staff who work closely with our vulnerable pupils and their families to ensure we can target intervention and specific support when and where it is needed. This ensures our children and families are able to access all areas of the curriculum and feel able to achieve their very best.

Our funding is utilised to target:

- *Children who suffer with low levels of engagement, whether that be attendance, during lessons or within small group or class settings.*
- *Children who have suffered or been affected by trauma and or traumatic experiences.*
- *Vulnerable children who are not achieving their potential in reading, writing and/or maths.*
- *Children where gaps are developing in knowledge and skills.*
- *Children struggling with relationships and social communication*
- *Children who have suffered loss (family separation) and or bereavement, which is impacting on them and their families.*
- *Positive mindset with a focus on healthy minds and bodies.*
- *A love of hobbies including music and sporting opportunities.*

Challenges

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

Challenge number	Detail of challenge
1	Home life (inconsistencies in living arrangements, loss, separation bereavement)
2	SEN alongside being vulnerable
3	Attendance
4	Pupil progress in Reading, Writing and Maths
5	Gaps in learning
6	Poor retention of knowledge and skills
7	Pupil wellbeing and social interactions with peers and adults

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
To increase levels of engagement, including attendance (in line with National) and participation in one to one, small group and/or class interventions.	Pupils are in school to receive quality first teaching alongside planned, regular targeted interventions.
For PP children to achieve their potential in reading, writing and/or Maths.	PP children will have made progress in relation to their starting points in the targeted areas of concern.
To identify gaps in learning for PP children and provide targeted support/intervention.	Gaps in learning, skills and knowledge have been identified and focus has been placed both in lessons and through targeted support to provide re teach / pre-teach opportunities to strengthen knowledge and understanding in basic skills.
To provide nurturing social groups to allow children the opportunity to develop and build positive relationships, strengthening communication skills with peers and adults.	Children are attending regular nurturing groups and or one to one sessions, where they are participating in quality interactions with peers and adults. They are engaging in activities which promote positive relationships and turn taking whilst developing more effective ways to communicate.

<p>To promote positive mindset through quality first teaching, focusing on ways to build healthy minds and bodies.</p>	<p>Children talking about what they can achieve rather than what they can't. Children using the learning muscles to talk about their strengths. Children taking part in regular exercise (OPAL and regular movement breaks). High levels of engagement in Healthy Heroes, No Outsiders and Jigsaw teaching and learning experiences. High levels of attendance on day and residential visits in both Key Stages.</p>
<p>To offer wider opportunities and increase uptake for PP children in school trips, visits, residential, music and sport.</p>	<p>A range of possible activities for PP children to choose from including sporting clubs (Healthy Heroes, gymnastics, dodgeball, football), music opportunities (Rocksteady, one to one tuition, choir) and a range of other social / hobby-based clubs Uno, bingo, eco club, languages, mindfulness colouring etc.</p>
<p>To ensure staff access high quality CPD enabling them to deliver quality first teaching and interventions</p>	<p>Pupils make good progress following interventions.</p>

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.

EEF impact scores can be found at

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£27,579**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA Supervision x 3</i>	£900 An ELSA in a school is an Emotional Literacy Support Assistant. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. This is a widely recommended and recognised approach to support vulnerable children.	2,4,5,6,7
<i>ELSA targeted support for RP children and mainstream nursery to yr 6 (EYs and KS1 new this year)</i>	(£7684) Increased number of trained ELSA staff throughout mainstream and RP to support more widely throughout all Key stages.	2,4,5,6,7
<i>Retention of a Home School mentor for mainstream and (£7684) a two day a week home school mentor to support RP.</i>	(£18,000) To have a link between home and school. To liaise with other agencies and professionals. To work alongside teachers and safeguarding leads in school to identify those vulnerable pupils and their families who may need signposting to external agencies e.g. CLASP, My CWA, or for an Early Help assessment.	1,2,3,4,7

<i>Safer handling and de-escalation training</i>	(£995) All staff including supply trained through staff meetings, INSET days and group sessions to support new behaviour policy and practice throughout school to support our most vulnerable pupils.	1,2,3,4,5,6,7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£62,089**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Accelerated Reader programme</i>	(£5,750) Programme is widely used with EEF recommendation. Investment this year to allow pupils to access more texts and reading more. We will need further investment in quality texts and staff time for CPD and supporting pupils through reading interventions and comprehension development.	2,4,5,6
<i>Appointment of deputy SENCO who will undertake the NPQ and support the sendco in early identification and interventions for disadvantaged pupils</i>	(£40,000) Support to implement EEF 5 a day and evidence based intervention delivery.	4,5,6
<i>Nessy Targeted package for reading and spelling.</i>	(£895 for 100 users) Nessy are best known as advocates for children with dyslexia around the globe. But the Nessy programs are not only for dyslexia. Nessy is widely used for whole class, phonics, maths, typing and early reading instruction. Nessy collaborates with some of the world's leading academics, and follows the Science of Reading, to ensure our programs are based upon proven research.	2,4,5,6
<i>Specialist SaLT sessions with support from trained TA's. CPD for staff to develop greater understanding</i>	(£12,944) (TA hours) Well comm screening ELKLAN assessments Use of I can speech & Language assessment tool Yrs. 1-6.	2,4,5,6

<i>of language development plus training to apply any interventions and /or support needed.</i>		
<i>Speech and language training for 2 x TAs</i>	(£400) X 1 ELKLAN Training	2,4, 5, 6
<i>Social groups</i>	Regular snack and nurture groups. Daily Lunch clubs/ movie club for vulnerable pupils. These range from social and emotional skill-based groups to one-to-one time to talk and bubble time to specialist bereavement support. There is a huge amount of evidence that if a child has trauma and any of the ACEs that learning is challenging. All children need their basic emotional needs met to be able to access learning in the classroom.	1,3,7
<i>Use of Alternative Provision</i>	(£2,100 per pupil) Vulnerable pupils may need to access alternative provision due to difficulties in home life and issues around lockdown, attendance, and behaviours.	1,2,3,7

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

Budgeted cost: **£12,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Daily Attendance checks. Use of external educational welfare to support and work alongside home school mentors to support with daily calls and home visits where necessary to improve attendance.</i>	(£500 annual fee) Pupil attainment is higher when pupils have higher attendance.	3
Use of BASC (before & After school club) to support smooth transitions for some children suffering with attachment /separation and/ or anxiety issue.	(£4.50 AM session & £9.00 PM session estimate £100) If a child starts the day calm and in a good place, they go on to have a more successful day in all aspects of their school day (academically and socially).	1,3,7

Rock steady music sessions	(£50 per term x 1 = £150) Pupils confidence and self-esteem increases based on learning a new skill and socialising in different groups.	7
Enabling all children to participate in visits, visitors, and residential.	(£4,000) To ensure all children have the wider opportunities and gain the life skills that come from these experiences	4,7
Enabling all children access to school uniform.	(£500) To allow all children to look the same as their peers and feel part of their whole school community.	7
Access to quality counselling to improve well being	(£7000) Counselling improves pupils mental health and well-being	1, 7

Total budgeted cost: £101,918

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 2024 to 2025 academic year.

In 2025 there were 7 disadvantaged pupils in year 6. Their attainment was above national for this group. 14% achieved a higher standard in reading and maths 57% achieved expected standard in reading, writing and maths.

PP pupils accessed a wide selection of clubs and these were organised to ensure family members could access clubs at a similar time. All PP children accessed the full timetable of trips and had the opportunity to attend funded music lessons. These programmes have increased pupil engagement and enabled them to access lessons with more confidence.

Access to BASC has helped parents who are at crisis point and those getting back into work.

ELSA interventions have proven to benefit children in raising confidence and resilience. They received weekly sessions of ELSA. These children received a certificate for engaging with the sessions. The number of suspensions is below national.

Additional investment into the training of Teaching Assistants with ELKLAN to deliver SALT care plans has meant that the quality of interventions across the school has remained high. We have a trained TA in each Key Stage area.

Through purchasing the SALT assessments, it has supported ELKLAN TAs to pin point areas for intervention, monitor progress and refer appropriately. This has seen an increase in SALT care plans in school. It has also meant that the early identification has closed gaps early on.

Investment into counselling sessions continues to have a positive impact and the % pupils who say they are happy at school has increased. The counselling has shown an increase in an ability to talk about their feelings and emotions with an adult and look at useful tools for self-help strategies resulting in reduced episodes of dysregulation.

Having reviewed the attendance for clubs and after school events in 2024/25, children who were not involved in these have been allocated spaces in the Healthy Heroes club with our PE specialist. This has resulted in 100% pupils accessing a club.

Attendance continues to be a target area for our disadvantaged pupils.

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
ELSA	Cheshire East Ed Psch
ELKLAN	ELKLAN
Counselling	Mind Over Mind

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?	Clubs and trips and BASC
What was the impact of that spending on service pupil premium eligible pupils?	Enrichment

Further information (optional)

Our ethos and values ensure we work collaboratively within our school, as one of 14 schools in the TLP Trust and with a team around the child approach which links to the trust disadvantage strategy.

The child is at the heart of all we do and we endeavour to ensure all stakeholders work collaboratively in the best interest of the child.

Our approach runs throughout our school and its curriculum to ensure all children have equal opportunities to thrive in the truest sense of the word.

Our school prides itself on the learning for life value and strives to equip our children with a toolkit that helps them to be the very best they can be now and in the future.

All children deserve the opportunity to benefit from one to one and small group interventions in areas they may find challenging or areas they are interested and passionate about. We have further developed our opportunities for pupil voice with a range of pupil voice groups.

An investment in training and staff CPD has been a priority to support our most vulnerable children, equipping staff with the tools needed to support them.

We continue to use a range of targeted interventions and support to have maximum impact on pupils.