

# Pupil premium strategy statement

This statement details our school's use of pupil 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	Shaw Ridge Primary
Number of pupils in school	384 (excl nursery)
Proportion (%) of pupil premium eligible pupils	15.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs S Cowell
Pupil premium lead	Mr J Lee
Governor / Trustee lead	Mr N Linsell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,980
Recovery premium funding allocation this academic year	£0
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	£77,980

# Part A: Pupil premium strategy plan

## Statement of intent

At Shaw Ridge Primary School, we aim to ensure that every child, regardless of their background or any challenges they may face, strives to achieve their highest potential. We use pupil premium funding to give our children opportunities that would not necessarily be available to them and to facilitate trusting relationships with adults in school, identifying barriers to their learning and working with them. We seek to provide insights into the barriers to learning these children may encounter and document strategies that work to reduce these barriers.

We believe that quality first teaching provides the best learning experience for all students. We allocate funding to support our class teachers through collaboration and sharing of best practices, enhancing the offer given to our pupils. With quality first teaching as our foundation, we implement targeted interventions to help students make significant progress. These interventions are high-quality and specifically address gaps in the learning of pupil premium (PP) children, ensuring their effectiveness. We also use funding to employ teaching assistants who deliver these interventions, further supporting student progress.

To boost the engagement of PP children, the school subsidises a range of extracurricular activities, ensuring that PP pupils can participate in all school trips, where they can develop teamwork and independence. We provide extracurricular clubs where disadvantaged children are able to participate and enjoy activities that may not necessarily be available to them otherwise.

Amongst our highly-skilled staff, we have a family support worker and two teaching assistants who are ELSA trained to provide children with nurturing interventions. They, along with the senior leadership team, collaborate with families to support parenting, attendance, routines, and acts as a liaison between home and school. The SLT and administrative team work closely to improve PP attendance by addressing and removing barriers.

As a school, we have 4 key priorities:

1. To ensure children in receipt of the pupil premium have access to high quality texts in order to promote a love of reading.
2. To continue to support our families in maintaining a good level of attendance in school of 97% or higher.
3. To provide our children with the opportunity to engage in all aspects of school life, including trips, clubs and representing the school.
4. To close the gap in attainment between disadvantaged and non-disadvantaged children in all areas of the curriculum.

The profile of disadvantaged children at Shaw Ridge School is not an easy one to map as each cohort of children differs in its needs and barriers, for example, in some year groups, there may be a high level of SEND where our families may need more support in developing specific areas of development in their children whereas in another, SEND need may be minimal yet there may be a higher demand on nurture provision. Therefore, it is important for us to develop a picture of the needs for our disadvantaged children as early as possible.

## Challenges

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

Challenge number	Detail of challenge
1	Gap in attendance between disadvantaged children and non-disadvantaged children.
2	Attainment gap for children in reading, writing and maths combined measure.
3	Percentage of disadvantaged children passing the phonics test.
4	PP children's involvement in after school enrichment activities and clubs, and opportunities to represent the school.
5	PP children who may struggle to regulate emotions and have opportunities to discuss their lived experience with a professional adult.
6	PP children having learning opportunities enriched by real first-hand experiences, visits and access to resources.

## 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 reduce and subsequently close the gap in attendance between children receiving the pupil premium against those who do not.	Average attendance for PP children to be higher than 97%. Children who are persistent absentees to be supported in reintegrating with school and increasing their attendance. Attendance to be in line or better than national averages. Where attendance is a cause for concern(95% or lower), school will work with families to ensure that this does not become a greater issue.
To close the gap in attainment at the end of key stage 2 between disadvantaged and non-disadvantaged children achieving the combined measure in reading, writing and maths.	Percentages of disadvantaged children achieving ARE in reading, writing and maths at the end of key stage 2 to be in line with non-disadvantaged children. Children who achieve age related in one area of the curriculum are targeted to achieve it in all. Booster sessions and interventions targeted to support children in achieving ARE in the key curriculum areas.
To keep percentage of PP children passing the phonics test in line with that of the rest of the school	PP children passing phonics test to be in line with non PP children passing the phonics test. Targeted support in place to ensure children are in appropriately sized groups with quality first teaching in phonics.
Children in receipt of PP are given opportunities to	Clubs and activities to be subsidised for PP

take part in extra-curricular activities and to represent the school.	children in order to make them more accessible. Where clubs are oversubscribed, priority given to disadvantaged children. Teachers/school staff to identify where disadvantaged children may benefit from particular clubs and activities and promote them.
PP children to have opportunities to discuss and regulate emotions with trained members of staff.	Where appropriate, nurture sessions with ELSA trained members of staff to take place. Disadvantaged children to be involved in sessions designed to promote positive parenting and positive mental health such as Happy to be Me, Time to Talk, Draw and Talk, Sand Tray therapy.
Disadvantaged children are able to experience real life enrichment learning opportunities.	Trips throughout the school are subsidised or paid for through the pupil premium spending ensuring that all trips are accessible to all. When arranging trips and enrichment activities, staff to consider financial and familial constraints that may impact on the engagement of disadvantaged families.

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Quality First Teaching approaches for all teaching and learning support staff to embed these principles across the curriculum. Training of staff in quality first teaching principles and monitoring their effective implementation into the curriculum. This will be achieved by releasing teachers to observe examples of quality first teaching.	Embedding the <a href="#">EEF 5-a-day principle</a> across the school will improve outcomes all learners, especially those with SEND. <a href="#">EEF research</a> demonstrates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	2,3
Making effective use of teaching assistants within each classroom. Tas will support children within the class to access their learning but will also	EEF evidence outlines best practice in the deployment of Tas: <a href="#">Making best use of teaching assistants</a>  Using a structured intervention, teachers can	2,3

provide intervention opportunities in order to close gaps in attainment.	swiftly close progress or attainment gaps in a key area. They can also see the demonstrable impact of their practice, and share it with the child and their parents or carers. <a href="http://Highspeedtraining.co.uk">Highspeedtraining.co.uk</a>	
Including a school-wide target for <b>all</b> members of staff to identify, track, and casefile disadvantaged learners. This will ensure disadvantaged learners do not get 'missed' or 'lost' and are tracked carefully to ensure intervention and approach is tailored to their needs.	The impact school-wide of developing a culture within school that is reflective and collaborative in identifying barriers to learning as well as identifying the positive in the learning experience for some of our learners is well documented: <a href="#">Teachermagazine</a>	2,3
All staff have a clear identification and monitoring expectation of bottom 20% of cohort where these pupils do not meet the disadvantages criteria for PP / FSM / LAC/PLAC. Targeted support through interventions is then planned and put in place and monitored for impact. This is also built into staff performance management targets.	<a href="#">EEF research</a> demonstrates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	2,3

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

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions take place throughout the school providing one to one or small group intervention aimed at closing the gap in attainment.	Effective teaching and learning of discrete reading skills is proven to improve reading comprehension skills and fluency. <a href="#">EEF</a>	2
Booster sessions provided by teachers for Year 2, year 6 and year 1 children in order to close gaps and support children in preparation for key stage assessments.	The best available evidence indicates that great teaching is the most effective tool for schools to raise outcomes. <a href="#">High Quality teaching - EEF</a>	2
All children have access to a broad and balanced	In order for the curriculum to be effective and meet the statutory requirement, schools need	6

curriculum. PP lead and SENCo monitor intervention timetables to ensure that children receiving extra support retain access to a broad curriculum	to ensure it provides enough subjects, areas and experiences in a suitable timetable to prepare pupils for the opportunities, challenges and responsibilities of later life. <a href="#">Evaluate-Ed</a>	
Staff working with pupils have high expectation for accelerated learning	Through analysis of PPR data, lesson obs, work scrutiny etc monitor attainment and progress of disadvantaged children. We ensure that gaps in learning are identified early, targeted through appropriate interventions and impact on learning is monitored to demonstrate accelerated progress. We undertake case studies of pupils progress to monitor impact and outcomes.	2

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training to boost capacity for children to be supported with emotional needs. ELSA training to build capacity within the nurture team in order to meet needs. Thorough timetable of nurture and Positive mental Health activities in place, tailored to the needs of the children.</p> <p>Nurture support is available and planned in for 1;1/small groups or to run programmes eg 'happy to be me' 'chose to cope' 'go-zone'. 'family seal' .</p>	<p>Children will be able to access more academic learning if their Social and Emotional Learning is improved. This will allow the children to access more of the collaborative approaches that are used within lessons as they will be improving the inter-personal skills and how to regulate their behaviours and emotions.</p> <p><a href="https://www.elsanetwork.org/area_contact/swindon/">https://www.elsanetwork.org/area_contact/swindon/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	5

<p>Nurture support is made available to ensure a settled start to the day including breakfast provision in emergencies. This will improve focus and ability to concentrate increasing progress and attainment for the disadvantaged pupils.</p>		
<p>Curriculum learning opportunities are enriched by real life first hand experiences / visits / visitors /access to resources.</p> <p>The staff always seek opportunities to provide first hand learning experiences to strengthen knowledge and vocabulary to support writing in disadvantaged pupils.</p> <p>Parents receive financial subsidy for trips / swimming, this is then accounted for by PP lead and admin staff.</p> <p>Clubs are also subsidised and the PP lead monitors engagement of disadvantaged families.</p>	<p>Based on research from the EEF participation in extracurricular activities can motivate and engage learners which has a positive impact on their learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>4,6</p>
<p>All disadvantaged children arrive on time and fully equipped to be ready to learn .</p> <p>Attendance is monitored closely by our attendance officer who works</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The support of the EWO is in place to advise the school and challenge parents on absences.</p> <p><a href="https://localoffer.swindon.gov.uk/earlyhelpassessmentrecord">https://localoffer.swindon.gov.uk/earlyhelpassessmentrecord</a></p>	<p>1</p>

<p>closely with the EWO team.</p> <p>Family support worker runs TAFs and Family support meetings to support families in their engagement. Early Help process also in place to support these families.</p>	<p>Research evidence broadly suggests that the provision of early help can reduce rates of child welfare intervention and improve child and parent outcomes.</p> <p><a href="#">National children's bureau</a></p>	
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**Total budgeted cost: £ £100,000**