



## 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	Shelley First School
Number of pupils in school	3
Proportion (%) of pupil premium eligible pupils	1.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Liz McLoughlin
Pupil premium lead	Liz McLoughlin
Governor / Trustee lead	Jason Field

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8237
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	£8237

## Part A: Pupil premium strategy plan

### Statement of intent

Our vision is to provide a happy, safe and inclusive environment in which every child will thrive and reach their potential. To enable them to develop as caring, respectful, resilient individuals who embrace learning and are well equipped for their next stage in life.

Therefore, regardless of background or barriers, we want all pupils at Shelley First School to access a broad, balanced and enriched curriculum with quality first teaching and learning at its heart. Not all disadvantaged pupils receive allocated funding and this focus upon the quality of what is taught is an investment in our children and staff. School spends much more on achieving this aim than is funded via pupil premium money. This helps to support our overall aim rather than fund it.

We aim to swiftly identify any barriers to learning for children and ensure provisions are carefully planned to address and remove these.

Our strategy is informed by research, including that of the Education Endowment Foundation and like all aspects of our School Development work is driven by and centred around our school vision and values.

### Challenges

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

Challenge number	Detail of challenge
1	Weaker reading fluency and gaps in literacy and numeracy
2	Language delay limiting access to learning
3	Linking new information to previously learned information and retaining this information which limits progress
4	Social and emotional needs impacting upon access to learning
5	Parental involvement and developing their understanding of how they can support their child

## 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
1. Gaps in English and Maths will be closed to support children to catch up to their Age-Related Expectations	Pupil Progress will show children closing gaps in English and Maths knowledge and outcomes being closer to their Age Related Expectations. Reading Assessments will show reading age, sound gap or fluency progress
2. Language delays are addressed to support children to better access learning	Children will make progress in Communication and Language strands to help them access learning more independently and make progress across other areas of learning.
3. Children with working memory difficulties are supported through improved teaching and learning strategies	Teaching strategies are consistent across school that build stronger working memory through retrieval practice. Review show children are learning more and remembering more.
4. Social and emotional needs impacting upon access to learning are better met so vulnerable children can access a full education	Children are supported in their social and emotional needs so they can be more regulated for accessing learning.
5. Parental engagement is strong and families are supported to meet children's needs	Parents feel supported and informed to support their children emotionally and academically.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

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

Budgeted cost: £1000 towards CPD and release time costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Phonics Early Reading CPD and Reading CPD for all staff during  Maths Mastery Training	Resources used and training delivered are those linked to quality assured phonics and reading scheme used in school and delivered by skilled professionals.  EEF The importance of reading in early years education. EEF Phonics EEF Mastery Learning	1,
Release teachers to work with professionals and external agencies to support vulnerable children in their class and personalise curriculums and approaches and ensure foundational skills including language are fully supported and embedded	External and specialist teachers outreach work  Dingley's promise The Writing Framework (DfE) 2025 Strong Foundations in the first years (DfE) 2024	2, 3, 4
Whole School CPD for supporting Teaching and Learning included in CPD plan	Rosenshine Research of quality instruction Executive Functioning Strategies (Harvard University) Adaptive Teaching (Ambition Institute) EEF 5 a day	1, 3

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

Budgeted cost: £1000 used towards cost of support adults and intervention running costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group support to keep up from trained support adults for all core lessons for those children with gaps in learning	Rosenshine quality of instruction EEF Teaching Assistant Interventions	1, 2, 4
Phonics and reading intervention for those children with gaps in early reading.	RWI phonics Reading Friends DfE Research evidence on reading for pleasure (Education Standards Research Team)	1, 2
1:1 weekly tutoring sessions in place for those children with gaps in core learning including speech and language difficulties and working memory/executive functioning	EEF research in intervention EEF Communication and Language Approaches	1, 2

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

Budgeted cost: £6237

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to quality resources and training for parents to support children in language, foundational skills and reading at home.	Resources used are those linked to quality assured phonics and reading scheme used in school.	5
Support across school by trained ELSA and nurture sessions/forest school to support emotional regulation and literacy including resources/support space	EEF Adventure Learning ELSA research: <a href="#">Other Research – ELSA Network</a>	4

**Total budgeted cost: £8,237**

## 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 2024-2025 academic year.

- 1. Weaker reading fluency and gaps in literacy and numeracy
- 2. Language delay limiting access to learning
- 3. Linking new information to previously learned information and retaining this information which limits progress
- 4. Social and emotional needs impacting upon access to learning
- 5. Parental involvement and developing their understanding of how they can support their child
- 6.

Allocated Spend	How will we spend the Pupil Premium funding? (Actions)	How we will measure impact. (Success Criteria)	Impact

£1500	<p>High Quality Phonics Early Reading CPD and Reading Framework CPD for all staff during INSET and regular coaching for staff</p> <p>Maths Mastery training in the EYFS and KS1</p> <p>Release teachers to work with professionals and external agencies to support vulnerable children in their class and personalise curriculums and approaches</p> <p>Whole School CPD for supporting retention and retrieval and executive functioning/working memory support– dedicated INSET day included in CPD plan</p> <p>Phonics interventions before school and during school</p>	<p>Pupil Progress and assessment/attainment results will show children closing gaps in English and Maths knowledge and outcomes being closer to their Age Related Expectations</p> <p>Phonics scores will remain high</p>	<p>All children have made progress in reading either through RWI assessments or Reading test scores</p> <p>Phonics scores above or in line with national average</p> <p>Internal test scores indicate scores above national KS2 exit levels</p> <p>KS2 SATs tests for Y6 leavers above national levels and some of the strongest in the pyramid</p> <p>New staff trained and confident in maths mastery</p>
£6580	<p>Targeted small group support to keep up from trained support adults for all core lessons for those children with gaps in learning</p> <p>Mirodo to target specific gaps and support learning</p> <p>Phonics and reading intervention for those children with gaps in early reading.</p> <p>1:1 or small group weekly tutoring sessions in place for those children with gaps in core learning including speech and language difficulties and working memory/executive functioning</p>	<p>Children will make progress in Communication and Language strands to help them access learning more independently and make progress across other areas of learning.</p> <p>Teaching strategies are consistent across school that build stronger working memory through retrieval practice.</p>	<p>Disadvantaged children with SALT needs making progress in all areas Vs previous year and at ARE or HS in English and Maths</p> <p>Support given during school day to help pupils access Mirodo/fill gaps</p> <p>Reading Friends to support language and reading, plus confidence and social skills</p> <p>Executive function Creative Week underpinned by artwork opportunity to be inclusive for all</p>



		Review show children are learning more and remembering more.	
£800	Access to quality resources and training for parents to support children in language, foundational skills and reading at home (Mirodo, RWI links)	Teaching strategies are consistent across school that build stronger working memory through retrieval practice. Review show children are learning more and remembering more.	Retrieval strategies regularly used in class teaching  Teachers able to identify retrieval techniques and good practice and plan for this  Outcomes for children remain strong in school and in line with previous year trends. School attainment remains above national standards
Costed in above	Support across school by trained ELSA and nurture sessions/forest school to support emotional regulation and literacy including resources/support space	Children are supported in their social and emotional needs so they can be more regulated for accessing learning.	Positive feedback from stakeholders  New starter referrals made and secured based on reputation of school and feedback from professionals on provision in school

Costed in above	<p>Parental engagement is strong and families are supported to meet children's needs</p> <p>Parental videos for RWI support with phonics and early reading (see above)</p> <p>Quality book stock for children to take home and read with parents/at school additionally</p> <p>Release time for staff to explain strategies and share resources with parents to support at home eg. Zones of Regulation and associated language</p>	<p>Parents feel supported and informed to support their children emotionally and academically.</p>	<p>85% of parents would recommend school to another parent</p> <p>76%+ parents say the school's curriculum is helping their child progress</p> <p>79% parents say they agree or strongly agree that their child does well at this school</p>
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