

Pupil premium strategy statement – Shipston on Stour Primary School

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	401
Proportion (%) of pupil premium eligible pupils	27.18% (109 children)
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)	2024/5 - 2027/8
Date this statement was published	November 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Glyn Roberts
Pupil premium lead	Glyn Roberts
Governor / Trustee lead	Peter Daniel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,460 Inc 4 LAC & 7 Post LAC
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£183,460

Part A: Pupil premium strategy plan

Statement of intent

At Shipston Primary, our intention is that all pupils receive the best possible school experience, where our high expectations are matched by an aspirational, innovative curriculum; well trained staff; and families are supported to match the ambitions we have for our children. We believe that all children, irrespective of their background or the challenges they face, should experience success; feel valuable and cared for; and are equipped with strategies to become successful people; and who leave our school with ownership over their own life choices.

We are resolute that our children should have the same cultural capital as their peers to ensure they perceive no barriers to their dreams and ambitions.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, with a particular emphasis on the core basics of reading, writing and key maths knowledge and skills and providing a structured scheme of Social, Emotional Mental Health (SEMH) support for children and families.

This approach aligns with The Stour Federation's principle of Equity-Equality Investments, which commits the Trust to "do more to overcome the extra barriers some learners experience". We recognize that cultural capital is a key barrier to personal growth and aspiration, and by addressing this through high-quality curriculum design and enrichment opportunities, we guarantee both social and academic inclusion for all.

Our strategy adopts the EEF's tiered approach and prioritizes High-Quality Inclusive Teaching for all children as the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. We recognize that vulnerability extends beyond those classed as disadvantaged to include children with a social worker, receiving Early Help, or experiencing anxiety and attendance difficulties. Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils often face attendance and punctuality difficulties, impacting engagement and progress. We need to strengthen the school-wide culture of belonging, identify underlying barriers, and improve collaborative working with families.
2	Lack of early Speech & Language provision and support for developing essential oracy skills, leading to vocabulary gaps and underdeveloped communication skills

	from EYFS through KS2. This deficit impacts comprehension and access to the wider curriculum
3	Disadvantaged pupils, many of whom also have SEND/EAL needs, lag behind Warwickshire and national peers at key transition points (GLD, Y1 PSC, Y4 MTC, Y6 SATS). We must ensure the consistency of High-Quality Inclusive Teaching and effective adaptation of learning to meet the specific needs of disadvantaged pupils.
4	Limited exposure to enrichment and life experiences beyond the local area, which can hinder cultural capital development, motivation, and aspiration
5	High levels of anxiety and difficulties in developing personal, social, and emotional skills disrupt engagement in school life and the ability to form effective relationships. These non-academic barriers must be addressed to allow pupils to focus on academic learning.

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
<i>Attainment and progress outcomes for disadvantaged pupils are improved and sustained.</i>	Key measures: GLD, Y1 PSC, Y4 MTC, Y6 SATS results are above comparative Warwickshire and National Averages for disadvantaged pupils. Termly assessments and pupil progress reviews show that progress is at least good for targeted children, closing the gap with non-disadvantaged peers.
<i>Targeted families overall attendance and punctuality increases.</i>	Overall school attendance is sustained at 97%+. The attendance gap between disadvantaged and non-disadvantaged pupils is closed, aligning with national expectations. Lateness is below 0.3%. Overall school attendance is 97%+ Lateness is below 0.3%
<i>Children demonstrate increased communication and interaction skills.</i>	% of children achieving GLD in Communication and Language increases. 80% + Y1 PSC. The number of staff trained to support Speech and Language increases. All staff are trained in the SHrec approach and ensure children are exposed to high quality interactions.
<i>Children have the necessary social and emotional skills to thrive in and out of school.</i>	Thrive is well-established and used effectively by all staff, and screenings show interventions are effective. Surveys of the whole school community show a high level of belonging and happiness. Number of recorded incidents of behaviour issues related to relationships decreases
<i>All children are well supported to engage in enrichment and develop cultural capital.</i>	All children who want to attend school trips are supported to attend, removing financial barriers. All children represent the school in some way by the end of Y6. Participation in wider

	curriculum activities, such as cluster sports and the Shipston Spirit Awards are high.
<i>Children have the necessary skills, vocabulary and support to enable them to form effective relationships with peers and adults; have a positive self-image and resilience and know pathways to support available to them.</i>	Thrive is well-established and used effectively by all staff. Behaviour, relationships and well-being policy is used consistently by all staff, is up-to-date and understood by parents. Thrive screenings show that interventions are effective. Surveys of the whole school community show that there is a high level of belonging and happiness. The 6 C's are evident in the culture and ethos of the school.

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: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in CPD to embed High-Quality Inclusive Teaching and Contemporary Adaptive Teaching. This includes regular curriculum reviews and training: Walk Thrus (Scaffolding/Differentiation), RWI Phonics training, and Mastering Number	High-quality teaching has the greatest impact on closing the disadvantage attainment gap and is disproportionately beneficial to pupils who struggle. Phonics approaches show a positive impact on reading accuracy	1, 2, 3
Maximising the impact of Teaching Assistants (TAs) through professional development and strategic deployment to support quality first teaching (QFT), including pre-learning and reinforcing core knowledge at the point of teaching	EEF guidance on Maximising impact of Teaching Assistants. Effective teaching assistant deployment is critical for aligning support with classroom instruction	3
Development of whole-school Oracy provision (e.g., Voice 21 Oracy Framework) to address early language	Oral language interventions have a strong evidence base indicating positive impacts on reading and attainment	2

deficits and build communication skills		
Review and implementation of SEND Inclusion Framework to ensure accessibility to learning, enrichment, and life experiences, focused on Quality First Teaching and Wave 1 provision	Quality First Teaching and effective use of the SEND Code of Practice are fundamental to inclusion	3
Behaviour: reviewing and updating policies (e.g., Behaviour Blueprint, Restorative Practice), training, and effective monitoring (CPoms, 6Cs)	Behaviour interventions and restorative practice support the development of personal, social, and emotional skills, reducing barriers to engagement	5

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

Budgeted cost: £60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and one-to-one tutoring/interventions for targeted pupils identified through diagnostic assessment (e.g., S&L interventions: WellComm, Time to Talk, SaLT; SEND interventions: precision teaching, EPATT, Colourful Semantics)	Tuition targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils (+4 to +5 months progress). Oral language interventions support disadvantaged pupils.	2, 3
Thrive Intervention provision. Funding for additional staff training (5 new practitioners) and release time for delivery of structured SEMH support each morning	Social and Emotional Learning (SEL) interventions aid academic progress and mental health. The Thrive Approach is systematic in building resilience.	1, 5
Early Help engagement and identifying barriers with families through collaborative problem solving.	Pastoral support and engagement with families helps address underlying issues that hinder attendance and learning.	1

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

Budgeted cost: £33,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusive Attendance Strategy: Embedding principles of good practice set out in DfE guidance on Improving School Attendance. This includes utilizing our Family Support Officer to work closely with vulnerable families	Assuring that the family situation is looked at holistically is key to improving a child's attendance and punctuality	1, 6
Enrichment and Cultural Capital opportunities: Subsidising trips, visitors, clubs, Junior Duke, Shipston Spirit, and OPAL play provision. Ensuring all children have opportunities to participate in community events	Cultural capital enhancement is vital for addressing aspiration barriers. OPAL redesign of playtimes has led to improved focus and enjoyment	3, 4
Improved communication and collaboration with preschool settings and signposting families to Mental Health in Schools Team and Family Information Service (FIS) workshops	Early identification and collaboration support transition and foundation skill development	2, 5
Contingency Fund for Acute Issues.	Based on school experience, a fund is set aside to respond quickly to unforeseen needs (e.g., uniform, crisis support, emergency trip funding).	ALL

Total budgeted cost: £ 165 050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal and externally moderated assessments during 2024/25 showed that the performance of disadvantaged pupils was significantly higher than the national average in key areas of the curriculum, especially in Year 6. The support provided over the last three years has had a positive impact.

Data Point	Disadvantaged Pupils (July 2025)	National Average (NA)	Finding
Reading EXS+	81%	59%	PP pupils significantly exceeded NA.
Writing EXS+	81%	58%	PP pupils significantly exceeded NA.
Maths EXS+	75%	59%	PP pupils significantly exceeded NA.
RWM Combined EXS+	75%	46%	PP pupils significantly exceeded NA.
Scaled Score (Reading)	105	103 NA	PP pupils exceeded NA.

We also saw significant increases in children achieving **GLD in Reception**, passing the **Y1 PSC/Y2 Retake**, and improved scores for disadvantaged pupils in the **Y4 MTC**.

Impact of Key Strategies:

- **Teaching and Targeted Support:** High focus was placed on staff training to support all children, emotionally and academically. We ensured every year group had a TA each morning, supplemented by additional TA support in the afternoons to provide flexible, targeted academic support and reinforcement near the point of teaching.
- **Wellbeing (SEMH):** We trained an additional five members of staff, resulting in eight trained **Thrive Practitioners** to deliver the programme daily. This comprehensive support, including a

dedicated nurture adult, positively impacted children's attendance and engagement, particularly those in our Specialist Resource Provision (The Dovecote).

• **Wider Strategies (Attendance and Behaviour):** Our overall attendance rose from 93% (2021/22) to 95% (2024/25). Our revised behaviour policy, focused on restorative practices, and the greatly developed OPAL play offer (enrichment) resulted in pupils reporting far greater enjoyment of playtimes and better focus after breaks. We used Sports Premium funding for free after-school sports opportunities to develop social skills and positive engagement.

Assessment and Evaluation: We triangulated evidence from multiple sources, including internal assessments, class book scrutiny, conversations with parents/students/teachers, and utilized EEF implementation guidance to review and refine our strategy. We noted that the rising numbers of EAL, SEND (especially EHCP), and PP children, combined with a significant rise in anxiety, required the development of a Specialist Learning Resource Provision and a continuing focus on holistic support.

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
THRIVE	Thrive
OPAL	OPAL
WellComm	WellComm
Time to Talk	Warwickshire Speech & Language Service
EPATT	Warwickshire EP Service
RWI Phonics	Ruth Miskin