

Pupil premium strategy statement 2025-2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2026 academic year) 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.

The strategy is written with the DFE guidance in mind on [using pupil premium](#).

School overview

Detail	Data
School name	Shinfield St Mary's CE Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 to 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Philippa Healy
Pupil premium lead	Philippa Healy
Governor lead	Jessica Dye

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£69,690

Part A: Pupil premium strategy plan

Statement of intent

Everything we do in the school is led by our vision which is based on John 13, 34 ***As I have loved you, so you must love one another.***

This leads us to ensuring that children, who may have experienced disadvantage, trauma or loss, find a sense of belonging in our school community. They experience positive relationships in which they feel loved and valued. Our aim is that all children irrespective of background can participate in all areas of school life. Our school curriculum and the pedagogical approaches are chosen to support disadvantaged learners. Vocabulary enrichment and oracy are integrated throughout our curriculum. The explicit teaching of our values, our PSHE and RSE curriculum aims to provide all children with the knowledge to make healthy choices in all areas of their lives including the relationships they form. Individualised support is targeted and monitored in order to remove barriers to academic success. The progress and attainment of our disadvantaged children is key to their future life choices so we are rigorous in removing barriers that may hinder success.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that attendance and punctuality of our disadvantaged pupils is lower than the non-disadvantaged pupils. Although the gap is reducing the attendance data for 2024-2025 was 3.3% lower than the whole school data. For the same year 36.1% of those classed as persistent absentees were eligible for the pupil premium grant. Punctuality within this group is an issue too which is resulting in missed learning time.
2	The vast majority of children who require a behaviour support plan are eligible for the pupil premium grant. Behavioural challenges can be a huge barrier to accessing age appropriate learning.
3	Some pupils may not have the basic skills in Maths and English to meet age related expectations. Although the attainment gap is narrower than the local authority it is still significant. The end of key stage tests 2025 showed there has been an increase in outcomes since KS1 in all subjects and the gaps were GPS (7%), reading (20%), writing (25%) & maths (36%).

4	The vocabulary gap between our disadvantaged children and their peers impedes their access to the curriculum. This especially impacts on success in writing.
5	The increase in the cost of living have increased requests for financial support for trips, clubs, uniform and practical items
6	In some cases, disadvantaged pupils lack regular learning routines at home, including reading with an adult, completing homework, practising spelling and times tables. In some cases, disadvantaged pupils do not have adequate equipment to complete home learning, or to being into school.

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
Improved attendance	<ul style="list-style-type: none"> - All children feel safe and happy to come to school and attendance is at least 97% -Parents are aware of the importance of consistent school attendance
Improved attainment in English and maths among disadvantaged pupils.	<ul style="list-style-type: none"> - KS2 outcomes in reading, writing and maths in 2025/6 is above the national average for disadvantaged All children make at least appropriate progress based on prior attainment data with an expectation that 20% of disadvantaged children make better than expected progress - Every child will access and experience success in their learning - Teaching and learning is high quality with high engagement - Gaps and barriers are identified from NFER online analysis of assessments and teacher observations. - Support and evidence-based interventions in place for all pupils

<p>To improve speech and language skills and vocabulary among disadvantaged pupils</p>	<ul style="list-style-type: none"> - Written and oral outcomes indicate significantly improved oracy among disadvantaged pupils - Language sessions are planned and delivered - High-quality and diverse texts expose children to a range of vocabulary and experiences which are explored through discussions. - Knowledge organisers clearly identify appropriate vocabulary that will be taught explicitly through whole class teaching
<p>Families are supported to parent their children</p>	<ul style="list-style-type: none"> - Parent Support Advisor has positive impact on the family lives of these children. <p>Communication with the families can avoid hardship that will impact on wellbeing.</p> <p>Children benefit from routines advised by the PSA.</p>
<p>Children are supported to access every activity offered in school and extra curricular</p>	<p>Disadvantaged children can enrich their learning through trips, visitors and virtual opportunities along with their peers</p>
<p>Pupils take ownership of & responsibility for their learning (metacognition) -</p>	<ul style="list-style-type: none"> - Mental wellbeing, growth mindset & character education are promoted - Pupils take ownership of & responsibility for their learning (metacognition) - Pupils are curious, communicate well and rise to challenges - All children understand the potential dangers of the real and virtual world and have strategies to manage risk

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: £10.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT Role continued to focus on working with disadvantaged children throughout the school.</p>	<p>School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. https://www.gov.uk/government/publications/pupilpremium/pupil-premium#use-of-the-pupil-premium</p> <p>Evidence suggests that pupil premium spending is most effective when schools use a tiered approach:</p> <ol style="list-style-type: none"> 1. Teaching 2. Targeted academic support 3. Wider approaches <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability-1</p>	<p>1, 2, 3, 4, 5</p>
<p>Quality first teaching</p>	<p>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. Use of evidence based approaches from EEF: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>This will be supported by a Shinfield St Mary's teaching and learning strategy. 2025-26 will focus on knowledge retrieval.</p>	<p>3,4</p>
<p>Embedding dialogic activities across the school curriculum using Voice 21</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: strategies.</p>	<p>3, 4</p>

	Prioritising language throughout the curriculum allows children to confidently listen, explain and reason with adults and their peers	
A whole school focus on writing including spelling	EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net) Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult. Spelling Toolkit Strand Education Endowment Foundation EEF	3,4
Support to enhance the teaching of maths	Maths leaders have enrolled into the maths workgroup programme lead by the Mobius hub. Supporting Research, Evidence and Argument NCETM	3

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

Budgeted cost: £35.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Phonics new scheme for KS2 and associated teaching resources and books	Those children who have not mastered the phonetic code will continue their journey with the same approach used at Shinfield Infant School. Phonics EEF (educationendowmentfoundation.org.uk)	3
Teaching assistant led interventions	There is a strong evidence base that suggests targeted planned interventions delivered by a teaching assistant have a positive impact on pupil outcomes. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	3
Teaching assistant support in lessons	For various children who need support to focus and those needing a high level of differentiation to access the curriculum.	3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sessions to provide nurture and wellbeing support to pupils and engagement with vulnerable families	<p>Parental engagement supports children’s academic learning through positive interactions and gives opportunities for parents to be involved. Parental Engagement Toolkit Strand Education Endowment Foundation EEF Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4
Parent support Advisor	<p>Our Family support Advisor makes referrals for the HAF scheme, the feedback and the cowshed scheme. Attendance</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	3
Whole staff training on behaviour management approaches (Therapeutic Thinking) with the aim of developing our school ethos and improving behaviour	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Foundry support some of our most vulnerable learners</p>	2
Support for Educational visits, clubs or learning resources	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside for these needs.</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p>	3
Funded sessions for	<p>For some families this has improved attendance which in turn improves attainment</p>	1

after school club/breakfast club and holiday clubs		
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Total budgeted cost: £ £70,000

Part B: Review of outcomes in the previous academic year

Our gaps between attainment of non-disadvantaged children and those who are disadvantaged, although significant, were lower than those for Wokingham wide.

Data from tests and assessments suggest that the gap between disadvantaged pupils and non-disadvantaged pupils is beginning to close in reading and writing and there were some strong individual performances where children made accelerated progress to age related expectations in these areas. However, a degree of accelerated progress is still needed in maths, reading and writing to fully close the gap.

Recent discussions with pupil premium children indicate that they feel valued and supported. We attribute this to the caring ethos of the school and the targeted support to help them be successful. Children indicated that having a named adult to support them made them feel valued and supported with their work across the curriculum meaning their attitudes to learning improved. This is why we will continue and enhance this element of support for these children in the coming academic year.

The Parent Support Adviser supported many parents last year and has been able to make each family's needs and circumstances known to the relevant staff. We have had four children move from Child protections plans due to the improvements made in their home environments.

Children have had some amazing experiences through attending a wide variety of trips and clubs. Every aspect of school life is examined to make sure all children have equal access. We fund bikes, helmets, uniform, trainers, wellies and a range of other equipment were needed to access the curriculum. .

Children feel secure in the knowledge that they are cared for by all staff members.

Externally provided programmes

Programme	Provider

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)