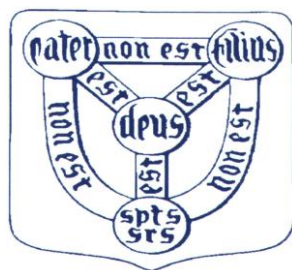


Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

2025-26 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	Shellingford CE (A) Primary School
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils (Based on Oct 2024 census)	(16) 17% <i>7 Disadvantaged pupils, 8 Service children, 1 PLAC</i>
Actual % Oct 2025	(11) 13% <i>1 Disadvantaged pupils, 8 Service children, 1 PLAC, 1 LAC</i>
Academic year that our current pupil premium strategy plan covers	2025-26
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Judith R Terrell (Headteacher)
Pupil Premium lead	Judith R Terrell (Headteacher)
Governor lead	Jane Samways (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,035
Pupil premium funding carried forward from previous years	
Total budget for this academic year	£16,035

Part A: Pupil premium strategy plan

Statement of intent

At Shellingford CE (A) Primary School 'inspiring hearts and minds' is at the core of our curriculum. We believe in a holistic approach to teaching and learning driven by the children's needs and interests. We recognise that all children, particularly our disadvantaged children may need additional pastoral and academic support (at times) to give them the confidence and skills to overcome barriers to learning. We place a great emphasis on readiness to learn and strive for children to leave our school with a love of learning and to feel empowered to make a difference in the world.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged pupils and their peers across the curriculum, focusing on basic knowledge and skills linked to Reading, Writing and Maths.
- For all disadvantaged pupils in our school to make or exceed nationally expected progress.
- To support and nurture our pupils' health and wellbeing to enable them to engage successfully in learning.

We aim to achieve this by ensuring all pupils receive:

- high quality teaching and targeted academic support
- appropriate enrichment provision and wider curriculum opportunities
- social and emotional learning support and skills to improve self-esteem and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Poor writing skills, stamina and engagement in written tasks: <i>Improve basic writing skills and knowledge of sentence structure, grammar and punctuation to ensure pupils have a real purpose and love of writing.</i>
2	Difficulty in regulating emotions and/or communicating effectively which can affect learning: <i>Provide enrichment activities to support positive mental health.</i> <i>Provide high quality adult support to develop pupils' confidence and self-esteem.</i>
3	Improve Maths and Reading attainment: As well as poor writing skills, these disadvantaged pupils with SEN also have poor phonics and reading skills, poor numeracy skills and application of these. <i>Improve phonetic understanding and enhance reading skills to ensure children develop a love of reading.</i> <i>Improve basic maths skills to ensure that children apply these to reasoning and problem-solving activities.</i>
4	Limited support with children's learning at home. <i>Continue to foster close relationships with disadvantaged families through regular communication.</i>

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.

	challenge learning is essential.	
Reading Books (£660) <i>Purchase of books to support reading fluency</i>	Teaching fluency can support all children to make meaning from texts and deepen their comprehension of what they read. This is particularly important for children from socio-economically disadvantaged backgrounds, who are more likely to lack access to books and cultural experiences. (EEF pilot programme in progress, evaluation report pending)	3

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

Budgeted cost: £8,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted group / individual support (£5,988) <i>Provide high quality Teaching Assistant support to specific pupils to improve Maths and Reading outcomes</i>	EEF: individualised 1:1 and small group tuition (+4/5 months). For pupils identified as having a low prior attainment and are falling behind age-related expectations, small group interventions closely matched to a pupil's attainment can help children to consolidate their learning and practice skills.	1, 3
Individualised / small group learning resources (£2,020) <i>Provide digital software and teaching resources to meet differing learner needs</i>	EEF: Individualised Instruction (+3 months). Targeted tasks for pupils delivered through a range of models including independent learning, classroom-based activities supported by the Teacher or Teaching Assistant, including digital technologies to facilitate individual activities with assessment and feedback can increase pupil attainment.	1,3

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

Budgeted cost: £5,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Team-Teach (£1,462) <i>Equip staff with de-escalation strategies for dealing with a variety of behaviours</i>	EEF Behaviour Interventions (+4 months) Positive behaviour management strategies seek to improve attainment by reducing challenging behaviour.	2,4
ELSA programme of supervision (£330): <i>Provide 1:1 Teaching Assistant support for pupils to regulate their own emotions and, and to develop resilience.</i>	EEF: Social and Emotional Learning (+4 months) Social and emotional learning interventions help to improve pupils' decision-making skills, interaction with others and self-management of emotions. This can subsequently increase engagement in learning and therefore academic attainment.	2

OCMS First Access Music Tuition (£1,600) <i>Provide a weekly opportunity to learn a musical instrument and an interest in becoming a musician</i>	EEF: Impact of Arts education and participation (+3 months) There is an intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Integration of music in the classroom and playing an instrument has favourable effects on young children's learning outcomes, in particular cognitive abilities, and to some extent self-esteem and social behaviour.	2
Residential Trips, Visits and Workshops (£465) <i>Provide opportunities for wider educational experiences.</i>	EEF: Life skills and enrichment There is growing evidence that wider educational experiences can provide essential life skills and that enrichment activities can directly improve pupils' attainment.	2, 4
Wantage Play Therapy sessions (£1,560) <i>Holistic approach to supporting children in exploring and effecting change in their lives. Therapeutic models will be tailored to individual needs.</i>	EEF: Play-based Learning (+5 months) Play-based therapy and child-led play can have a positive benefit for children who are identified as having social, emotional, or educational difficulties.	2
Parental Engagement <i>Continue to actively involve families in supporting their children's learning and development. This will be specific to the needs of each individual family.</i>	EEF: Parental engagement (+4 months) Research into parental engagement and the association between this and a child's academic success is well established. Encouraging parents to talk with their children and to promote learning activities at home can have a positive impact.	4

Total budgeted cost: £16,035

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.

The school has used Key Stage Two statutory assessments, the Year 1 Phonics Check as well as internal formative and summative teacher judgements.

End of year outcomes were extremely positive and teaching staff are acutely aware of the gaps in learning across all core subject areas for all pupils.

Of the 14 Pupil Premium pupils on roll at the end of 2024-25, 10 made expected or above expected progress in Reading, Writing and Maths. Progress data is not available for the 4 Pupil Premium pupils who joined the school as in-year admissions.

1 disadvantaged pupil and 3 service pupils did not meet age-related expectations in two or more of the three areas (Reading, Writing and Maths). 3 of these pupils have additional Special Educational Needs. In addition, 2 pupils who joined towards the end of the academic year did not meet age-related expectations in all three areas. Both these children also have Special Education Needs.

Pupils' resilience, confidence and learning behaviours have improved, however challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic.

Externally provided programmes

Programme	Provider
Non-DfE programmes purchased in the previous academic year.	<i>This information is explained in the school's 2024-25 Pupil Premium Strategy (see school website)</i>

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<i>This information is explained in the school's 2024-25 Pupil Premium Strategy (see school website)</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>As above.</i>