

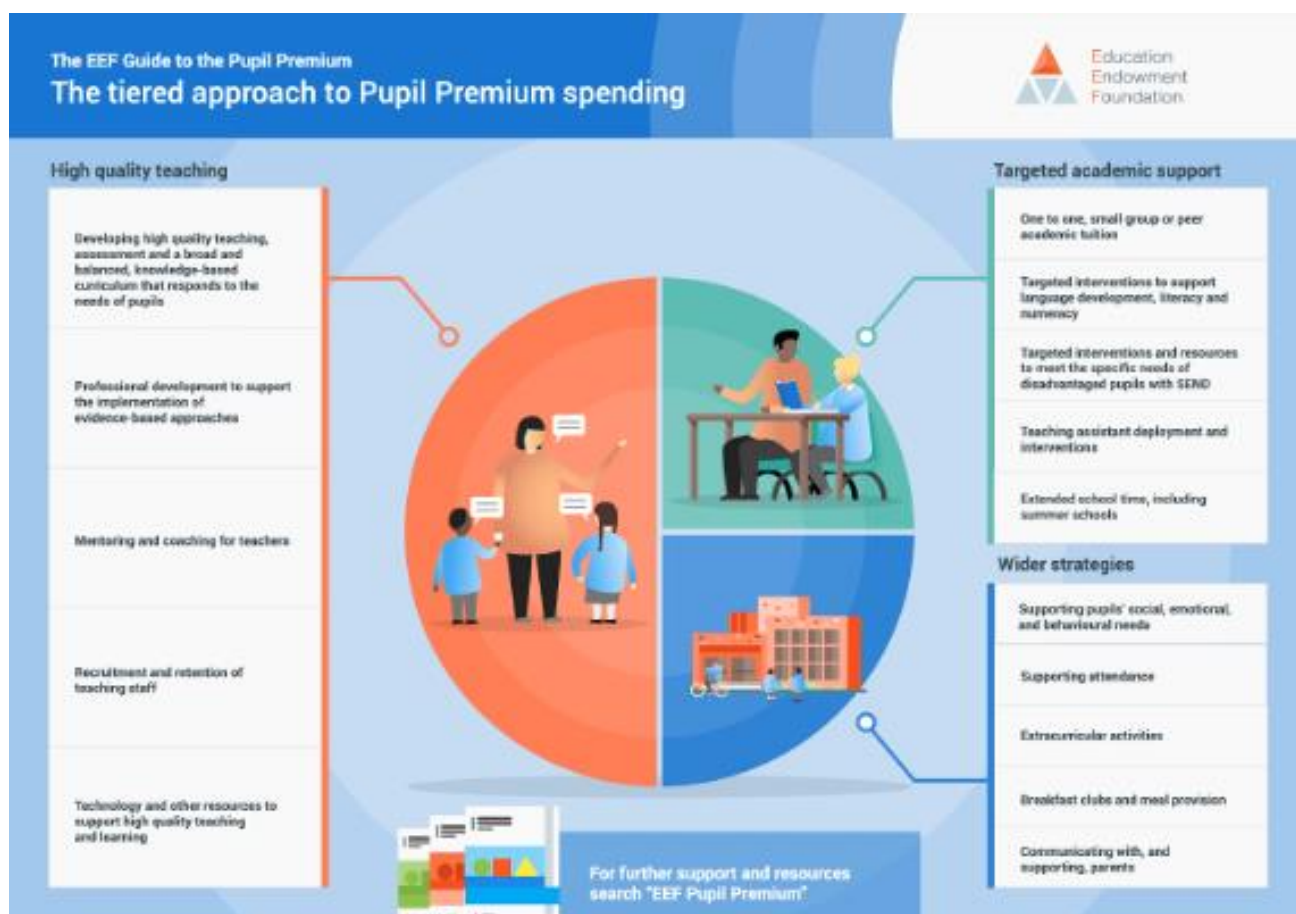


Shepton Beauchamp Church School Pupil premium strategy statement 2025-26

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 had on the outcomes for disadvantaged pupils in our school.

Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

School overview

Detail	Data
Total number of pupils in school	22
Proportion of disadvantaged pupils	18% (4 out of 22)
Proportion of disadvantaged pupils who have SEND	50% (2 children out of 4)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	December 2025-December 2026
Publish date	December 2025
Review date	December 2026
Statement authorised by	Local Governing Body
Pupil Premium lead	Kirsty Luffman
Governor lead	Terry Gibson.

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£11,340

Part A: Pupil Premium Strategy Plan

1. Statement of Intent

Our primary aim for our Pupil Premium eligible children is that they achieve in line with their non disadvantaged peers across all aspects of the curriculum. We also want all children to be able to have the same experiences to build their cultural capital and flourish in their lives. From our assessments and knowledge of our children and families, we believe that much of our current barriers are due to historic academic gaps in learning due to attendance, SEND and social and emotional needs.

With this, we have targeted much of our spend on how to enhance teaching and learning to support disadvantaged to ensure they are making accelerated progress before leaving Shepton Beauchamp alongside fostering ambition and aspiration for all disadvantaged pupils through experiences and wider opportunities.

We will continue to develop the effectiveness of all of our teaching staff. Our curriculum and pedagogy will continue to be developed to ensure our staff are clear on what they are teaching and why, checking children's understanding systematically, identifying misconceptions accurately and providing clear and direct feedback to support child development. Our staff will respond and adapt their teaching as necessary for disadvantaged pupils. A rigorous and sequential approach to phonics and early reading will continue to build children's confidence and that pupil premium children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate. Focus will now be on the next stage of reading journey into Key Stage Two and the engagement in reading – promoting a love of reading.

Our core vision is for our children to be inspired to be the best they can be now and in the future.

2. Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1	Academic progress and closing historic gap Several of our pupil premium eligible children are working below national average and not making accelerated progress in key areas of learning. A number of these children do not decode accurately and struggle in Key Stage Two transferring skills into reading. This then impacts their confidence and ability to access the wider curriculum.
2	Engagement in learning Across the school and in Key Stage two, pupils find it challenging to be active learners and need support building resilience

3. Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved attainment for disadvantaged pupils by the end of academic year. Accelerated progress for all disadvantaged pupils	End of year data will show improvement in disadvantaged attainment and marked progress
2. PP pupils will be actively engaging in learning and develop aspirational outcomes (BEVP tool)	All PP children will be actively engaged in learning which will be evidenced through learning walks, coaching conversations and book moderation.

- **Planned Activity in the academic year 2025-2026**

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

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £ 1,144

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Embed evidence-informed teaching strategies such as explicit instruction, scaffolding, and retrieval practice</p> <p>Whole school focus on quality Wave One teaching. Staff meetings and TA training to embed this in every class.</p> <p>Whole MAT wide focus on Essentials for Excellence.</p> <p>Incremental /Instructional coaching dialogue with staff to target next steps;</p>	<p>Wave one high quality teaching is integral to improve the outcome and attainment of all children and in particular disadvantaged. All staff being equipped with the skills and knowledge to effectively achieve this plays a vital role in improving standards.</p> <p>High Quality Teaching - EEF Education Policy Institute (EPI) – Evidence Review on High-Quality CPD 2020</p>	<p>2+3</p>
<p>Use data intelligently and routinely to inform planning ensuring PP pupils are consistently challenged and supported.</p> <p>Termly pupil progress meetings to assess assessments and plan next steps</p> <p>Attendance data tracking weekly</p> <p>Book look at PP focus in all staff meetings</p>	<p>Supporting the attainment of disadvantaged pupils: Briefing for school leaders" DfE & NFER, 2015</p>	<p>1,2</p>
<p>Design and embed instructional and behavioural routines across the school</p> <p>Creating Habits of Attention to support incremental focus on behaviour routines in all classes</p>	<p>DfE – Improving behaviour in schools (2024)</p>	<p>2</p>
<p>Provide CPD on trauma-informed approaches, attachment theory, and inclusive classroom management.</p>	<p>With a number of disadvantaged children experiencing trauma and needing support with social, emotional, staff need to ensure they fully understand the complexities and barriers for these children within school.</p> <p>National Education Union (NEU) – Trauma-Informed Practice Toolkit (2024)</p>	<p>1,2</p>

<p>Support staff trained to support Elsa/Thrive practise.</p> <p>Support staff and staff accessing PINS training (Partnership for Inclusion of Neurodiversity in schools)</p> <p>SENCo support for Trauma informed in classes to support staff in informing Trauma Informed</p> <p>SEMH</p>		
---	--	--

Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

Budgeted Cost: £ 9,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy skilled teaching assistants to deliver targeted support, consider pre-teaching and recap for key pupils using teachers/highly skilled TA's.</p> <p>PP children as target for pre-teaching, small group work, conferencing and 1-1 sessions.</p>	<p>EEF Making the Best Use of Teaching Assistants</p> <p>DFE – Support for Early Career Teachers: Developing Quality Pedagogy</p>	2
<p>- Implement a "Book Buddies" scheme pairing Pupil Premium pupils with older reading mentors</p>	<p>DfE/OFSTED 'Now the whole school is reading: supporting struggling readers (2022</p>	2
<p>ELSA and Thrive interventions for key children and Disadvantaged children</p>	<p>EEF research Social and emotional learning + 4 months</p>	1, 2
<p>Implement structured, evidence-based interventions in reading,</p>	<p>EEF Teaching and Learning Toolkit 2025</p>	2

<p>writing, and maths (e.g. phonics catch-up, small group tuition)</p> <p>Targeted interventions in class to class gaps using gap analysis</p> <p>Fresh Start Phonics</p> <p>Read, Write Inc Phonics</p> <p>Maths.co.uk</p>		
---	--	--

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

Budgeted Cost: £ 1,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Integrate enrichment experiences (e.g. visits, speakers, projects) into curriculum planning to deepen learning</p> <p>Subsidy for after school opportunities, trips, residential, school visitors. Ensuring cultural capital is available for all</p> <p>Careers Day</p> <p>KS2 residential to Bristol</p> <p>Class trips</p> <p>Visitors into school linked to curriculum.</p>	<p>DfE – Independent Review of Careers Guidance in Schools and FE (2023)</p> <p>Education Endowment Foundation (EEF) – Aspiration Interventions (2021)</p> <p>Wellbeing research with focus on being outdoors and physical activity EEF + 2 months</p>	1,2
<p>Families supported by breakfast club provision</p>	<p>IFS researchers in collaboration with the National Children’s Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils’ academic attainment Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day’s lessons.</p>	1,2
<p>Implement a student passport that identifies</p>	<p>EEF – The Guide to the Pupil Premium (2024)</p>	1,

<p>the progression of enriching curriculum offers across the school e.g trips, visitors and experiences all children will experience throughout their education journey in school.</p>		
<p>1:1 support from Pupil Premium Champions for disadvantaged pupils with the highest need</p> <p>All disadvantaged children have a coach (Teacher/TA/Trusting adult) to support each week, set targets and discuss barriers together.</p>	<p>https://hechingerreport.org/two-studies-point-to-the-power-of-teacher-student-relationships-to-boost-learning/</p>	<p>1,2</p>

Total budgeted cost: £ 11,340

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that your pupil premium activity had on pupils in the 2024 to 2025 academic year.

To support you with Part B you could complete this table or paste in relevant sections of the Mime Report.

Assessment 2024/25	Disadvantaged pupils (School) %	Non-Disadvantaged pupils (School) %	Disadvantaged Pupils (National) %	Non-Disadvantaged Pupils (National) %
EYFS Profile GLD	No Disadvantaged	No EYFS	51.5*	72*
Year 1 PSC	No Disadvantaged	100%	67	84
MTC (% 25/25)	50% (1 child)	0%	21*	33*
KS2 RWM EXS+	100% (1 child)	33%	47	69
KS2 R EXS+	100% (1 child)	50%	63	81
KS2 W EXS+	100% (1 child)	33%	50	78
KS2 M EXS+	100% (1 child)	50%	61	80
KS2 RWM GDS	100%	33%	4	11
KS2 R GDS	100%	17%	31	39
KS2 W GDS	100%	33%	7	16
KS2 M GDS	0%	33%	15	32
Attendance	90.94%	94.76%	92.1	95.5
Persistent Absence	40%	11.1%	26.6	10.3
Suspensions (total number of sessions for 24/25)	1	1		

*23/24 data (24/25 not yet released by DfE)

1. Commentary/Analysis

Commentary/Analysis guidance (from DfE)

- 50% of our PP cohort require significant Trauma informed and relational practice to enable them to feel safe and secure in school as a pre-requisite to learning
- 25% (1 out of 4) are on a Child in Need/ Child Protection plan
- 50% (2 out of 4) our PP cohort are registered as SEND Support with 1 having EHCP for Trauma and SEMH needs.
- Attendance has improved for PP as a whole and lateness for one PP child has decreased. Persistent Absence for 1 PP child due to medical need at the beginning of the year.
- 2024/2025 Plan Review
- Attendance was monitored for PP children with attendance dropping to mid 90% due to illness.
- High level of behaviour and Trauma has been an issue within KS2 class and heavily supported by TA and trauma informed practise and clear routines/strategies.
- Two suspensions for two children were necessary during 2024/2025. As a result of the suspensions and further home and school support, behaviour standards have been re-established
- All children participated in school trips and wider curriculum opportunities.

- **Review of expenditure 2024/25**

1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Read, Write Inc has created a consistent and sustainable model to teaching Phonics and early reading. Staff feel confident delivering training and pupils make good progress in phonics.</p> <p>Trauma informed and relational practise training has impacted approach to children and enhanced support. Children feel safe in school and therefore more ready to learn.</p>	<p>KS1 RWI will continue as successful for all children. Review and develop phonics for those children that are still missing gaps and developing Fresh Start Phonics training and programme.</p>	£8000
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>ELSA has supported several PP and non PP children since being developed in school. Skilled TAs run effective ELSA programmes which support children in feeling safe and therefore more successful in school.</p>	<p>With an increase of children requiring ELSA, focus on how to extend this support for more children.</p> <p>ELSA will continue within school</p>	£4000
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Family assemblies and knowledge assemblies have increased parental engagement.</p> <p>All PP children accessed trips and wider school activities to increase engagement,</p> <p>Breakfast Club provision supported transition to school and all PP children were ready to learn.</p>	<p>Continue to develop strategies and opportunities for families to engage in school. Breakfast and read/number/toddler groups/family assemblies will continue. Next steps – to continue to develop strategies for home/school links.</p>	£2000

Part C: Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Timetables Rockstars Speech and	Maths Circle
RWInc	Oxford Press
ELSA	ELSA
Language Therapy	SALT
Thrive	Thrive

Part D: 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?	