



Shepherdswell Academy

Pupil Premium Strategy Statement



This statement details Shepherdswell Academy's use of pupil premium and recovery premium for the 2024-2027 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.

School overview

Detail	Data
School name	Shepherdswell Academy
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	Current year 2025-2026 Part of a 3-year plan 2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	At the end and beginning of each academic year in full and monitored at the end of each term in line with the professional improvement cycle
Statement authorised by	Mrs Williams
Pupil premium lead	Mrs Williams
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 29,600



Part A: Pupil premium strategy plan

Statement of intent

At Shepherdswell Academy we have high expectations and aspirations for all pupils. It is our aim that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve well in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, from their differing starting points including those who are already high attainers. We will also consider the challenges faced by all vulnerable pupils, such as those who have a social worker.

Effective leadership ensures that the pupil premium funding is allocated effectively each year to have a positive impact on the pupils who are eligible. When making decisions about using the funding we have considered the context of our school, the challenges our families and pupils might face, and the research conducted by the Education Endowment Foundation.

We believe this can be achieved through a broad, ambitious and progressive curriculum, high quality teaching and learning, pastoral support, effective relationships with parents and a personalised approach to meet the needs of all our pupils.

We strive to close the attainment and progress gaps between disadvantage pupils and their peers, through a three-tiered approach. Our approach will be responsive to the common challenges and the individual needs of our pupils. This includes quality first teaching and learning, targeted academic support and wider strategies, to ensure a balanced strategy.

We adopt a whole school approach in which all staff take on responsibility for disadvantaged pupils' outcomes and ensure high expectations and aspirations for all pupils, enabling all to learn and grow and become the best they can be.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils eligible for pupil premium funding have lower prior attainment or gaps in their knowledge
2	Levels of engagement of pupils and families with home learning, including early reading, writing and oracy.
3	Poor language skills, including the early acquisition of language and development of oral language skills and vocabulary.
4	Lower attendance and higher rates of persistent absences and lateness.



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Pupils have limited life experiences beyond their home and immediate community, and aspirations can be lower.

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 outcomes	Success criteria
<p>All disadvantaged and identified vulnerable pupils make consistently good progress, enabling them to meet age-related expectations by the end of EYFS and Key Stage 1.</p> <p>Higher attaining disadvantaged and vulnerable pupils in EYFS and Key Stage 1 make accelerated progress, so that they achieve greater depth by the end of Key Stage 1.</p> <p>Progress and attainment will be measured through scheduled data drops, including teacher assessments, NTS outcomes, milestone tracking, and phonics assessments.</p>	<p>Disadvantaged and identified vulnerable pupils achieve in line with or above their peers in all subjects at the end of EYFS and Key Stage 1, including the Phonics Screening Check.</p> <p>Teaching is consistently adapted to address gaps in learning for disadvantaged pupils, ensuring that barriers to achievement are reduced.</p> <p>Teachers and Inclusion Support Practitioners are able to accurately identify and respond to the individual needs of disadvantaged and vulnerable pupils, providing targeted support.</p> <p>Pupil progress is effectively tracked both within lessons and over time, using teacher assessment data, NTS outcomes, milestone tracking, and phonics assessments to inform planning and intervention.</p>
<p>Parental engagement for disadvantaged pupils improves, supporting learning at home.</p> <p>Teachers provide accessible homework that develops early reading, oracy, and writing, tailored to individual needs and barriers.</p> <p>Home learning is monitored and adapted, with additional support given where needed.</p> <p>Impact is measured through phonics screening, RWI, NTS and teacher assessments, home learning monitoring, workshop attendance, and pupil/parent voice.</p>	<p>Disadvantaged and vulnerable pupils make good progress in early reading and writing from their starting points.</p> <p>Disadvantaged and vulnerable pupils make good progress in early reading and writing, supported by engaged parents through phonics understanding, curriculum forecasts, and workshops, with pupils reading at home at least three times weekly, completing homework, and developing a love of reading with clear preferences for authors and genres by the end of KSI.</p>
<p>Disadvantaged and vulnerable pupils improve language and communication skills, developing a broad and relevant vocabulary linked to the curriculum and wider world, supported by staff modelling and measured through WelComm data, EYFS milestones, KSI outcomes, and professional development cycles.</p>	<p>Disadvantaged pupils confidently use a wider range of vocabulary and communicate effectively across the curriculum.</p> <p>Pupils demonstrate improved verbal reasoning and problem-solving skills through increased oracy opportunities.</p> <p>Teachers adapt lessons to include structured oracy activities and use Phonics and <i>Can Do Maths</i> to support language development.</p>



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	<p>Staff consistently model high-quality vocabulary and sentence structures.</p> <p>Progress is measured through WellComm data, EYFS milestones, KSI outcomes, and professional development cycles.</p>
<p>Improve the attendance rates for disadvantaged pupils, particularly those who have persistent absences or are persistently late.</p> <p><i>Measured through - SLT and pastoral worker will monitor identified pupils eligible for PP attendance, weekly.</i></p>	<p>The number of disadvantage pupils who are persistently absent or late will be significantly reduced through the implementation of a bespoke attendance strategy tailored to their individual needs.</p> <p>Overall attendance for disadvantage pupils will be in line with, or exceed national and local attendance data.</p> <p>Disadvantage pupils will consistently arrive at school ready to learn and fully engage with all aspects of the curriculum.</p> <p>Effective communication mechanisms will be developed and embedded to strengthen home-school relationships, enabling collaborative efforts with parents to improve pupil attendance and punctuality.</p>
<p>Disadvantaged and identified vulnerable pupils will develop a secure understanding of the wider world through access to high-quality early childhood experiences, curriculum enrichment opportunities, and extracurricular clubs. These opportunities will enhance their cultural capital, support their personal development, and ensure equitable access to experiences that promote engagement, aspiration, and readiness for learning</p> <p><i>Measured through - Professional improvement cycle, pupil and parent voice, monitoring of club and curriculum enrichment activities attendance</i></p>	<p>Disadvantaged and vulnerable pupils will demonstrate increased engagement in curriculum enrichment and extracurricular activities, as evidenced by improved attendance and participation records.</p> <p>Pupils will articulate a broader understanding of the world through pupil voice activities, reflecting enhanced cultural capital and personal development.</p> <p>Provide a range of leadership roles for the pupils across the school and within the community.</p> <p>Develop the Forest school (Eco Warrior provision) and outdoor provision in EYFS.</p> <p>Parents will report increased awareness and satisfaction with the opportunities available to their children, as captured through parent voice and feedback mechanisms.</p>

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.



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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity / Focus	Evidence that supports this approach	Challenge addressed
Staff will demonstrate an embedded understanding of disadvantaged and identified vulnerable pupils, including their individual barriers to learning, the strategies in place to support them, and the impact of these interventions. This will be underpinned by the effective use of data and assessments to identify and address gaps in knowledge. High-quality live marking and feedback will be consistently embedded across the curriculum to provide purposeful, responsive feedback that deepens understanding and enables pupils to learn and remember more.	Staff will have a secure and embedded understanding of disadvantaged pupils, including the underlying gaps and barriers affecting their learning. This knowledge will inform adaptive provision, including quality-first targeted teaching, bespoke interventions, and individualised support. Staff will use data and assessment effectively to identify gaps in knowledge and plan responsive strategies to close them. High-quality marking and live feedback will be consistently embedded across the curriculum to support pupils in recognising their strengths, addressing misconceptions, and understanding next steps. This will foster pupil ownership of learning, resilience, and a willingness to take risks. In line with EEF research, feedback will be used purposefully to redirect and refocus learning, aligning effort with intended outcomes. Staff will demonstrate expertise in tracking progress and planning interventions that meet the specific needs of disadvantaged pupils, ensuring sustained impact on learning and achievement.	All
Develop teacher's subject knowledge of early reading and writing to ensure that pupils become fluent, confident readers.	Where teacher subject knowledge of early reading and writing is strong, disadvantaged pupils make good progress, as they can target specifically on the next steps in this journey.	1, 2 and 3
Disadvantaged pupils develop the love of reading and writing across the curriculum, while providing disadvantaged pupils with the fundamentals that they need to be successful.	Reading for pleasure allows pupils to develop a love of books, and develops their understanding of authors, genres and the world books open. This enables them to access to the whole curriculum.	1, 2 and 4
Staff use vocabulary rich environments which support disadvantaged pupil's language acquisition and development, through displays and effective communication modelling and expectations from staff.	An environment rich in language and vocabulary, which is learnt in context, broadens the pupils understanding and enables them greater access to what they are learning. <i>Dutro and Moran 2003 stated 'Meaningful contexts must be provided for functional use of language along with opportunities for practice and application.'</i>	1,2 and 3
Improve staff's subject knowledge across the curriculum and effective pedagogy which will improved high	Where teacher's subject knowledge is strong and they have a good understanding of how pupils learn, the quality of teaching and learning	1,2 and 3



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quality first teaching and inclusivity of the school.	improves, and they support pupils with learning and remembering more. School Coaching Strategy to support high quality first teaching and development of Teachers, Inclusion Support Practitioners.	
Continue to increase staff's knowledge of strategies to support disadvantaged pupils to overcome barriers to learning, CPD, metacognition, self-regulation and mental health awareness.	The EEF research shows that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly and can be broken down into three components, cognition - the mental process involved in knowing, understanding and learning, metacognition - often defined as learning to learn and motivation - willingness to engage these skills	All
Embed the 'zones of regulation' as a strategy to support identified pupils to identify and regulate emotions.		1,2 and 3

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

Budgeted cost: £19,600

Activity	Evidence that supports this approach	Challenge addressed
Use of effective the WELCOMM speech and language programme to identify and provide targeted interventions for identified pupils, including screening all EYFS pupils and pupils who are new to school.	Early identification of communication barriers to learning, ensures that quality targeted support and interventions can be put in place, to support the pupils with early language acquisition. This enables pupils to effectively communicate and access the curriculum. By also providing staff with the appropriate tools, it allows for the development of a language rich environment.	1,2,3 and 4
For EYFS and SC Department staff to be involved in developing an understanding of the acquisition of early language and strategies to support with this, through quality CPD.		
Develop the role of the reading ambassadors to ensure identified pupils are read with regularly 1:1.	Pupils having a consistent adult reading with them will help them develop positive relationships and reading skills.	1 and 2
Increase the number of volunteers to read with the pupils in school.		
Encourage parents to come and read with their pupils, through regular workshops and drop-in opportunities.		
Continue to promote emotional wellbeing through targeted interventions and 1:1 support for identified disadvantaged and vulnerable pupils	Effective targeted interventions to support identified disadvantaged pupils enables them to be ready to learn and address any barriers to learning.	1 and 4



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Develop pupil leadership roles in school, and continue to develop pupil voice, through playleaders, Eco Council, School Council and EMAT Pupil Parliament.	Develop self-esteem, resilience, risk taking, independence and leadership skills and confidence for identified disadvantaged pupils.	1 and 5
Implement the ESLA programme, through our qualified ELSA staff member.		
Embed the Forest school, within the curriculum.		

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge addressed
Continue to improve engagement of parents, through increased communication parents at parent events and parents' evenings.	Develop positive working relationship with parents and the community, enabling parents to support their pupils at home. EEF research shows that to avoid widening any gaps in learning it is important to engage parents, as partners in their child's learning and providing them with the knowledge and skills to support this.	1 and 5
Enhance parental engagement through workshops, website development, coffee mornings, and community initiatives, while signposting families to support services and fostering strong partnerships with external agencies		
Monitor disadvantaged pupils' attendance and support families whose attendance falls below 95%, including weekly reporting, parent contracts, meetings and support.	Ensure their pupils attend school and are on time each day. Provide support for families where this is a challenge. Ensuring pupils are at school means that they do not miss any learning or provisions.	1 and 4
Provide wow moments linked to the curriculum across the year to enhance learning and opportunities, including trips, visits and visitors.	Bring learning to life and relating it to the pupils' experiences, supports the pupils with their learning and provides them with experiences they may not have experienced.	1 and 5
Sports coach to continue to develop active play, enrichment clubs during lunch time and after school, including during breakfast club.	Support pupils who find playtimes challenging, to encourage team building skills and communication with adults and peers, building self-confidence and resilience and enabling purposeful and engaging activities to take place.	1 and 5
Create a learning zone within the outdoor space for pupils to access during lunchtimes.		



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Identify pupils to attend breakfast club to provide a positive start to the day.	By providing pupils with access to breakfast club and a breakfast each day, supports them to be ready to learn.	4 and 5
Be involved in the EMAT inclusion initiatives and attend relevant CPD, including social stories, attachment, theory, ASD, positive behaviour strategies etc.	Developing a clear understanding of wellbeing, mental health and inclusion supports with the development of an inclusive, nurturing environments for all, while providing the staff with the knowledge, skills and tools to support all pupils.	All

Total budgeted cost: £29,600



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.

End of Year Data 2024-2025

EYFS - GLD		Y1 Phonics Screening		Y2 Phonics Screening		KSI Reading		KSI Writing		KSI Maths	
Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP
75%	67%	88%	60% (3/5)	91%	95%	95%	92%	90%	75%	84%	92%

From the baseline data all disadvantaged pupils made progress from their varying starting points, and staff developed their understanding of quality teaching and learning and data and assessment for learning through CPD to enable them to identify gaps in learning and adapt teaching according.

We continued to embed quality phonics teaching and learning across the school, which included CPD, observing, team teaching and embedding instructional coaching. This has secured good progress for all pupils from their starting points, and by the time pupils leave us at the end of KSI, they are achieving well in the Y2 phonics screening check.

We continued to embed reading for pleasure across the school, this included parent workshops and reading events across the year. This was successful with an increase of reading at home seen across the year.

Those identified disadvantaged pupils received additional reading 1:1 and Fast Track Phonics in school to support them to develop their use of phonic knowledge when reading.

There continues to be a focus on the fundamentals in reading, writing and Maths, and high expectations which had a positive impact on disadvantaged pupils, who achieved in line with or above their peers in the end of KSI assessments.

We embedded robust attendance systems and continued to support identified disadvantaged pupils and families to improve attendance, including free access to breakfast and after school clubs.

There continue to focus on wellbeing, to support disadvantaged pupils and families, including access to the community fridge, signposting external agencies, targeted wellbeing interventions, and becoming a part of the national breakfast scheme. This enable these pupils to be ready to learn and access the curriculum.

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
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Targeted 1:1 intervention to support with the development of communication and language.	WELCOMM
Continued development of quality phonics teaching and 1:1 fast track intervention.	Read Write Inc in Key Stage 1 Essential Letters and Sounds in EYFS

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable