



# Shenington Church of England (VA) Primary School

Stocking Lane, Shenington, Oxon, OX15 6NF  
01295 670273 · office.5200@shenington.oxon.sch.uk · www.shenington.oxon.sch.uk

## Pupil premium strategy statement 2024-25

| 1. Summary information |                                             |                                                                                |        |                                                |          |
|------------------------|---------------------------------------------|--------------------------------------------------------------------------------|--------|------------------------------------------------|----------|
| School                 | Shenington Church of England Primary School |                                                                                |        |                                                |          |
| Academic Year          | 2024-25                                     | Total PP budget                                                                | £10360 | Date of most recent PP Review                  | Sept '25 |
|                        |                                             | Total SPP Budget                                                               | £340   |                                                |          |
|                        |                                             | Total Catch up funding (This was used for school led tutoring) See note below. | £      |                                                |          |
| Total number of pupils |                                             | Number of pupils eligible for PP (not SPP)                                     | 7      | Date for next internal review of this strategy | Sept '26 |

### Catch up funding statement

Pupils have experienced unprecedented disruption to their education because of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among that hardest hit. The government announced additional funding to support children and young people to catch up. We have used the Autumn term to both address lost learning from the previous year and assess which children have been most affected. We have then planned how to address the needs across the school with funding currently in school. In accordance with the government guidance, evidence based approaches which have been provided by the Education Endowment Foundation (EEF) have been selected. To track and monitor these have been categorised as teaching and whole school strategies, targeted approaches and wider strategies. The total amount of funding allocated is £ (school led tutoring and recovery premium) based on pupils on roll. This will be received in three instalments and was utilised throughout 2024/25. School led tutoring hours were asked for as part of the school census which has been submitted and verified to the DfE.

| 2. Outcomes 2024-2025                                             | PP children | National (KS2) |
|-------------------------------------------------------------------|-------------|----------------|
| % achieving expected standard or above in reading                 | 75%         | 75%            |
| % achieving expected standard or above in writing                 | 75%         | 72 %           |
| % achieving expected standard or above in mathematics             | 75 %        | 74%            |
| % making expected progress in reading (as measured in the school) | 75 %        | Not available  |



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|                                                                       |                                                                                                                                                                                                                                                                                                                                                     |      |               |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|
| % making expected progress in writing (as measured in the school)     |                                                                                                                                                                                                                                                                                                                                                     | 75%  | Not available |
| % making expected progress in mathematics (as measured in the school) |                                                                                                                                                                                                                                                                                                                                                     | 75 % | Not available |
| Desired Outcomes.                                                     | <b>Barriers to future attainment (for pupils eligible for PP including high ability)</b><br><b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b><br><b>Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)</b> |      |               |
| A.                                                                    | Reading- being able to read fluently and with understanding                                                                                                                                                                                                                                                                                         |      |               |
| B.                                                                    | Writing- being able to construct an effective sentence.                                                                                                                                                                                                                                                                                             |      |               |
| C.                                                                    | Maths- continuity in learning skills                                                                                                                                                                                                                                                                                                                |      |               |
|                                                                       | <b>External barriers (issues which also require action outside school, such as low attendance rates)</b>                                                                                                                                                                                                                                            |      |               |
| D.                                                                    | Social and emotional development- mental health and well-being                                                                                                                                                                                                                                                                                      |      |               |

## 3. Review of expenditure



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| Academic Year                                                                                                                                                                                   |                                                                                                                   | 2024-25                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                     |                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <i>The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</i> |                                                                                                                   |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                     |                                            |
| i. Quality of teaching for all                                                                                                                                                                  |                                                                                                                   |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                     |                                            |
| Action                                                                                                                                                                                          | Intended outcome                                                                                                  | Estimated impact: Did you meet the success criteria?<br>(Include impact on pupils not eligible for PP, if appropriate).<br><br>Show whether the success criteria were met, Additional evidence of impact can also be referred to. Including the attainment data, progress data and case studies.  | Lessons learned<br>(and whether you will continue with this approach)                                                                                                                                                                                                                                                                                               | Cost                                       |
| Improved oral language skills                                                                                                                                                                   | Develop a strategy for targeted vocabulary and phonics work across the school                                     | Evidence shows that children from disadvantaged backgrounds have poor recall of technical vocabulary and phonics affecting their ability to access a range of subjects.                                                                                                                           | Lesson observations to continue to ensure Quality First teaching which is clearly differentiated and use of trained skilled and experienced TAs within lessons and interventions. Monitoring and evaluations of interventions to continue.                                                                                                                          | TA cost and resources                      |
| Improvement in writing through targeted teaching of reading and phonics                                                                                                                         | Ensure ALL KS1 and KS2 staff have had RWI training and that as a school we use the whole scheme not just phonics. | Evidence shows that schools that adopt the RWI scheme enable children to leave KS1 as confident readers and writers. This is extended to pupils in KS2 using Fresh Start who have gaps in learning due to poor attendance, catch up required and risk of exclusion from previous school settings. | Discussion at staff meetings to ensure pupils of need in KS2 are targeted by phonics interventions. Focus of lesson observations and book scrutiny. Feedback to SLT of writing moderated at the end of each term. Staff development on writing and guided writing. Discussion at weekly TA meetings. TA targeted training such as training staff, phonics and ELSA. | TA cost and resources plus training costs. |



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|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Improved engagement in school through<br>Improvement in social and emotional skills | Through use of Play therapist, ELSA, SEAL and communication and interaction advisory teacher and Mental Health First Aider. Role of Mental Health Lead developed as a whole school. | Children who are socially and emotionally resilient achieve higher levels than those that do not. Use of some of these services have already proved beneficial.                            | Feedback from external professionals such as the Play therapist. Feedback from inhouse ELSA and SEAL TA, Mental Health First Aider.                                                                                                                                                                                                            | Play therapist cost and training costs for ELSA. |
| Improved numeracy                                                                   | Through use of booster interventions to ensure understanding of mathematical understanding and mathematical vocabulary.                                                             | Evidence shows that children from disadvantaged backgrounds have poor recall of technical vocabulary and understanding of reasoning affecting their ability to access a range of subjects. | Lesson observations to continue to ensure Quality First teaching which is clearly differentiated and use of trained TAs within lessons and interventions. Monitoring and evaluations of interventions and lessons to continue through learning walks, book trawls, lesson observations, peer to peer work, reviews and monitoring of planning. | TA cost and resources                            |
| <b>ii. Targeted support</b>                                                         |                                                                                                                                                                                     |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                |                                                  |
| <b>Action</b>                                                                       | <b>Intended outcome</b>                                                                                                                                                             | <b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).                                                                | <b>Lessons learned</b> (and whether you will continue with this approach)                                                                                                                                                                                                                                                                      | <b>Cost</b>                                      |
| Improved attendance                                                                 | Improve attendance from previous settings.                                                                                                                                          | Evidence shows that pupils with in-year transfer from other settings were more likely to have low attendance.                                                                              | Enable children to attend Breakfast Club to aid attendance. Targeted adult support to help settling in school in the morning and assist attachment issues.                                                                                                                                                                                     | Breakfast club payment/ TA cost.                 |



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|-----------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Improved social opportunities and trips | More involvement with trips, residential and clubs | Evidence shows that those families from disadvantaged backgrounds are more likely to have less engagement with trips and after school clubs. | Enable children to become more involved and to be educated through trips, residential, opportunities external to school and develop their interests through after school clubs which were not accessed in previous settings .Financial help given to families that require assistance to access trips etc. | Payment for opportunities. |
|-----------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|

## iii. Other approaches

| Action | Intended outcome | Estimated impact: Did you meet the success criteria?<br>(Include impact on pupils not eligible for PP, if appropriate). | Lessons learned<br>(and whether you will continue with this approach) | Cost |
|--------|------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------|
|        |                  |                                                                                                                         |                                                                       |      |
|        |                  |                                                                                                                         |                                                                       |      |

## 4. Planned expenditure

Academic year 2025-26

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

### ii. Targeted support

### iii. Support whole school strategies

| Desired outcome | Intended outcome/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|-----------------|---------------------------|-----------------------------------------------------|---------------------------------------------|------------|--------------------------------------|
|-----------------|---------------------------|-----------------------------------------------------|---------------------------------------------|------------|--------------------------------------|



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|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------|
| A. Improved oral language skills.                                    | Continue to develop a strategy for targeted vocabulary and phonics work across the school  | We have learnt that children who have in-year transfer from previous setting have a lack of understanding of the meaning of words and so we will look at improving the vocabulary across the school.                                    | Observations of teaching and learning focussing on questioning to show that questioning is good and consistently positive across the school.                                                                                                                                          | Teachers and TAs | January 2026<br>July 2026  |
| B. Improved progress in reading skills and strategies (incl phonics) | Continue to develop phonics in KS1 and target those children that in KS2. KS2.             | We have learnt that children have gaps in their spelling strategies and phonics due to in-year transfer from previous settings and so look to ensure children are able to rely on strategies to improve spelling/reading.               | Observations of teaching and learning through learning walks, monitoring planning, provision maps, book scrutiny focussing on questioning to show that questioning is good and consistently positive across the school. Targeted phonics.                                             | Teachers and TAS | January 2026<br>July 2026. |
| C. Improved progress in writing skills and strategies                | Ensure ALL KS1 and KS2 staff have had RWI training and apply scheme throughout the school. | We have learnt that children have gaps in their phonics due to in-year transfer from previous setting which affects their writing skills and so look to ensure children are able to rely on strategies to improve spelling and writing. | Observations of teaching and learning.<br>Book scrutiny and discussions at staff meetings.<br>Observations and development of guided writing.<br>Tracking of termly progress in writing.                                                                                              | Teachers and TAs | January 2026<br>July 2026. |
| D. Improved numeracy and reasoning                                   | Ensure all staff have appropriate training and confident to deliver effective teaching.    | We have learnt that children have gaps in reasoning and gaps with their peers in understanding and application of strategies due to in-year transfer from previous settings and so look to improve their numeracy and reasoning.        | Lesson observations to continue to ensure Quality First teaching which is clearly differentiated and effective use of trained TAs within lessons and interventions. Monitoring and evaluations of interventions to continue.<br>Tracking and analysis of termly progress in numeracy. | Teachers/TAS     | January 2026<br>July 2026  |



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|------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------|
| E. Improvements in social and emotional skills | Through use of Play therapist, ELSA, SEAL and Mental Health First Aider | We have learnt that children with disadvantaged backgrounds or those subject to divorce or bereavement those transferred in-year from other settings may need further support from either external or internal agencies. | Continue with support and approaches to develop resilience and emotional support.                                                                                                                                        | Play therapist, ELSA, SEAL sessions and Mental Health First Aider/ Mental health Lead. | January 2026<br>July 2026        |
| <b>i. Targeted support</b>                     |                                                                         |                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |                                                                                        |                                  |
| A. Improved attendance                         | Improve attendance from previous settings.                              | Evidence shows that those pupils with in-year transfer from other settings were more likely to have low attendance.                                                                                                      | Enable children to attend Breakfast Club to aid attendance. Continue to target adult support to help settling in school in the morning and reduce attachment issues.                                                     | Breakfast club cost and TA costs.                                                      | January 2026<br>July 2026.       |
| B. Improved social opportunities and trips.    | More involvement with trips, residential and clubs.                     | Evidence shows that pupils with in-year transfer from other settings are more likely to have less engagement with trips and after school clubs.                                                                          | Enable children to be more involved and to be educated through trips, residential, opportunities external to school and develop their interests through after school clubs which were not accessed at previous settings. | Financial help for opportunities.                                                      | January 2026<br>July 2026        |
| <b>iii</b>                                     |                                                                         |                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |                                                                                        |                                  |
| <b>Total budgeted cost</b>                     |                                                                         |                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |                                                                                        | £10145 including SPP for 2025-26 |