

Pupil Premium Strategy Statement for Sheepscombe Primary School

Sheepscombe Primary School has a relatively small number of disadvantaged pupils compared to the national average. Our school believes that every child achieves their best from their own unique starting point. This aim is shared by all staff and governors without prejudice. We treat each of our children as individuals and seek to understand the barriers that they face to learning so that we can help them overcome them, enabling each child to succeed. At Sheepscombe our intention to be “an inspirational setting where all children flourish” is something the school is wholly committed to. Through ambitious expectations, quality first teaching and effective engagement with all, we can support children to fulfil their potential both academically and socially.

With this in mind the measures, actions and aims below provide an overview of the provision we put in place for our disadvantaged pupils. Much of what we do is bespoke to an individual and will change as the needs of the individual change – needs may therefore alter year on year. We also seek to continually improve teaching across the school which will benefit both pupil premium pupils, disadvantaged pupils, those with SEND or other needs, pupils needing to catch up post Covid-19 as well as all pupils in our care. As a school we aim to follow best practice and so this statement should be read in conjunction with the school’s policies and current evidence based documents such as:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school 2025_26	63
Proportion (%) of pupil premium eligible pupils 2025_26	4.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024_2025 2025_2026 2026_2027
Date this statement was published	July 2025

Date on which it will be reviewed	July 2026
Statement authorised by	Vicky Dangerfield
Pupil premium lead	Vicky Dangerfield
Governor / Trustee lead	Tessa Lentel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025_26)	£3,030
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year 2024_25 <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£3,030

Part A: Pupil premium strategy plan

Statement of intent

Sheepscombe Primary School has a relatively small number of disadvantaged pupils compared to the national average. Our school believes that every child achieves their best from their own unique starting point. This aim is shared by all staff and governors without prejudice. We treat each of our pupils as individuals and seek to understand the barriers that they face to learning so that we can help them overcome them, enabling each pupil to succeed. With this in mind the measures, actions and aims below provide an overview of the provision we put in place for our disadvantaged pupils. Much of what we do is bespoke to an individual and will change as the needs of the individual change – needs may therefore alter within an academic year. We also seek to continually improve teaching across the school which will benefit both pupil premium pupils, disadvantaged pupils, those with SEND or other needs, pupils needing to catch up post Covid-19 as well as all pupils in our care. As a school we aim to follow best practice and so this statement should be read in conjunction with the school's policies and current evidence based documents such as:

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Challenges

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

Challenge number	Detail of challenge
1	Resilience and self-confidence being a barrier to academic progress within lessons and over time
2	Social and emotional needs and emotional literacy
3	Financial hardship

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
100% pupils are positive about themselves and their abilities. They can	Pupils are able to ask for help when they need it

cope with change or setbacks. Pupils therefore maximise their academic progress within each lesson and over a sequence of lessons so that any gaps are narrowed.	• Pupils speak confidently about their home and school experiences • Pupils make academic progress at, at least the same rate as their peers • Teachers and staff are skilled in improving outcomes both from an academic perspective and an emotional perspective • Any gaps in attainment are narrowed or closed so that children have opportunity to reach at least the expected standard • Pupils show they can cope with change and new experiences in a positive way • Pupils are well prepared for the next stage of their education • Pupils have access to targeted interventions (eg dynamo maths)
100% pupils have access to support which develops their social and emotional well being	• Pupils have access to the ELSA programme • Sessions are selected to target individual needs • Pupils are able to develop lasting friendships with their peers • Pupils have developed their emotional literacy so that they have an improved understanding of themselves and others
100% Pupils have access to the same opportunities as their peer group both in and out of school	• Pupils join after school clubs that offer enrichment • Pupils join extra-curricular activities either in or out of school such as peripatetic music, sports clubs etc • Pupils participate in school trips • Pupils participate in the annual school residential (years 3-6) • Families receive any external support required • Children receive any targeted therapies that they need to develop their confidence and self esteem

Activity in this academic year 2025_26

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain small class sizes to maximise learning in mixed age classes	<i>EEF rationale: Reducing class size appears to result in around three months' additional progress for pupils, on average...reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive</i> School: Smaller group sizes enable a greater focus of support both emotional and academic and teachers and teaching assistants will be able to tackle misconceptions at an earlier point. This has worked well for the past 3 academic years and we have managed to keep class sizes to approximately 22 pupils with no more than 2 year groups in each class	1
Teaching Assistants to be targeted to each class to support with learning and pastoral needs	<i>EEF rationale: Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures.</i> School: The school notes the EEF findings. In our school we closely monitor the impact of teaching assistants and they also have input into evaluating their own impact and practice over time. The SENDCo meets regularly with our Teaching assistants to check they are being deployed correctly based on the outcomes for the previous week or after a set of interventions have run for a period of time. Our Teaching assistants are experienced and qualified and facilitate the academic progress of all pupils but in particular those who are from a disadvantaged background, those with SEND needs	1,2

	or Social and Emotional needs as well as those eligible for Pupil Premium. Class teachers also work closely with these groups of pupils while the teaching assistants work with others in the class. Teaching assistants in our school also play a pivotal role supporting children at transition points especially if there is undue anxiety that may impact on self belief, resilience and, as a result, learning.	
Access to high quality, ongoing CPD for teachers	<i>EEF rationale: Evidence from across the English school system shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, the school will also inevitably benefit non-eligible pupils as well.</i> School: All staff in our setting are keen to continue to improve their practice. They know that all learning, including their own, is always able to be further improved and that refining and honing their skills has significant impacts on all pupils. Staff readily engage with all CPD on offer, both in house and externally commissioned. This will especially benefit disadvantaged pupils. The cost for CPD is already allocated in our main school budget and not allocated against the Pupil Premium grant. The school has a trained ELSA. This also benefits our Pupil Premium and disadvantaged children.	1
Access to mental health training for the staff team, access to pastoral support for children so that children's emotional literacy can be developed	<i>EEF rationale: Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</i> School: The school programme of CPD will include continued mental health training, SEL training and mental health refresher training, both in house and externally sourced. The school train a new ELSA in 2025_26. The school will provide specific support (over and above that given in daily practice) to all children including Pupil Premium children if it is needed. The school has a Senior Mental Health lead,	3

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and very small group support for therapeutic or other targeted, personalised activities to enhance mental resilience and a sense of well being	<i>EEF rationale: Individualised instruction can be an effective approach to increasing pupil attainment. A number of studies indicate that teaching assistants can support individualised approaches effectively In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</i> School: The school will continue to provide 1-1 or small group sessions for pupils struggling with mathematics with a teacher or a qualified teaching assistant. This is in addition to the recognised interventions currently used, which include Dynamo Maths. The school will extend this into small group and 1-1 writing sessions to increase the rates of progress for identified pupil premium children and others in the school. The school SENDCo will also advise on suitable games to develop working memory The school will also follow the recommendations in the EEF report https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3	1

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

Budgeted cost: £ 1030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to extra curricular activities: eg Music lessons, School trips,	<i>EEF Rationale: Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics</i>	3

Residential, Sports clubs	<i>and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported EEF: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as selfconfidence</i> School: Feedback from pupils who engage in these activities is always overwhelmingly positive. Staff have seen significant gains in self-confidence when pupils overcome fears such as on residential, when pupils enjoy activities they haven't tried before or when they persevere to learn a new skill. This will continue in 2024_25.	
Therapeutic interventions will be set up based on pupil need. Staff will have access to support and supervision.	<i>EEF rationale: Social Emotional and Learning (SEL) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i> School: The school will provide ELSA sessions or other suitable intervention overseen by the SENDCo for any PP child that needs it as a matter of priority. The ELSA/SENDCo will have access to support and supervision. The ELSA /SENDCo will deliver SEL specific programmes based on the needs of the child. This might include training in the use of social stories,	2

	imagination for thinking or participation in sessions led by the experienced ELSA. The school will use 'teachable moments' for embedding skills. Teachers will model how to navigate daily problems as they arise as this good practise for all children. The schools PSHE and RHE programme will be tailored to the needs of the class each year using Gloucestershire Healthy Living and Learning (GHLL) resources. Play therapy sessions will be provided for pupil premium children who would benefit from this	
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Total budgeted cost: £ 3,030

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school carried out a full suite of summative tests for all year groups as well as using formative assessment and pupil progress meetings to measure the attainment and progress of all pupils in 2024_25, as part of our established practice, including those eligible for Pupil Premium. No pupil premium children took part in SATS tests in 2024-25. Pupil tracking and progress measures are held by school and shared with Governors but not published here due to the size of the cohort. Overall, in 2024_25 100% of our disadvantaged pupils took part in music lessons, residential, school trips and sports events. 100% children had access to additional support and teaching (including mathematics). 50% children (100% of those that needed it) had access to targeted therapeutic interventions. 100% children accessed additional tuition in school. 100% children had access to small class sizes...

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

n/a

The impact of that spending on service pupil premium eligible pupils

n/a