



**Great and Little Shelford C E (A) Primary School,**  
Church Street, Great Shelford, Cambridge, CB22 5EL

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## Pupil Premium Strategy and Evaluation Report Review

### School Overview

School Details – correct at time of the reviewed period

Detail	Data
School name	<b>Great &amp; Little Shelford C of E (A) Primary School</b>
Number of pupils in school	<b>207</b>
Proportion (%) of pupil premium eligible pupils	<b>10.6%</b>
Academic year/years that our current pupil premium strategy plan covers	<b>2021-2024</b>
Date this statement was published	<b>September 2021</b>
Date on which it will be reviewed	<b>Last reviewed December 2023 – next review December 2024</b>
Statement authorised by	<b>Mr Chris Grey (Headteacher)</b>
Pupil Premium Lead	<b>Mrs. Claire Pickard</b>
Link Governor	<b>Mrs Anna Caroe</b>

Funding overview – 2 past years and current year

Detail	Amount
Pupil premium funding allocation for the academic year 2021-2022	£19,485
Recovery premium funding allocation for the academic year 2021-2022	£2,030
Pupil premium funding carried forward from previous years	£0
Total budget for the for the academic year 2021-2022	£21,515

Detail	Amount
Pupil premium funding allocation for the academic year 2022-2023	£26,873
Recovery premium funding allocation for the academic year 2022-2023	£2,175
Pupil premium funding carried forward from previous years	£0
Total budget for the for the academic year 2022-2023	£29,048

Detail	Amount
Pupil premium funding allocation for the academic year 2023-2024	£30,845
Recovery premium funding allocation for the academic year 2023-2024	£2,900
Pupil premium funding carried forward from previous years	£0
Total budget for this for the academic year 2023-2024	£33,745

## Part A – Pupil Premium Strategy Plan

### Vision, Purpose and Statement of Intent

*We live and work in harmony  
with love for one another  
so we can achieve our potential  
within a community of life-long learners.*

Each year the school receives a Pupil Premium Grant (PPG) from the government. Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. Schools receive additional funding for pupils from Reception to Y11 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces. This funding includes any children who had been eligible for Free school Meals within the last six years. Schools can decide how the Pupil Premium is spent as they are best placed to decide what additional provision should be made for the individual pupils within their care.

In-line with our school's vision, we strive to ensure that all pupils *live and work in harmony*. We recognise that some groups of pupils may present with particular barriers to this objective.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

## **Challenges to Learning at Great and Little Shelford C E (A) Primary School**

At Shelford we support all our pupils, recognising their individual needs as a part of *achieving their potential*. We are committed to ensuring that the teaching and learning opportunities meet the needs of all pupils. In particular, we recognise that some of those who are vulnerable or disadvantaged may present with unique barriers to their learning. At our school, these pupils can sometimes display as: **lacking in responsibility, struggling to regulate emotions, being anxious, having specific gaps in learning linked to variable home support during lock-down, having low self-esteem**. Where this is identified, particular attention is paid to this aspect of their development alongside the careful and rigorous tracking of their academic progress.

A key priority is to narrow and eliminate any gaps in the performance of vulnerable pupils, and that of other pupils. We do this by providing high-quality classroom teaching (Quality First Teaching), supported by interventions to target vulnerable learners as and when required. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

### **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Weakness in learning behaviours e.g. lack of independence or resilience; taking responsibility for their own learning
2	Self-regulation and self-motivating to improve their learning
3	Pupil and their families have social and emotional difficulties of pupils including medical and mental health which affect wellbeing
4	Disrupted learning in the last two years due to COVID 19. Many children have required to work remotely during Lockdowns
5	Limited opportunities for enrichment opportunities (due to family circumstances, COVID 19 and other reasons)

## Intended Outcomes – 2021-2024 – Scroll down for the final review

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.

Vision Element	3 Year Strategy Golden Thread	Challenge Number(s)	Intended Outcome	Intended Strategy / Actions	Success Criteria / Evidence
Achieve our potential	1 - Learning Behaviours 4 - Pedagogy	1 – learning behaviours 2 – self-regulation and self-motivation 4 – disruption to learning	<b>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (phonics, reading, writing and maths).</b>  <b>Those who have fallen behind make accelerated progress and catch up or exceed expectation.</b>	<ul style="list-style-type: none"> <li>• Assessment, identification and diagnosis of gaps;</li> <li>• Review of provision, staffing, intervention and support through pupil progress;</li> <li>• Implementation of intervention and strategy beyond quality first teaching</li> <li>• Termly Pupil Premium Tracking document</li> <li>• Termly Pupil Progress</li> <li>• Termly report and meeting with governors' data panel</li> <li>• Termly involvement of Pupil Premium Governor</li> </ul>	<p>End of summer term assessment 2022, 2023 and 2024 will show that 90%-100% of disadvantaged pupils will have made expected progress from the previous summer.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>
Live and work in harmony	4 - Pedagogy	1 – learning behaviours 4 – disruption to learning	<b>To narrow the gap in reading between disadvantaged and non-disadvantaged pupils</b>	<ul style="list-style-type: none"> <li>• Assessment of pupils</li> <li>• Seeking of pupil views regarding texts</li> <li>• Termly Pupil Premium Tracking document</li> <li>• Termly Pupil Progress</li> <li>• Termly report and meeting with governors' data panel</li> </ul>	<p>Use evidence based assessment and teaching and learning strategies.</p> <p>End of summer term assessment 2022, 2023 and 2024 will indicate that disadvantaged pupil will have made expected</p>

				<ul style="list-style-type: none"> <li>• Termly involvement of Pupil Premium Governor</li> </ul>	<p>progress from the previous year.</p> <p>Target support for pupils either small group or one to one sessions</p>
<p>Love for one another, community of life-long learners</p>	<p>2 - Wellbeing 5 - Partnership</p>	<p>3 – pupil and family wellbeing</p>	<p><b>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</b></p>	<ul style="list-style-type: none"> <li>• Assessment of needs and identification of tools, interventions and strategies.</li> <li>• Mental Health Lead and Mental Health Champions review, promote and monitor the Wellbeing Offer for pupils.</li> <li>• SLT (especially DSLs and SENDCo) signpost supportive external agency work – through newsletter, Team around the Family etc.</li> </ul>	<p>Barriers to learning are alleviated through school staff identification and support.</p> <p>Identified pupils attend therapy sessions e.g. play/nurture/Lego with support staff or external staff.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>
<p>Achieve our potential</p>	<p>4 - Inclusion and Equality</p>	<p>5 – limits to enrichment</p>	<p><b>Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.</b></p>	<ul style="list-style-type: none"> <li>• Careful, continual review of the curriculum threads and neurons to meet the needs of all learners</li> <li>• Creativity planned and promoted through intent and implementation of the curriculum.</li> </ul>	<p>Teachers and support staff will plan a wide range of events/experiences to enhance learning and make it memorable.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting</p>

				<ul style="list-style-type: none"> <li>• Removal of financial barriers for pupils to engage in enrichment.</li> <li>• SLT will monitor the implementation of the Cultural Capital Offer.</li> </ul>	experiences within (and outside) the school day.
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### **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 above.

#### **Teaching (CPD, Recruitment and Retention)**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge Numbers</b>
Continuation of explicit learning behaviours – including whole school systems for pupils and work with parents on promoting these at home.	EEF summary on <a href="#">Metacognition and Self Regulation</a> .	1 – Learning Behaviours 2 – Self Regulation
Development of consistent approaches to Metacognition and self-regulation.	EEF summary on <a href="#">Metacognition and Self Regulation</a> .	1 – Learning Behaviours 2 – Self Regulation
Assessment time and materials to diagnose and target gaps in learning, building in feedback to promote progress.	EEF summary on <a href="#">Feedback</a> .	4 – disruption to learning

#### **Targeted Academic Support (1:1 tuition, 1:1 support, structured interventions)**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge Numbers</b>
Teaching Assistant to 1:1 support/ tuition for a Pupil Premium learner, enabling efficient education for the pupil and the remainder of the cohort.	A combination of the EEF's summary of <a href="#">1:1 tuition</a> and <a href="#">Teaching Assistant Interventions</a> .	1 – Learning Behaviours 2 – Self Regulation 3 – Pupil and Family Wellbeing 4 – Disruption to learning
Identified individual and small group interventions relating to: <ul style="list-style-type: none"> <li>• Fine motor skills;</li> <li>• Gross motor skills;</li> <li>• Reading and spelling;</li> <li>• Pre-teaching and over-learning</li> </ul>	A combination of the EEF's summary of <a href="#">1:1 tuition</a> and <a href="#">Teaching Assistant Interventions</a> .	1 – Learning Behaviours 2 – Self Regulation 4 – Disruption to learning

**Wider Strategies (attendance, behaviour, wellbeing)**

Activity	Evidence that supports this approach	Challenge Numbers
Support of music tuition for individual pupils to promote metacognition, self-esteem and equal access to opportunities.	<p>EEF summary on <a href="#">Metacognition and Self Regulation</a>.</p> <p>Previous years' approaches and case studies.</p>	<p><b>5 – limits to enrichment</b></p>
Support for pupils and families to enable equal access educational visits to promote self-esteem and wellbeing.	<p>Good practice in inclusion</p> <p>Making learning memorable and links to <a href="#">Metacognition and Self Regulation</a>.</p> <p>Previous years' approaches and case studies.</p>	<p><b>3 – pupil and family wellbeing</b></p> <p><b>5 – limits to enrichment</b></p> <p><b>4 – Disruption to learning</b></p>
Monitoring of the implementation of the Pupil Wellbeing Offer.	<p>The activity will monitor the implementation and impact of the school's current Pupil Wellbeing Offer to establish evidence for its effectiveness. The offer is founded on the principles of diagnosing, identifying, implementing, monitoring &amp; evaluating and reviewing as a cycle of improvement. <a href="#">This EEF research</a> is related to the current Covid impact.</p>	<p><b>3 – pupil and family wellbeing</b></p> <p><b>5 – limits to enrichment</b></p>
A structured Nurture Group to run for two afternoons per week. This will run alongside Boxall Profile assessments for each identified pupil and the sessions will have a termly focus.	<p>EEF summary on <a href="#">Metacognition and Self Regulation</a>.</p>	<p><b>1 – Learning Behaviours</b></p> <p><b>2 – Self Regulation</b></p> <p><b>3 – Pupil and Family Wellbeing</b></p>
The Hub provision on offer on some mornings for pupils to attend where anxiety or sensory needs prevent them from accessing the class. (To support attendance of pupil with EBSR.)	<p>EEF summary on <a href="#">Metacognition and Self Regulation</a>.</p>	<p><b>1 – Learning Behaviours</b></p> <p><b>2 – Self Regulation</b></p> <p><b>3 – Pupil and Family Wellbeing</b></p>

**Total Budgeted Cost for Teaching, Targeted Support and Wider Strategies: £33,745**

## Part B – Review of Outcomes in the Previous Academic Year

### Year 1 of 3 – 2022-2023

Vision Element	3 Year Strategy Golden Thread	Challenge Number(s)	Intended Outcome	Intended Strategy / Actions	Success Criteria / Evidence	Impact Review
Achieve our potential	1 - Learning Behaviours 4 - Pedagogy	1 – learning behaviours 2 – self-regulation and self-motivation 4 – disruption to learning	<p><b>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (phonics, reading, writing and maths).</b></p> <p><b>Those who have fallen behind make accelerated progress and catch up or exceed expectation.</b></p>	<ul style="list-style-type: none"> <li>• Assessment, identification and diagnosis of gaps;</li> <li>• Review of provision, staffing, intervention and support through pupil progress;</li> <li>• Implementation of intervention and strategy beyond quality first teaching</li> <li>• Termly Pupil Premium Tracking document</li> <li>• Termly Pupil Progress</li> <li>• Termly report and meeting with governors’ data panel</li> <li>• Termly involvement of Pupil Premium Governor</li> </ul>	<p>End of summer term assessment 2022, 2023 and 2024 will show that 90%-100% of disadvantaged pupils will have made expected progress from the previous summer.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress.</p>	<p><b>Final review statement:</b></p> <p><i>Disadvantaged pupils have developed their self-regulation skills through targeted intervention of Play Therapy and the teaching of emotional regulation through the zones of regulation. This has supported academic progress.</i></p> <hr/> <p>December 2022 (Y1):</p> <ul style="list-style-type: none"> <li>• 71.4% of Pupil Premium learners made expected progress; to note – the co-occurrence between pupils with EHCPs.</li> </ul> <p>December 2023 (Y2):</p> <ul style="list-style-type: none"> <li>• 73% of learners entitled to Pupil Premium made expected progress (32% of this group are learners with SEND)</li> <li>• The Nurture Group intervention is having a</li> </ul>



						positive impact on pupils' learning, enabling them to access more of the curriculum in whole class settings.										
Live and work in harmony	4 - Pedagogy	1 – learning behaviours 4 – disruption to learning	To narrow the gap in reading between disadvantaged and non-disadvantaged pupils	<ul style="list-style-type: none"> <li>• Assessment of pupils</li> <li>• Seeking of pupil views regarding texts</li> <li>• Termly Pupil Premium Tracking document</li> <li>• Termly Pupil Progress</li> <li>• Termly report and meeting with governors' data panel</li> <li>• Termly involvement of Pupil Premium Governor</li> </ul>	<p>Use evidence based assessment and teaching and learning strategies.</p> <p>End of summer term assessment 2022, 2023 and 2024 will indicate that disadvantaged pupil will have made expected progress from the previous year.</p> <p>Target support for pupils either small group or one to one sessions</p>	<p><b>Final review statement:</b></p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>85.6%</td> </tr> <tr> <td>PP (22)</td> <td>55%</td> </tr> <tr> <td>Non-PP</td> <td>90.1%</td> </tr> <tr> <td>PP non-SEND (10)</td> <td>100%</td> </tr> </tbody> </table> <div style="border: 1px solid red; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><b>Pupil Premium</b></p> <p style="text-align: center;">This includes 4 pupils with EHCPs</p> </div> <p><i>There is a 35.1% gap between the attainment of learners entitled to PP and those not entitled to PP. However, when looking at learners entitled to PP who do not have SEND, 100% pupils met ARE at the end of 23-24 in reading.</i></p>		Reading	All	85.6%	PP (22)	55%	Non-PP	90.1%	PP non-SEND (10)	100%
	Reading															
All	85.6%															
PP (22)	55%															
Non-PP	90.1%															
PP non-SEND (10)	100%															

						<p>December 2022</p> <ul style="list-style-type: none"> <li>Pupil Premium learners made on average 1.5 points progress, where non-pupil premium learners made on average 1.4 points progress. This means that pupil premium learners made more progress than non-pupil premium learners.</li> </ul> <p>December 2023</p> <ul style="list-style-type: none"> <li>During the academic year 2022 – 2023, pupils entitled to Pupil Premium made less overall progress than those pupils not entitled to Pupil Premium. However, not in reading:</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>4.9</td> <td>5.1</td> </tr> <tr> <td>Reading</td> <td>5.4</td> <td>5.1</td> </tr> <tr> <td>Writing</td> <td>4.6</td> <td>5.0</td> </tr> <tr> <td>Maths</td> <td>4.6</td> <td>5.1</td> </tr> </tbody> </table>		PP	Non-PP	Overall	4.9	5.1	Reading	5.4	5.1	Writing	4.6	5.0	Maths	4.6	5.1
	PP	Non-PP																			
Overall	4.9	5.1																			
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Maths	4.6	5.1																			
<p>Love for one another, community of life-long learners</p>	<p>2 - Wellbeing 5 - Partnership</p>	<p>3 – pupil and family wellbeing</p>	<p><b>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are</b></p>	<ul style="list-style-type: none"> <li>Assessment of needs and identification of tools, interventions and strategies.</li> <li>Mental Health Lead and Mental Health Champions review,</li> </ul>	<p>Barriers to learning are alleviated through school staff identification and support.</p>	<p><b>Final Review Statement</b></p> <p><i>Nurture group provision, Lego-based Therapy and Therapeutic thinking have supported the development of a SEMH-focused provision. The</i></p>															

			removed or alleviated.	<p>promote and monitor the Wellbeing Offer for pupils.</p> <ul style="list-style-type: none"> <li>• SLT (especially DSLs and SENDCo) signpost supportive external agency work – through newsletter, Team around the Family etc.</li> </ul>	<p>Identified pupils attend therapy sessions e.g. play/nurture/Lego with support staff or external staff.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>	<p><i>Wellbeing Offer continues to be regularly reviewed, but now requires further signposting to.</i></p> <hr/> <p>Use of therapeutic approaches – such as Lego Therapy, Nurture Group, Play Therapy. There has been positive impact of social, emotional and mental health needs due to this provision.</p> <p>2023 addition of the Hub provision to support a Pupil Premium learner with EBSR to attend school.</p>
Achieve our potential	4 - Inclusion and Equality	5 – limits to enrichment	<p><b>Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.</b></p>	<ul style="list-style-type: none"> <li>• Careful, continual review of the curriculum threads and neurons to meet the needs of all learners</li> <li>• Creativity planned and promoted through intent and implementation of the curriculum.</li> <li>• Removal of financial barriers for pupils to engage in enrichment.</li> </ul>	<p>Teachers and support staff will plan a wide range of events/experiences to enhance learning and make it memorable.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>	<p><b>Final Review Statement:</b></p> <p><i>The curriculum is broad and balanced and has been reviewed to reflect the needs of pupils. This is complemented by the Cultural Capital Offer, which has been reviewed. Families requiring it, receive financial support from school, SSSF and other charities.</i></p> <hr/>

				<ul style="list-style-type: none"> <li>• SLT will monitor the implementation of the Cultural Capital Offer.</li> </ul>		<p>Cultural Capital Offer continues to capture the variety of enrichment on offer.</p> <p>Pupil Premium is used to remove financial barriers to accessing enrichment opportunities.</p> <p>The school's inclusion of visits, visitors and creative learning opportunities enables all pupils to have access to a wider range of cultural experiences.</p> <p>The school's curriculum has been designed to include a variety of wider cultural links, including those specific to the school's context.</p>
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**1. Externally Provided Programmes**

None

**2. Service Pupil Premium Funding (optional)**

Included within the above reporting / funding

**3. Further Information (optional)**