



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

Headteacher: Mr. Chris Grey PGCE, MEd

Tel: 01223 843107
office@shelford.cambs.sch.uk
www.shelfordschool.org.uk

Pupil Premium Strategy and Evaluation Report

School Overview

School Details – last updated December 2024

Detail	Data
School name	Great & Little Shelford C of E (A) Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	By end of December 2025; by end of December 2026; Final Review by end of December 2027
Statement authorised by	Mr Chris Grey (Headteacher)
Pupil Premium Lead	Mrs. Claire Pickard
Link Governor	Mrs. Polly Stanton

Funding overview – 2 past years and current year

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

Detail	Amount
Pupil premium funding allocation for the academic year 2024-2025	£26,640
Recovery premium funding allocation for the academic year 2024-2025	n/a
Pupil premium funding carried forward from previous years	n/a
Services funding	£1,200
Total budget for this for the academic year 2024-2025	£27,840

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 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: **struggling to regulate emotions, being anxious, having specific gaps in learning, 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.

Challenge number	Detail of challenge
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 – 2024-2027

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	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (phonics, reading, writing and maths). Those who have fallen behind make accelerated progress and catch up or exceed expectation.	<ul style="list-style-type: none"> • Assessment, identification and diagnosis of gaps; • Review of provision, staffing, intervention and support through pupil progress; • Implementation of intervention and strategy beyond quality first teaching • Termly Pupil Premium Tracking document • Termly Pupil Progress • Termly report and meeting with governors' data panel • Termly involvement of Pupil Premium Governor 	<p>End of summer term assessment 2024, 2025 and 2026 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	To narrow the gap in reading between disadvantaged and non-disadvantaged pupils	<ul style="list-style-type: none"> • Assessment of pupils • Seeking of pupil views regarding texts • Termly Pupil Premium Tracking document • Termly Pupil Progress • Termly report and meeting with governors' data panel 	<p>Use evidence based assessment and teaching and learning strategies.</p> <p>End of summer term assessment 2024, 2025 and 2026 will indicate that disadvantaged pupil will have made expected</p>

				<ul style="list-style-type: none"> • Termly involvement of Pupil Premium Governor 	<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>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> • Assessment of needs and identification of tools, interventions and strategies. • Mental Health Lead and Mental Health Champions review, promote and monitor the Wellbeing Offer for pupils. • SLT (especially DSLs and SENDCo) signpost supportive external agency work – through newsletter, Team around the Family etc. 	<p>Barriers to learning are alleviated through school staff identification and support.</p> <p>Identified pupils attend therapy sessions e.g. CBT-style sessions/ play therapy / Lego-based therapy 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>Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none"> • Careful, continual review of the curriculum threads and neurons to meet the needs of all learners – especially with a SEND lens • Creativity planned and promoted through intent and 	<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>

				implementation of the curriculum. <ul style="list-style-type: none"> • Removal of financial barriers for pupils to engage in enrichment. • SLT will monitor the implementation of the Cultural Capital Offer. 	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)

Activity	Evidence that supports this approach	Challenge Numbers
Continuation of explicit learning behaviours – including whole school systems for pupils and work with parents on promoting these at home.	EEF summary on Metacognition and Self Regulation .	1 – Learning Behaviours 2 – Self Regulation
Development of consistent approaches to Metacognition and self-regulation.	EEF summary on Metacognition and Self Regulation .	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 Feedback .	4 – disruption to learning

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

Activity	Evidence that supports this approach	Challenge Numbers
Teaching Assistant support for learners entitled to Pupil Premium or Services funding, where possible. This is to enable efficient education for the pupil and the remainder of the cohort.	A combination of the EEF's summary of 1:1 tuition and Teaching Assistant Interventions .	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"> • Fine motor skills; • Gross motor skills; • Reading and spelling; 	A combination of the EEF's summary of 1:1 tuition and Teaching Assistant Interventions .	1 – Learning Behaviours 2 – Self Regulation 4 – Disruption to learning

• Pre-teaching and over-learning		
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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.	EEF summary on Metacognition and Self Regulation . Previous years' approaches and case studies.	5 – limits to enrichment
Support for pupils and families to enable equal access educational visits to promote self-esteem and wellbeing.	Good practice in inclusion Making learning memorable and links to Metacognition and Self Regulation . Previous years' approaches and case studies.	3 – pupil and family wellbeing 5 – limits to enrichment
Monitoring of the implementation of the Pupil Wellbeing Offer.	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 & evaluating and reviewing as a cycle of improvement. This EEF research is related to the current Covid impact.	3 – pupil and family wellbeing 5 – limits to enrichment
A structured private Play Therapy (1:1 sessions) for three pupils to run weekly. This is to support pupils with emotional regulation and social connections.	EEF summary on Metacognition and Self Regulation .	1 – learning behaviours 2 – self regulation 3 – pupil and family wellbeing
Time with nominated adults for pupils entitled to services funding as required, dependent on family circumstances.	EEF summary on Metacognition and Self Regulation .	3 – pupil and family wellbeing 2 – self regulation

Total Budgeted Cost for **Teaching, Targeted Support** and **Wider Strategies**: £27,840

Part B – Review of Outcomes in the Previous Academic Year

Year 1 of 3 – 2024 – 2025 – Review due by end of December 2025

1. Externally Provided Programmes

None

2. Service Pupil Premium Funding (optional)

Included within the above reporting / funding

3. Further Information (optional)