

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 –2026 (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	Shawfield Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	24% 48 + 5 military = 53
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	FGB
Pupil premium lead	Stephen Corcoran
Governor lead	FGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,210
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	£83,210

Part A: Pupil premium strategy plan

Statement of intent

At Shawfield Primary School, our mission is to ensure that every child, regardless of their background or barriers to learning, achieves success and thrives both academically and personally. We are committed to providing a high-quality, ambitious education for all pupils, with a particular focus on removing barriers for those who are disadvantaged.

Our pupil premium strategy is fully aligned with our wider school improvement priorities. The actions we take to improve teaching, curriculum design, and pastoral support are designed to benefit all pupils, while particularly addressing the needs of those who are disadvantaged. This ensures that the provision for disadvantaged pupils is not an add-on, but an integral part of our whole-school improvement journey.

We recognise that disadvantage is complex and varied, and there is no “one size fits all.” Common barriers faced by disadvantaged pupils may include weaker language and communication skills, lower confidence, less support at home, more frequent behaviour challenges, attendance issues, and complex family circumstances.

Our strategy is evidence-informed, drawing on robust research such as the Education Endowment Foundation’s guidance, and follows a continuous cycle of assessment, planning, action, and review. This allows us to remain responsive to pupils’ changing needs and to adapt our approaches swiftly where impact is not as strong as expected.

We also work in partnership with children and their families to understand barriers to learning from their perspectives. Their voices help shape the support we provide, ensuring that it is meaningful, relevant, and effective in strengthening engagement and raising aspirations.

Our ultimate objectives are to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- Ensure that disadvantaged pupils make or exceed nationally expected rates of progress.
- Support pupils’ health, wellbeing, and resilience so that children are fully ready to learn.
- Enable all pupils to access and succeed within our ambitious, broad, and balanced curriculum, and to benefit from the full range of enrichment opportunities.

All staff share collective responsibility for the outcomes of disadvantaged pupils and hold the highest aspirations for them. Through high-quality teaching, targeted academic support, and wider strategies that promote engagement and wellbeing, we will ensure that every child develops a love of learning, achieves excellence, and believes there are no limits to what they can accomplish.

Achieving Our Objectives

To achieve the objectives set out in our Pupil Premium Statement, we ensure that teaching and learning opportunities meet the needs of all pupils and that every child can access the knowledge and skills within our broad and balanced curriculum.

We make appropriate provision for pupils who belong to vulnerable groups, ensuring that the needs of pupils are accurately assessed and addressed. We recognise that not all pupils who receive free school meals are disadvantaged, and that some pupils who face disadvantage do not qualify for free school meals. For this reason, we reserve the right to allocate Pupil Premium funding to support any pupil or group of pupils whom the school has legitimately identified as being socially disadvantaged. Funding is allocated following a rigorous needs analysis, identifying priority groups, and individuals. Given limited resources, not all children receiving free school meals will access pupil premium interventions at the same time.

Provision

In line with our intent, and as part of our wider school improvement priorities, the Governors consider a range of provision for disadvantaged pupils, which includes but is not limited to:

- *Ensuring that all teaching is consistently good or better, thereby improving the quality of education experienced by every child.*
- *Monitoring the impact of intervention programmes systematically to secure rapid and sustained progress from pupils' starting points.*
- *Providing one-to-one and small-group support within the classroom, delivered by skilled teachers and trained support staff.*
- *Offering additional targeted learning opportunities through teaching assistants, specialist teachers, or external agencies.*
- *Ensuring that Pupil Premium resources also target able pupils, sustaining higher attainment for disadvantaged pupils in line with, and above, national expectations.*
- *Embedding staff training and professional development to prioritise pupils' mental health and wellbeing, enabling them to access learning more effectively.*
- *Supporting access to enrichment activities, including educational visits and residentials, to ensure pupils gain first-hand cultural and social experiences that enhance learning.*

- *Providing timely behaviour support to help children regulate, build resilience, and remain fully engaged with their learning.*

Evidence and Engagement

All provision is carefully selected using robust evidence, including guidance from the Education Endowment Foundation (EEF), to ensure high impact and value for money. Our strategy follows a continuous cycle of assessment, planning, action, and review, ensuring approaches remain responsive to pupils' changing needs. Importantly, we involve pupils and parents where appropriate in shaping support, ensuring that provision reflects lived experiences, strengthens engagement, and builds aspiration.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged children have lower aspirations and limited exposure to positive role models, which impacts engagement and respect for figures.
2	A proportion of disadvantaged pupils have low emotional resilience and limited strategies to manage setbacks, leading to reduced risk-taking in learning
3	Some pupils lack an understanding of responsibility for themselves and their learning.
4	Although the attendance gap is narrowing year on year and remains better than the national average, disadvantaged pupils still attend 4.4% less than their peers, increasing the risk of widening learning gaps over time.
5	Pupils often lack parental support due to their attitudes towards education and learning.
6	Families facing financial deprivation.

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
1	Disadvantaged pupils make accelerated progress so that the gap between disadvantaged and non-disadvantaged pupils at Shawfield, is narrowed in reading, writing and maths by ensuring all children access Quality First Teaching, early intervention and support.	Percentage of PP children achieving Age Related Expectations at KS2 to match or exceed national disadvantaged figures, with a specific focus on Non-SEND PP pupils
2	All disadvantaged pupils access the full breadth of the curriculum and enrichment opportunities developing strong engagement.	Children received an active, skilled based Engagement levels are high and low-level disruption is reduced.
3	Wellbeing provision ensures disadvantaged pupils have improved emotional resilience, attendance, and readiness to learn.	To ensure explicit teaching opportunities to support children's mental health and wellbeing are addressed through QFT. In addition, children are supported through ELSA and Social & Emotional group work.
4	To provide children a broad rich range of opportunities.	PP children are able to access residentials, educational visits and trips.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole School Early Reading and Phonics Approach enables children to make sustained progress from their low starting points</p> <p>Children's progress is systematically monitored to ensure all children secure strong foundations in reading, vocabulary, and maths enabling them access to the wider curriculum.</p> <p>Parent workshops / family reading sessions extend the support onto the home.</p> <p>Reading fluency and comprehension strategies are directly taught to extend children's understanding.</p> <p>Teachers confidently use formative assessment tools – including retrieval practice trackers to measure mastery more precisely.</p>	<p>EEF (+6) Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>EEF Phonics (+5)</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as</p>	<p>1,2,4</p>

<p>£1860 ongoing FastTrack training & CPD</p>	<p>whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	
<p>£1000 resources</p>		
<p>£1500 licences Accelerated Reader</p>	<p>Continue to embed a rich, skills-based curriculum that is tailored to the needs of all pupils, where children learn through first-hand experiences. This promotes accelerated progress and increases attainment for those children considered most vulnerable.</p>	
<p>Teachers and leaders continue develop a curriculum approach linking the school values of aspiration, respect, resilience and trust.</p>	<p>CPD targeted to build teacher's subject knowledge. Consider different ways in which children learn.</p>	
<p>£460 CUSP Training and CPD – Teaching Strategies</p>	<p>Mastery Learning (+5months) Learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied.</p>	
<p>Develop a consistent mastery approach which will include high-quality teaching, and small group intervention</p>	<p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met.</p>	
<p>£540 Release time for CPD maths mastery</p>		

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

Budgeted cost: £ 10,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Precision teaching and same day intervention is used to narrow the gap.</p> <p>Children are provided pre-teaching sessions on new topics to give them confidence and background knowledge.</p> <p>Teachers use standardised assessments to help ensure children get the right support</p> <p>Support staff are highly trained to ensure consistency of approach – especially to deliver functional knowledge consistency of approach</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>3,4,5</p>
<p>Targeted intervention to support the attainment and progress</p> <p>£10,228</p>	<p>EEF (+3)</p> <p>As the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	<p>3,5,6</p>

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

Budgeted cost: £ 66,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children and families have access to a Pastoral Support Team – this will improve parental engagement, support attendance to raise attendance and punctuality and provide targeted emotional support.</p> <p>£61,444</p>	<p>EEF (+3 months)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>2, 4, 5,6</p>
<p>To provide access to specialist ELSA trained staff. Social and emotional outcomes are monitored and tracked using pupil and staff questionnaires – assessment are made using resources such as the Boxall Profile.</p> <p>Continue to embed a whole school culture where attendance is prioritised. All staff focus on a relational approach. Children who may suffer with persistent absence are supported by all staff to reduce barriers to attending and to their learning.</p> <p>£100</p>	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children’s academic learning</p> <p>School will continue to offer parent workshops to support engagement and increase parents’ knowledge to support children to make increased progress.</p> <p>ELSA support metacognition and self-regulation and ensure children have a range of strategies to choose from during learning activities –</p> <p>School continues to provide emotional support using ‘Breakfast club’ to support children who are considered vulnerable</p>	
<p>Provide families financial support for</p>	<p>+5 months – EEF collaborative learning experiences</p>	<p>1,2,3,6</p>

<p>children to attend residential and educational visits</p> <p>It increases children's cultural capital – linked to faith, the arts and sport to ensure all children can participate and engage with a broad curriculum.</p> <p>£4000</p> <p>Provide families support to school uniform. Children take pride in their themselves and their school. Children's self-worth and self-esteem are key factors in supporting academic achievement</p> <p>£1000</p>	<p>Pupils need support and opportunities to work together, this does not happen automatically. Tasks are designed carefully to ensure all learners benefit fully</p> <p>All children take great pride in their new uniform. This supports wider spending on effective whole-school strategies – this will impact positively on all children whilst increasing attendance and punctuality, whilst building trusting relationships with children and families.</p>	
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Total budgeted cost: £ 82,532

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes – Attainment (meeting ARE or better)

	Intended outcome	Success criteria	Outcomes																																												
1	Disadvantaged pupils make accelerated progress so that the gap between disadvantaged and non-disadvantaged pupils at Shawfield, is narrowed in reading, writing and maths by ensuring all children access Quality First Teaching, early intervention and support.	Percentage of PP children achieving Age Related Expectations at KS2 to match or exceed national disadvantaged figures, with a specific focus on Non-SEND PP pupils	<p>EYFS (Source Keypas)</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP (3)</th> <th>Non SENDPP (3)</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>83%</td> <td>33%</td> <td>33%</td> </tr> </tbody> </table> <p>Year 1 Phonics (Source Keypas)</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP (8)</th> <th>Non SENDPP (5)</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>73%</td> <td>50%</td> <td>80%</td> </tr> </tbody> </table> <p>Year 2 Phonics (Source Keypas)</p> <table border="1"> <thead> <tr> <th></th> <th>All (7)</th> <th>PP (5)</th> <th>Non SENDPP (1)</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>57%</td> <td>40%</td> <td>100%</td> </tr> </tbody> </table> <p>Year 4 Multiplication Check (Source SIMS)</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP (7)</th> <th>Non SENDPP (4)</th> </tr> </thead> <tbody> <tr> <td>25/25</td> <td>43%</td> <td>29%</td> <td>50%</td> </tr> <tr> <td>+20</td> <td>94%</td> <td>86%</td> <td>100%</td> </tr> </tbody> </table> <p>Year 6 SATS results RWM+ (Source SIMS)</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP (9)</th> <th>Non SENDPP (5)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		All	PP (3)	Non SENDPP (3)	GLD	83%	33%	33%		All	PP (8)	Non SENDPP (5)	ARE	73%	50%	80%		All (7)	PP (5)	Non SENDPP (1)	ARE	57%	40%	100%		All	PP (7)	Non SENDPP (4)	25/25	43%	29%	50%	+20	94%	86%	100%		All	PP (9)	Non SENDPP (5)				
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ARE	58%	33%	60%
GDS	7%	0%	0%

Year 6 SATS results Reading
(Source Keypas)

	All	PP (9)	Non SENDPP (5)
ARE	77%	44%	80%
GDS	35%	22%	40%

Year 6 SATS results Writing
(Source Keypas)

	All	PP (9)	Non SENDPP (5)
ARE	77%	55%	80%
GDS	7%	0%	0%

Year 6 SATS results Maths
(Source Keypas)

	All	PP (9)	Non SENDPP (5)
ARE	62%	55%	100%
GDS	35%	11%	20%

Year 6 SATS results GPS
(Source Keypas)

	All	PP (9)	Non SENDPP (5)
ARE	73%	44%	30%
GDS	7%	22%	20%

Leaders are aware that school data numbers will fluctuate due to small sample sizes in each cohort. The data is tracked per cohort with individual children's progress reviewed termly through pupil progress meetings. Interventions are timely and record accurately for all children. Teachers know the children eligible. Pupil Premium in their class. They understand that children maybe more vulnerable to underachievement and provide the necessary support to ensure all children are making progress.

2	All disadvantaged pupils access the full breadth of the curriculum and enrichment opportunities developing strong engagement.	Children received an active, skilled based Engagement levels are high and low-level disruption is reduced.	<p>This year the art curriculum has been strengthened. This has focused on teachers having access to high quality CPD linked to curriculum units.</p> <p>Children have good access to resources for PE, Art, Music, DT, Science – where children learn best through first hand experience. This does not diminish children’s access to the curriculum. Attendance at extra curricular clubs is monitored and tracked using Pupil Premium Passports for all children.</p> <p>2025-2026 – school provide match funded place for Rocksteady. This means that 5 children per term eligible for PP funding learn an instrument – drums, electric guitar, keyboard, vocals.</p> <p>Teachers have received high quality CPD to deliver Phonics. Time is provided to ensure the Reading Leader can monitor the quality of teaching and learning weekly. CPD is provided for all staff. Assessment is accurate, timely and ensure children are matched to the sounds they need to know next. Where children’s progress stalls, 1:1 phonics is used by all staff to help ensure more children remain on track.</p> <p>Leaders and staff understand that children need strong foundations in the Early Years of school linked to children’s fundamental knowledge and skills. Children make accelerated progress from their early, on-entry, starting points – with language and communication skills a core focus.</p> <p>Mastering Number is effective in supporting children’s basic number skills. Staff in all year groups have benefited from CPD. The school continues to provide the Surrey Maths Hub a Local Leader of Maths Education. This knowledge and expertise is used to build staff’s pedagogical knowledge and provide in-house training.</p>
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			<p>Interventions are planned, well matched to the children's needs and use agreed strategies for support. Precision teaching and same day intervention is used effectively to narrow any gaps.</p> <p>Middle leaders monitor their subjects linked to the attainment and progress of children who are considered disadvantaged.</p> <p>The English Working Group have audited the school's approach using the Writing Framework. Staff have received team teach training to deliver writing – using software such as widget to support model and shared writing.</p> <p>Parent workshops to support spelling, handwriting and phonics have taken place.</p> <p>Leaders promote the NPQ CPD for all middle leaders. 3 members of staff are on track to complete this during the next academic year.</p>
3	<p>Wellbeing provision ensures disadvantaged pupils have improved emotional resilience, attendance, and readiness to learn.</p>	<p>To ensure explicit teaching opportunities to support children's mental health and wellbeing are addressed through QFT. In addition, children are supported through ELSA and Social & Emotional group work.</p>	<p>School provides a consistent approach to ELSA approach – this mean where access is needed it can be provided by skilled staff. All ELSA trained staff received clinical supervision. Each child's progress is tracked with entry and exit surveys from teachers. The ELSA provides unit overviews of the children's progress. These are uploaded to CPOMS and reviewed termly.</p> <p>The school has the ability to support children, families and staff with an experienced Mental Health First Aider. The expert skills and knowledge of the Pastoral Care Lead mean that relationships between school and families are strong. Attendance is reviewed in a timely fashion with telephone calls, informal conversations helping to better understand possible barriers to non-attendance. Unauthorised absence is falling and there are no children where absence is considered severe. School's internal data tracks in line with national data. Where children attend school 95% of the time or more, they have a statistically higher chance of meeting Age Related Expectations.</p>

			<p>Attendance for 24/25 is 94.7%, in line with the national average. Autumn 2025/26 is 94.2% The school sits within the top 30% of schools nationally.</p> <p>Persistent absence for children eligible for Pupil Premium funding has fallen from 43.6% in 2022/23 to 15.9% in Autumn 2025/26. This is well below the national average of 24%</p> <p>High expectations for attendance mean that the school's attendance for vulnerable groups is increasing. School actively engages in the WOW walk to school campaign. This is further encouraging children to attend school regularly.</p>
4	To provide children a broad rich range of opportunities.	PP children are able to access residentials, educational visits and trips.	<p>School Leaders support payments for Trips and Visits so that no child is disadvantaged due to a lack of contribution.</p> <p>Breakfast club and after school club has been used to support children who are vulnerable and support has helped to safeguarding children and their families. In addition</p> <p>Parents and carers attend Parents Evening and events such as the Learning Showcase and Exhibition. Children were well represented at Carol concerts, nativity events, end of year awards assemblies and sports days. School leaders are aware that more work is needed to support attendance at parent workshops.</p>

Internal Data 2024-2025

EYFS				
PP	3 children		33% met GLD	
PPNon-SEND	3 children		33% met GLD	
Year 1		R	W	M

PP	8 children	38%	25%	75%
PPSEND	2 children	0%	0%	0%
PPNon-SEND	6 children	60%	60%	80%
Year 2				
PP	8 children	38%	38%	38%
PPSEND	4 children	0%	0%	0%
PPNon-SEND	4 children	50%	50%	50%
Year 3				
PP	8 children	0%	0%	29%
PPSEND	5 children	0%	0%	0%
PPNonSEND	3 children	0%	0%	67%
Year 4				
PP	7 children	57%	14%	57%
PPSEND	2 children	0%	0%	0%
PPNonSEND	5 children	75%	20%	75%
Year 5				
PP	9 children	55%	22%	22%
PPSEND	3 children	40%	0%	0%
PPNonSEND	6 children	75%	50%	50%
Year 6				
PP	10 children	40%	50%	50%
PPSEND	3 child	0%	0%	0%
PPNonSend	7 children	66%	83%	84%

KS2 outcomes show PP pupils, particularly those without SEND, achieved in line with or above peers nationally. However, earlier year groups show persistent gaps, particularly in phonics and KS1 attainment, indicating a continued need to prioritise early reading and vocabulary. Attendance for PP pupils remains below peers, reinforcing our focus on pastoral support and family engagement in 2025–26

Externally provided programmes

Programme	Provider
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NELI	Nuffield Foundation
Read Write Inc. Fastrack	Ruth Miskin Training
Catch Up Reading	The Caxton Trust
Accelerated Reader	Renaissance Learning
White Rose Maths	TrinityMAT
ELSA	SurreyCC
Boxall Profile	NurtureUK
NCETM	Mastering Number at Reception and KS1 Mastering Number Year 4 and Year 5

