



Sherston C of E Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2025-26

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	Sherston C of E primary
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year that our current pupil premium strategy plan covers	2025/26
Date this statement was published	July 2025
Date on which it was reviewed	Nov 2025
Date on which it will be next reviewed	July 2026 (or before if necessary)
Statement authorised by	Tommy Towers
Pupil premium lead	Tommy Towers
Governor lead	Dominic Koole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year*	£8,820
Recovery premium funding allocation this academic year	£ 0
School led tutoring	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£8,820



Part A: Pupil premium strategy plan

Statement of intent

At Sherston C of E Primary, our vision is rooted in fostering an inclusive environment where every child's potential is recognised, nurtured, and celebrated. We firmly believe in the power of learning, caring and achieving together. Our Pupil Premium Strategy Plan aligns with this vision, aiming to support and empower every child, ensuring equitable opportunities and positive outcomes for all. This strategy directly supports the School Improvement Action Plan priorities.

Learning

We are committed to creating a vibrant learning community where every child has access to high-quality education, personalised support, and tailored resources to reach their full potential. With our Pupil Premium Strategy, we will invest in additional teaching resources, targeted interventions, and enrichment programs designed to boost academic progress, foster a love for learning, and bridge any learning gaps that may exist.

Caring

The well-being of our children is paramount. Our strategy focuses not only on academic achievement but also on nurturing the holistic development of each child. Through the Pupil Premium fund, we will provide pastoral care, mentoring, emotional support and extra-curricular experiences, ensuring that every child feels valued, supported, and encouraged to thrive. We will work closely with families and the wider community to create a supportive network that nurtures and uplifts every child.

Achieving

Success is a collective effort. We are dedicated to fostering an environment where success is a shared journey. Our strategy involves collaboration between teachers, parents, and children, ensuring that everyone is involved and engaged in the educational process. Through setting high expectations and providing comprehensive support, we aim for every child, regardless of background, to achieve their full potential and celebrate their successes together.

Together

Our strategy will involve regular assessments, monitoring, and evaluations to ensure that the Pupil Premium funding is effectively utilised to support the needs of our children. Continuous feedback from children, parents, and staff will be sought and incorporated to refine and improve our approach.

In essence, our Pupil Premium Strategy Plan is a commitment to equity, excellence, and inclusion. By learning, caring and achieving together, we are dedicated to creating an environment where every child can flourish.

Challenges

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

Challenge number	Detail of challenge
1	Low Prior attainment – PP attainment is below that of peers
2	Additional needs – of children on PP register, 37.5% are also SEN
3	Attendance is below that of their peers – PP 96.3% compared to 91.4% average
4	Financial challenge

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
Clear progress for all our PP pupils	Progress seen in books and internal tracking
Achievement in line with peers	Seen in national tests in YR,Y1,Y2,Y4,Y6
Full participation of PP pupils in all areas of school life	Increase in number of PP pupils attending extra -curricular activities
All additional needs correctly identified	Professional diagnosis and appropriate support where needed
Attendance improves	Attendance of PP pupils is in line with peers

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA time (7 hrs per week) Provide additional support for disadvantaged learners in EYFS, focusing on early phonics, reading routines, and handwriting development to reflect SIAP Early Years priorities.	EEF (moderate impact)	1

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

Budgeted cost: £2468

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring 1:1 & small group Targeted writing interventions, including Talk for Writing strategies, spelling support, and handwriting groups to align with SIAP priority on raising achievement in writing.	EEF High to moderate Impact	1
Tutoring TAs 1:1	EEF high impact	1

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

Budgeted cost: £ 1352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clubs & trips including Office time to support these activities Ensure access to free sports clubs and enrichment activities as outlined in SIAP Personal Development priorities.	EEF Moderate evidence of impact on learning. Also first hand observational evidence of positive influence on well-being. Sports clubs also promote physical health and stamina.	4
Meals & milk	Children need good nutrition in order to be ready for learning, widely evidenced.	4
Uniform	Oxford Brookes study 'school uniform creates a sense of equality' but only if	4

	everyone has the same standard of uniform	
Attendance Letters home, first instance phone calls, meetings with HT, Building relationships with parents, involvement of Education Welfare Officer if necessary	Attendance is widely acknowledged to effect attainment directly. This includes term time holiday and broken weeks.	3

Total budgeted cost: £8820

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged learners in the previous academic year and explain how it has been assessed.

Please be aware there were only 2 pupil premium child in Y6 and there are 6 pupil premium children in total throughout the school. 2 in Y6, 3 in year 5 & 1 in year 3. 3 of these children only joined the school in January

Year 6 data showed that:

- There were only 2 PP children in year 6
In Reading, Maths & Science 100% of the children achieved the standard
In writing 50% of the children reached the expected standard
- There are no National progress measures for year 6 this year due to the fact that this cohort were in year 2 during the Covid pandemic, so there was no national data to track.

Please be aware that our number of DL is statistically very low (6%) compared to the national average (24.6%) and so the results are statistically insignificant due to the small numbers involved.

Outcome 1 – clear progress for all our Disadvantaged Learners

Progress data for year 6 was unavailable this year.

Of the 3 PP children in year 5, one with an EHCP has made lots of progress socially and behaviourally. Another child isn't making as much progress in Reading or Writing as we would like but only joined the school recently. The final child has made good progress across the board.

In Year 3 the PP child is making good progress across the board.

Outcome 2 – Achievement in line with peers

In reading 3 out of 6 PP Children are achieving at the same level as their peers. 1 PP child is exceeding.

In writing 2 out of 6 PP children are achieving at the same level as their peers.

In maths 5 out of 6 PP children achieving at the same level as their peers.

Outcome 3 – Full participation by Disadvantaged learners in all areas of school life

PP children were specifically targeted for after school clubs and the uptake has been good, especially as all after school sports clubs are now free to parents. PP children are included in all lessons and receive the same curriculum as the rest of the class. PP children are targeted for financial support which has enabled them to access clubs, trips and swimming sessions otherwise unavailable to them.

Outcome 4 – All additional needs correctly identified

Careful monitoring by our SENCO has enabled those who need extra support to receive it. During the course this year we have used EHCP funding to effectively support one of our PP children with 1:1 support. Other areas of support were a Maths Booster session for our y6 PP children, extra support with spelling on Nessy, handwriting groups, and targeted support by class teachers during learning time.

Outcome 5 – Attendance improves

There have been no exclusions this year. In fact, we haven't excluded any children for a number of years.

National absence data for this year is not yet available. However, our internal monitoring shows that of our 6 PP children. 5 have attendance over 96%, 3 have attendance over 98%. 1 child has attendance at 91.3%

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	N/A

*Based on 7/12 of actual PP income in 25-26 FY (£3672) + 5/12 of estimated PP income in 26-27 FY using October 25 census data (£5148)