

Pupil premium strategy statement

This statement details our school's use of pupil 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	Shoreham Village School
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	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	Gillian Lovatt-Young
Pupil premium lead	Becky Bass
Governor / Trustee leads	Teaching and Learning Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£24240

Part A: Pupil premium strategy plan

Statement of intent

The Staff and Governors of Shoreham Village Primary School are committed to meeting the needs of all of the pupils and it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We offer all pupils a rich, broad curriculum diet that increases their cultural capital and provides a wealth of experiences and opportunities that they enjoy and that help to prepare them for the next stage of their education.

We will consider the challenges faced by vulnerable pupils, such as those who have emotional and wellbeing needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not and we will address any underlying inequalities between children eligible by ensuring that funding reaches the students who need it most to support and improve their learning. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. All of our work through the use of the Pupil Premium Funding will be aimed at accelerating progress and moving children to at least age-related expectations. Initially this will be in communication, English and maths, but will also cover enrichment activities to encourage engagement and a love of learning and their school. Timely, precision teaching intervention will also be used to maximise pupils' progress and attainment. These approaches are proven to have the greatest impact on closing the disadvantage attainment gap and at the same time to benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class the majority of our disadvantaged pupils arrive below age-related expectations compared to other pupils.
4	Internal and external (where available) assessments indicate that writing attainment among disadvantaged and vulnerable pupils is significantly below that of non-disadvantaged pupils.
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. Teacher referrals for support have increased. Some pupils currently require additional support with social and emotional needs through small group interventions.
7	Our assessments and observations indicate that the metacognition of many of our disadvantaged pupils is lower than for other pupils. These findings are supported by national studies. This often results in low motivation to engage in learning, low resilience and emotional literacy especially in EYFS and KS1.
8	A high proportion (53%) of our disadvantaged pupils also have SEND needs.
9	Our observations show that for many of our disadvantaged pupils are not able to participate in enrichment activities which could develop their cultural capital, broaden horizons and provide opportunities for the future.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Phonics outcomes and KS2 reading outcomes in 2025/26 show that PP pupils attain as highly as non PP pupils. KS2 reading outcomes in 2025/26 for PP children are in line with national.
Improved writing attainment among disadvantaged and non-disadvantaged pupils.	KS2 writing outcomes in 2025/26 show that PP pupils attain as highly as non PP pupils. KS2 writing outcomes in 2025/26 for PP children are in line with national.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Y4 MTC and KS2 maths outcomes in 2025/26 show that PP pupils attain as highly as non PP pupils. KS2 Maths outcomes in 2025/26 for PP children are in line with national.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and to increase cultural capital.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • increased pupil awareness and understanding of their own resilience and use of tools and strategies to support their own wellbeing • 90%+ participation in enrichment activities, particularly among disadvantaged pupils
Improved levels of engagement with families of disadvantaged pupils	Increased family engagement with families: • supporting pupils' learning at home and at school • attending family forum meetings to be included in school decision making • engaging with school communications

To achieve and sustain improved metacognition for all pupils in our school, particularly our disadvantaged pupils.	Sustained levels of independence, motivation and curiosity for learning. Demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • Assessments and observations indicate significantly improved metacognition skills among all pupils, particularly disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupils identifying their next steps in learning, developing their own line of further enquiry and seeking challenges, book scrutiny and ongoing formative assessment.
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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 listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments including those for Early Speech and Language support eg Speech Link, Language Link.. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4, 8
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and pupils' language skills.: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 8
Purchase of more books to support our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 8
Enhancement of our maths teaching and curriculum	The DfE non-statutory guidance has been produced in conjunction with the National	3, 8

planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve standards of writing by focusing on increasing children's autonomy and awareness of how they learn - their metacognition. Children will develop their independence, motivation and curiosity for learning. The teaching and learning of metacognitive skills will be embedded into routine educational practices and supported by professional development and training for staff.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	4, 7, 8
Improve the quality of social and emotional (SEL) learning. Through our Social and Emotional Literacy programme, pupils, families and staff will learn about how their brains work, and through use of specific vocabulary, will talk about their wellbeing and develop a range of strategies to manage and maintain good wellbeing. This approach will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5, 6, 8
Membership of Partnership of schools (collaborative working)	The membership provides extensive CPD for all staff including an educational conference, opportunities for moderation exercises, networking and staff development. There are forums for SEND, EYFS, Attendance, Core Subject Leaders and Senior and Middle Leaders.	1, 2, 3, 4, 5, 6, 7, 8, 9

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

Budgeted cost: £5400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription for resources (a range of apps and subscriptions)	Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)	1,2,3, 4, 5, 8
Purchase of resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5

significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6
Provide breakfast club and specific enrichment activities for targeted disadvantaged and vulnerable children.	Offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1. Enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. There is some evidence that disadvantaged pupils benefit disproportionately from this, making two and a half months additional progress in addition to benefits for attendance, behaviour and peer relationship. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Research into cultural capital shows that pupils that are exposed to extracurricular activities more engaged in learning and education, along with aspiring to study. The school helps to subsidise visits and residential trips for pupil premium families.	1, 6, 9

	https://www.gov.uk/government/publications/closing-the-gap-with-the-new-primary-national-curriculum National School Breakfast Programme EEF (educationendowmentfoundation.org.uk) Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	
Develop parental engagement through family forums and school workshops.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from The EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	5, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 24750

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

July 2025 Data outcomes:

	School 2024		National
FSP	All % 11 pupils	FSM % 1 pupil	All %
GLD	91	100	68
Literacy Goals	82	100	
Maths Goals	82	100	
Phonics	All % 14 pupils	FSM % 2 pupils	All %
%32+ Year 1	100	100	81
%32+ Year 2 (no pupils)			
KS2 SATs	All % 12 pupils	FSM % 4 pupils	All %
Reading	83	100	75
Greater Depth	42	50	33
EGPS	75	100	73
Greater Depth	8	0	30
Writing (TA)	83	100	72
Greater Depth	17	0	13
Maths	67	75	74
Greater Depth	17	0	6
Combined	67	75	62
Greater Depth	8	0	8

Further Information on review of outcomes:
Teaching

Activity: Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.

Outcome: Lexia and Renaissance purchased (ongoing subscription) providing structured support for reading and standardised diagnostic assessments for reading. Lexia/ Renaissance data shows pupils' incremental improvements through the scheme. Training on use of Lexia Renaissance provided to all teaching staff who are able to administer the tests correctly and use the programme to support specific teaching points identified as gaps. Key Stage reading data for FSP and KS1 shows improvements.

Activity: Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.

Outcome: Staff training for teaching and teaching support staff on research on use of higher level vocabulary in schools. Creation of subject specific key vocabulary for all subjects within knowledge organisers. Monitoring shows that higher levels of vocabulary are now being used across all subjects; pupils know more, use more and remember more subject specific vocabulary. Training for staff and review of guided programme and purchase of associated books has raised staff skill level in the teaching of reading. Key Stage reading data shows improvements and is above National.

Activity: Purchase of more books to support our [DfE validated Systematic Synthetic Phonics programme](#) to secure stronger phonics teaching for all pupils

Outcome: Books purchased and being used daily to support phonics learning. End of year phonics screening data is above national.

Activity: Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.

Outcome: Maths lead has had additional release time to attend Maths Hub training and to have bespoke sessions in school with Maths Hub lead teacher. School has renewed subscription to Power Maths scheme to ensure fidelity to one scheme and maths lead has provided internal CPD to all teaching and teaching support staff in the use of Power Maths and the Maths Mastery approach. KS2 staff released to attend 'Mastering Number' CPD enabling them to deliver this securely. Key Stage Maths data shows improvements and is above National in FSP and KS1. Maths data just below national in KS2 due to small cohort.

Activity: Improve standards of writing by focusing on increasing children's autonomy and awareness of how they learn - their metacognition. Children will develop their independence, motivation and curiosity for learning. Purchase of CUSP Reading, Writing and Spelling Resources.

The teaching and learning of metacognitive skills will be embedded into routine educational practices and supported by professional development and training for staff.

Outcome: Metacognition refresher CPD provided to all teaching and teaching support staff; monitoring shows metacognition is being modelled and pupils are showing increased stamina for writing. Key Stage Writing data shows improvements and is above National. Staff trained to use CUSP.

Activity: Improve the quality of social and emotional (SEL) learning. Through the embedding of work learned through the MyHappyMind programme, pupils, families and staff will learn about how their brains work, and through use of specific vocabulary, will talk about their wellbeing and develop a range of strategies to manage and maintain good wellbeing. This approach will be embedded into routine educational practices and supported by professional development and training for staff. Introduction of Zones of Regulation will support pupils identifying and learning to cope with emotions.

Outcome: The school timetable ensures that SEL is taught and 'whole school' conversations take place on how to manage and maintain wellbeing. Zones of Regulation have been embedded. There are fewer 'crisis' incidents and staff, parents and pupils have developed a more proactive approach to managing self and pupil wellbeing.

Further Information on review of outcomes:

Targeted Academic Support:

Activity: Purchase of resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.

Outcome: Resources purchased/ adopted including staff CPD to deliver correctly: Speech Link, Language Link. Key Stage 2 Reading and Writing data shows improvements and is above National.

Activity: Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.

Outcome: Diagnostic testing used to identify pupils in need of additional support and this provided to some pupils who had multiple sessions daily. End of year phonics screening data is above national.

Activity: Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.

Outcome: Pre-teaching provided by experienced teacher as well as teaching support staff for identified pupils. Key Stage 2 Reading, Writing and Maths data shows outcomes for FSM pupils is above National in almost every area.

Further Information on review of outcomes:

Wider strategies:

Activity: Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.

Outcome: Reduction in number of 'serious' behaviour incidents. One bullying incident reported and addressed. Salus survey provided data on bullying that the school used to develop strategies for the next academic year.

Activity: Provide breakfast club and specific enrichment activities for targeted disadvantaged and vulnerable children.

Outcome: The school has used funding to part or fully subsidise Breakfast Club, After school Club, school trips, the Y5/6 residential trip. This has resulted in some children starting school in a more settled manner having had breakfast and more able to engage with learning. Others have increased the amount of reading / homework they do as it has been facilitated in After school Club. The ability to attend trips, especially the residential trip has provided enrichment in many ways for certain pupils including social and emotional wellbeing. The music lessons have developed some pupils' abilities in a wider sense.

Activity: Develop parental engagement through the Family Involvement Quality Award.

Outcome: FIQA certificate awarded for completion of two further pledges in the sustaining year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.