

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	Sheepy Magna C of E
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	9.5% (9 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2026
Date this statement was published	1 st December 2025
Date on which it will be reviewed	1 st December 2026
Statement authorised by	Alison Field
Pupil premium lead	Linda Goadby
Governor lead	Tom Woollard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,865
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	£15,865

Part A: Pupil premium strategy plan

Statement of intent

Sheepy Magna is a warm and happy school, with a strong family ethos, led by a hardworking, dedicated and enthusiastic staff team. We are a small primary school in Leicestershire, closely bordering Warwickshire, where many of our children live. We are a community that is together; one that nurtures, values and encourages all children within our care to flourish, succeed and shine. With the wellbeing of all members of the school community at our heart, we aim for all our children to leave equipped with key skills, which enable them to be confident, respectful, ambitious and successful individuals.

We consider the challenges faced by vulnerable children and we have developed our curriculum to engage and inspire all of our children, with an emphasis to support children to retain subject knowledge and develop long-term memory skills. Early intervention is key and we start with a focus on all aspects of language with a clear emphasis on oracy and reading.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment. We ensure children are challenged and supported in all areas of the curriculum. The approaches we have adopted complement each other to help pupils excel and we provide targeted interventions to support children to raise expectations to reach their full potential and to improve the life chances for all our educationally disadvantaged pupils; we have a strong belief in all pupils.

We are recognised for having a strong ethos of inclusion and provide a nurturing environment for all of our school community. Staff at every level are aware of the impact of disadvantage on pupils' learning and are ambitious for all our pupils, fully understanding the part they play in addressing and supporting these needs.

With a Quality First Teaching approach to day-to-day teaching, there is a sharp focus on the quality of each pupil's learning journey in our school. Staff draw on research evidence and training opportunities to inform their teaching to ensure it has a significant impact on improving outcomes. We provide well-targeted support to improve links with families where there are challenges to a pupil's learning. We also facilitate pupils to access a wide range of enrichment experiences both in and outside of the school day, which will positively impact on their academic achievement and personal wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance</u> Our assessments, observations and discussions identify that many of our vulnerable children experience several challenges which potentially impact on their learning, wider school life and their experiences beyond the school gate. These pupils are at greater risk of poor attendance. Our overall attendance in 2024/25 (94.92%) is broadly in line with the national average of 95.76%. Our school attendance for PP pupils is significantly lower at (84.43%); therefore attendance for all pupils remains a priority and remains a focus on this current plan.
2	<u>Social and Emotional Needs</u> We believe that every child deserves to feel safe, understood, and supported so they can thrive both emotionally and academically. Our strong ethos centres on creating a nurturing environment where every child can experience joy, confidence, and success in the classroom. We know that these positive experiences are key to unlocking their full potential and improving life chances. To enrich learning and broaden horizons, we are committed to providing all pupils - especially those who are disadvantaged - with equal access to educational visits and experiences. By offering diverse opportunities, we aim to inspire higher aspirations, foster resilience, and help every child develop a well-rounded outlook on life.
3	<u>SEND</u> Monitoring highlights a number of pupils with SEND needs, and we see this as an opportunity to provide tailored support that helps every child thrive. Our commitment is to deliver effective early intervention and consistently high-quality practice, ensuring that all learners feel confident and experience success in the classroom. By focusing on strengths and potential, we aim to create an inclusive environment where every child can achieve and flourish.
4	<u>Attainment</u> Assessments, observations, and discussions with pupils suggest that vulnerable pupils generally have greater challenges with attainment. This negatively impacts their self-esteem and level of achievement. Our pupils eligible for Pupil Premium are not always making the progress or attaining age related expectations in line with the rest of the school, with regards to Reading, Writing and Maths.

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
<u>Attendance</u> Good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.	Sustained high attendance from 2025/26 demonstrated by: • Attendance of PP group being at 95%+ • Percentage of persistent absentees being below 5% • Good communication between school and home identifies and addresses any barriers to school attendance. • Early Help promptly sought where required.

<u>SEMH</u> Pupils are supported to engage in wider activities and experiences within and beyond the school day, resulting in: • improved mental health & well-being; • good levels of activity; • responsibility for own learning and improved self-efficacy • increased confidence and access to 'cultural capital' development opportunities.	Sustained high levels of wellbeing for 2025/26 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities breakfast and after school clubs, particularly among disadvantaged children. • Good uptake of a range of opportunities for older pupils to help develop responsibility and build character & confidence (eg. Playground Pals, Sports Leaders, Eco Committee, School Council).
<u>SEND</u> • SEND pupils are well-supported and make good personal progress from their own starting points. • SEND children show increased confidence and enthusiasm for their learning.	Progress, including small steps, are made throughout 2025/26 and demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations. • Individual needs are swiftly assessed and targeted with timely & appropriate support. • High expectations and high-quality support ensure families and other agencies report high levels of satisfaction with the quality of provision and progress of individual learners.
<u>Attainment: EYFS and KS1</u> • Pupils who enter EYFS below typical for their age make accelerated progress to ensure they have caught up with national by the end of KS1	Progress is demonstrated by: • Non SEND Pupils achieve GLD by end of EYFS. • Non SEND Pupils who enter EYFS 'below typical' and who do not achieve GLD by the end of EYFS achieve national expectations by the end of KS1. • SEND pupils make good or better progress from their on-entry starting points.
<u>Attainment: Y1 Early Reading</u> • All pupils achieve the required standards in phonics by the end of Y1	Progress is demonstrated by: • Non-SEND Pupils pass Phonics Screen Check • SEND pupils make good or better progress from their on-entry starting points.
<u>Attainment: Y4 Maths</u> • All pupils achieve the required standard in the multiplication check by the end of Y4	Progress is demonstrated by: • Non-SEND pupils achieve standard. • SEND pupils make good or better progress from their on-entry starting points.
<u>Attainment: More able pupils</u> • Support for those to achieve greater depth	Progress is demonstrated by: • Pupils remain on the trajectory for GDS throughout KS2.
<u>Attainment: End of KS2</u>	Progress is demonstrated by:

Make good progress and achieve national expectations in reading, writing and maths.	- All non-SEND PP pupils achieve or exceed the expected standard in reading, writing and maths by the end of Key Stage 2. - Evidence in books and in-school data tracking shows evidence of good progress against individual starting point on-entry to KS2.
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £7,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overarching strategies / activities Continue to fund training, release time & resource purchases for staff in key areas: - Sounds Write Phonics – initial training and top up - Oracy Sparks Start to embed high quality adult / child interactions in the early years and across school.	There is strong evidence that the rate at which the children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers through a language rich environment is crucial. https://d2tic4wvo1iusb.cloudfront.net/production/documents/ey-evidence-store/early_years_evidence_store_supporting_communication_and_language_in_the_early_years.pdf?v=1710860125 https://voice21.org/wp-content/uploads/2020/06/Benchmarks-report-FINAL.pdf https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions	2, 3, 4
Continue to embed a regular daily 'story time' in all classes across school.	Evidence shows that daily story time in school, reading a range of high quality texts, can change the atmosphere around reading, where a focus is on enjoyment and reading for pleasure. Texts can be used to explore issues, emotions and needs within our community in a safe, no pressure environment. https://www.farshore.co.uk/wp-content/uploads/sites/46/2023/09/E6869-Storytime-in-School-Headline-Findings_FINAL_20.09.23.pdf	2, 3, 4

Targeted academic support

Budgeted cost: £3966

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions (Keep Up / Catch Up) targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Targeted phonics interventions have been shown to be more effective when delivered consistently as regular sessions over a sustained period of time.	3, 4
Additional reading sessions targeted at disadvantaged pupils who require support through daily reading sessions (1:1 and group sessions).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3, 4
Create targeted 1-1 intervention for those pupils who require additional support. Establish small group interventions for disadvantaged pupils falling behind age related expectations	‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’ https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	2, 3, 4
Effective deployment of staff, Teaching Assistants to support key children and year groups.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 3, 4
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Headteacher. Pupil progress meetings termly. Regular monitoring of targeted interventions	‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’ https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	3, 4

Wider strategies

Budgeted cost: £3959

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide enrichment activities to support the development of children's social and emotional well-being and mental health.	Children to have opportunities to access experiences to build on their cultural capital such as trips, STEM projects, residential trips and before and after school clubs.	All
Emotional support sessions to help children to understand feelings and behaviour and how this impacts on learning self-confidence and friendships.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	All
Continue to build positive engagement and communication with parents to maintain and improve levels of attendance for those who are disadvantaged.	https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_school_attendance_-_reflection_and_planning_tool.pdf?v=1762962586	1, 2

Total budgeted cost: £15,865

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Statutory data indicates that our work using pupil premium funding is having a largely positive impact for our disadvantaged pupils. We are confident that we are seeing the positive impact of the school improvement strategies outlined in this pupil premium strategy.

The percentage of children achieving GLD in EYFS was 93%, so are well above the national average of 68.4%. Our Year 1 phonics has steadily increased since the pandemic and 100% of PP children passed the Phonics Screening Test. The results of the Year 4 Multiplication Tables Check has also shown an increase with our average score being 22.1, compared to national average of 20.6. End of KS2 results show that 50% PP children achieved Greater Depth for combined RWM. Please note that due to our small cohorts which may enable individual children to be identified, some outcomes are not included in this report.

This year we will continue to work hard to accelerate progress for all our pupils, through ensuring consistently high-quality classroom practice on a daily basis, with a focus on language acquisition in all its forms across the curriculum. Staff training and refresher courses have been and will remain a priority for phonics and language development.

Our overall attendance in 24/25 has remained stable again this year (94.92%) and broadly in line the national figure for 24/25. Although this is positive, we are still striving to maintain and improve this which is why whole school attendance and persistent absenteeism remains a focus in this current plan. Attendance is central to any school improvement strategy because we know pupils experiencing success in the classroom is key to improving their life chances.

In school, observations and monitoring of disadvantaged pupils show good self-esteem and self-efficacy. Where this hasn't been the case, targeted support is swiftly put into place for pupils who require it. ELSA support, Lego Therapy and Drawing and Talking Therapy have been highly effective for our pupils to access emotional and wellbeing support in all phases.

Monitoring shows high standards of learning behaviour in class, with intervention sessions and with homework; there is an improved attitude to learning across school. This is demonstrated through pupil voice and pupil and parent surveys.

PP children have been given many opportunities to improve their cultural capital through a range of funded and subsidised opportunities including before and after school clubs, residential and day trips and swimming.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose Hub
Times Tables Rockstars / Numbots	Maths Circle
Sounds-Write First Rate Phonics	Sounds-Write
Numberstacks	Numberstacks