

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	Shaftoe Trust Academy
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2025
Statement authorised by	JPhazey
Pupil premium lead	VBinovec
Governor / Trustee lead	Graham Morgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,235
Recovery premium funding allocation this academic year	£0
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	£44,235

Part A: Pupil premium strategy plan

Statement of intent

Shaftoe Trust aims to 'Inspire Success and Excellence'. We aim for all disadvantaged pupils to achieve age-related expectations or above. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points).

Our children will experience a broad, balanced curriculum that embeds cultural experiences and ensures that our curriculum offer includes a wide range of memorable learning opportunities.

Our strategy is to ensure that any barriers to learning are accurately and quickly diagnosed to ensure that both quality first teaching and targeted intervention have an effective impact in closing any attainment gaps. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Attainment for non-disadvantaged pupils will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Embed and refine our EYFS and KS1 environment, curriculum and quality interactions so that more pupils achieve the GLD, and we continue with our success in phonics. Children will become fluent readers and writers by the end of KS1. We will continue to relentlessly prioritise the explicit teaching of foundational skills and knowledge - especially in relation to developing language and oracy skills, early reading, physical development leading to confident and competent writers and early mathematical skills and knowledge.
2	Internal assessments indicate that writing attainment (specifically of Y1/2 and Y3) among disadvantaged pupils is below that of non-disadvantaged pupils. We will continue to relentlessly prioritise the explicit teaching of foundational skills and knowledge - especially in relation to developing language and oracy skills, early writers and physical development leading to confident and competent writers.

3	Reading across the school. The quantity of text in assessments has proven to be very difficult to process due to difficulty with word reading fluency impeding understanding,
4	Achieve national average exit KS2 results. Results to, consistently, be in line with National Average Termly progress for all groups
5	Limited recall of mathematical facts. Non negotiables which will enable children to recall a range of key and core knowledge quickly and accurately (specifically aimed at each year group)
6	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
7	Continue to achieve national attendance figures and PA figures - 96% on a weekly basis
8	Growing need to reach and assist parents/guardians to increase their involvement to support their children's: regular reading; learning of spellings; learning of tables and maths strategies.

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
Disadvantaged pupils make strong progress from their starting points through a well-sequenced EYFS and KS1 curriculum and high-quality teaching that prioritises early language, reading, writing and mathematics. This results in improved GLD outcomes, sustained phonics success, and pupils leaving KS1 as fluent readers and confident writers.	<p>Increased percentage of disadvantaged pupils achieving GLD</p> <p>Disadvantaged pupils' phonics outcomes at or above national expectations</p> <p>Pupils demonstrate fluency in early reading and writing by the end of KS1</p> <p>Improved language, oracy and vocabulary evident in pupil outcomes</p> <p>Writing outcomes reflect strong physical development and transcription skills</p> <p>Early mathematical knowledge securely embedded</p>
Disadvantaged pupils in Years 1–3 make strong progress in writing from their starting points. Through explicit teaching of language, early reading/writing and physical development, attainment gaps narrow and pupils become confident writers.	<p>The proportion of disadvantaged pupils in Y1–Y3 working at age-related expectations in writing increases and the gap with non-disadvantaged pupils narrows.</p> <p>Disadvantaged pupils make strong progress from their starting points in writing, as evidenced through internal assessment, moderation and work scrutiny.</p> <p>Pupils demonstrate improved stamina, accuracy and independence in writing across the curriculum</p>

<p>Pupils develop secure word reading fluency and a growing breadth of vocabulary so they can read increasingly complex texts with accuracy, automaticity and understanding across the curriculum. Through a coherently sequenced reading curriculum and explicit teaching of early reading, fluency and vocabulary, pupils are able to process assessment texts more effectively and demonstrate their understanding of age-appropriate content.</p>	<p>Pupils read age-appropriate texts with increasing fluency, accuracy and automaticity, enabling improved comprehension.</p> <p>Pupils demonstrate improved understanding of assessment texts, evidenced through more accurate responses across subjects.</p> <p>Gaps in reading outcomes between disadvantaged and non-disadvantaged pupils narrow.</p>
<p>Disadvantaged pupils make strong and sustained progress across Key Stage 2 through a well-sequenced curriculum and consistently high-quality teaching. As a result, attainment at the end of KS2 improves, with the percentage of disadvantaged pupils achieving the expected standard increasing and outcomes being at least in line with national averages. Termly progress measures show that all pupil groups make at least expected progress from their starting points.</p>	<p>The proportion of disadvantaged pupils achieving the expected standard in reading, writing and mathematics at the end of KS2 increases.</p> <p>End of KS2 outcomes for disadvantaged pupils are in line with, or above, national averages.</p> <p>Termly assessment data shows all pupil groups, including disadvantaged pupils, make at least expected progress.</p>
<p>Pupils develop secure recall of key mathematical facts and core knowledge so they can apply them quickly and accurately across the mathematics curriculum. Through a coherently sequenced curriculum and consistent use of agreed non-negotiables, pupils build fluency and automaticity, enabling them to reason, problem-solve and make strong progress in mathematics.</p>	<p>Pupils recall key mathematical facts quickly and accurately, reducing cognitive load and improving mathematical performance.</p> <p>Improved fluency enables pupils to apply knowledge confidently in reasoning and problem-solving tasks.</p> <p>Attainment and progress in mathematics improve, with gaps between disadvantaged and non-disadvantaged pupils narrowing.</p>
<p>Disadvantaged pupils gain the cultural knowledge, experiences and vocabulary they need to engage fully with the curriculum and succeed in school and beyond. Through a carefully planned curriculum and enriched opportunities beyond the classroom, pupils develop wider cultural understanding, confidence and aspiration, enabling them to make strong progress from their starting points.</p>	<p>Disadvantaged pupils demonstrate increased confidence, engagement and participation in learning.</p> <p>Pupils draw on a broader range of knowledge, experiences and vocabulary when speaking, reading and writing.</p> <p>Gaps in engagement and outcomes between disadvantaged and non-disadvantaged pupils narrow.</p>
<p>Pupils attend school regularly and consistently so they can access the full curriculum and make strong progress from their starting points. Attendance remains at least in line with national figures, with persistent absence reduced through a proactive, supportive and consistent whole-school approach, ensuring all pupils—particularly disadvantaged pupils—are in school and ready to learn.</p>	<p>Whole-school attendance remains at or above national average.</p> <p>Persistent absence is reduced and remains in line with, or below, national figures.</p> <p>Disadvantaged pupils' attendance is strong, supporting improved engagement and progress.</p>
<p>Parents and carers are actively engaged in supporting their children's learning at home, particularly in reading, spelling, multiplication tables and mathematics strategies. Through clear communication, guidance and targeted support, families are empowered to reinforce key skills, helping pupils make strong progress from their starting points and achieve age-related expectations.</p>	<p>Pupils demonstrate improved fluency in reading, spelling, and mathematics as a result of consistent home support.</p> <p>Disadvantaged pupils make strong progress from their starting points, narrowing gaps with peers.</p> <p>Increased engagement with home learning contributes to improved attainment across reading, writing and mathematics</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the role of Teaching and Learning advocates alongside Town End research school and develop a CPD programme that focuses on QFT.</p>	<p>The EEF's research on Effective Professional Development (PD) directly supports our strategy to embed and refine CPD, coaching, and mentoring: High-Quality Teaching as the Priority: The EEF's Guide to the Pupil Premium states that ensuring an effective teacher is in front of every class, and supporting every teacher to improve, is the single most important strategy for disadvantaged pupils. Professional development is the vehicle for achieving this "Quality First Teaching."</p>	<p>All - QFT is embedded in everything</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time for training (see below), to embed key elements of guidance in school and to access Maths Hub resources and CPD</p> <p>Engage in a National Numeracy parent engagement programme</p> <p>Engage with Maths Champion Programme (EEF professional development programme which builds the knowledge of nursery practitioners to support children's early mathematical development)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 4, 5</p>

<p>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. (Continue to engage with Voice 21, in school champion, staff release time and training)</p>	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1,2,3,4,5</p>
--	--	------------------

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff deployed to specifically support in small groups, 1:1 in class and when needed	EEF: Plus 4 months progress over the course of the year	1,2,3,4
Targeted support in Year 6 with identified children (In lesson and after school support from additional adults)	EEF: Plus 4 months progress over the course of the year	4
Daily intervention (KS1 RWI 1:1)	Proven success of well implemented phonics programmes	1,2,3
Talk Boost (<i>Early Talk Boost is EEF-funded and independently evaluated, with promising early findings and stronger evidence pending.</i>)	Talk Boost is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after 10 weeks of intervention	1,2,3,4,5
Reading Plus (EEF results pending)	Historic school success	3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team focus: first day response Sharing with children the importance and impact of attendance Incentives and rewards for children with improving attendance	Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life. (EEF, 2022) Use of FFT	7
Targeted SEMH support – Nurture Mental health lead SEMH audit and actions	Success in other Trust schools. DFE backed CPD for identified Mental Health lead within school	6,7
Non-residential and residential trips	Funding ensures equitable access and prevents disadvantage-related exclusion Aimed at improving engagement, wellbeing and readiness to learn Benefits are indirect, supporting attainment through improved attitudes and behaviour Impact will be evaluated using non-academic and academic indicators	6,7
Termly coffee morning/events held for families (reading, wellbeing, etc)	As stated in the EEF 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.'	8

Total budgeted cost: £40,000

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 and 2024 - 2025 academic years.

<p>Disadvantaged outcomes for 23/24 academic year: Disadvantaged outcomes for 24/25 academic year: Year 1 Reading: EXP = 60% Reading: EXP = 100% Maths: EXP = 80% Maths: EXP = 50% Writing: EXP = 60% Writing: EXP = 50% Year 2</p>
--

Reading: EXP = 83% GD = 50%
 Reading: EXP = 100% GD = 29%
 Maths: EXP = 100% GD = 50%
 Maths: EXP = 100% GD = 43%
 Writing: EXP = 67% GD = 50%
 Writing: EXP = 57% GD = 0%

Year 3

Reading: EXP = 100% GD = 100%
 Reading: EXP = 80%
 Maths: EXP = 100% GD = 67%
 Maths: EXP = 100%
 Writing: EXP = 67% GD = 0%
 Writing: EXP = 20%

Year 4

Reading: EXP = 100% GD = 100%
 Reading: EXP = 100%
 Maths: EXP = 100% GD = 0%
 Maths: EXP = 100%
 Writing: EXP = 100% GD = 100%
 Writing: EXP = 75%

Year 5

Reading: EXP = 67% GD = 67%
 Reading: EXP = 100%
 Maths: EXP = 100% GD = 100%
 Maths: EXP = 100%
 Writing: EXP = 67% GD = 0%
 Writing: EXP = 100%

Year 6

Reading: EXP = 75% GD = 50%
 Reading: EXP = 66% GD = 33%
 Maths: EXP = 75% GD = 25%
 Maths: EXP = 100% GD = 100%
 Writing: EXP = 50% GD = 25%
 Writing: EXP = 100% GD = 33%

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
Accelerated Reader	Renaissance Learning
Star Maths	Renaissance Learning
Talk Boost	Northumberland

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.