

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 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 | Shaftoe Trust Academy |
| Number of pupils in school | 100 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| 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 2026 |
| Statement authorised by | JPhazey |
| Pupil premium lead | JPhazey |
| 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), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

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

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 | Developmental speech, language and communication skills on entry with some children with very limited language on entry to nursery. This impacts on CLL, vocab, reading and writing in later years |
| 2 | Additional needs: An increasing number of pupil premium children, present with additional academic and social / emotional need which requires in school support (e.g SEND, SEMH). Children are less likely to know the names of emotions and how to manage them. |
| 3 | Achieving equitable outcomes for all disadvantaged pupils across school. In order to achieve this, resource must be targeted to ensure increased termly progress for these children. |

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| 4 | Reading performance is reduced by two key factors: lower word reading fluency and limited vocabulary knowledge . This combination makes processing the significant amount of text in assessments particularly challenging for pupils, thus impacting on their overall comprehension. |
| 6 | Automaticity and rapid recall of mathematical facts can reduce pupils' ability to apply core knowledge rapidly and accurately when tackling complex problem-solving. |
| 7 | Limited life experiences impact on cultural capital , pupil vocabulary and social skills (result of rural location, fewer facilities in locality) |
| 8 | Attendance and punctuality issues, particularly for children with multiple vulnerability factors remain a challenge. Target support and intervention is in place to mitigate and support improved attendance patterns. |
| 9 | Pupil premium children do not always have support from home to complete homework, for some, reading at home is a particular issue. |

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 |
|--|--|
| Early identification of need in EYFS / on entry to this school of language barriers (inc EAL) and relevant support and intervention implemented. | Numbers of EYFS pupils attaining GLD in line with the rest of the LA and national average or for those with identified needs (in EYFS and beyond) make expected progress from their starting points. |
| Identified rapid recall facts learnt and embedded at EYFS and KS1 as foundations for learning through school to increase attainment at the end of KS2 | Improved attainment in maths at the end of each Key Stage, ensuring that targeted/diagnostic is used effectively throughout Ks1 and Ks2 |
| Attendance especially for those with PP continues to improve and impacts on greater attainment on the whole. School and Trust trackers are implemented effectively and liaison with Northumberland EWO is regular and purposeful | Attendance in line with (or above) national average. PA are targeted and intervention occurs in a timely manner |
| Trained staff in Early Years are able to support children's emotional regulation using Emotion Coaching techniques and regular Forest school opportunities | Emotion coaching scripts and approaches support children to recognise emotions and adults to support co-regulation. Children are more able to |

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| | <p>name emotions and begin to understand strategies to support their regulation.</p> <p>The woodland space provides a safe, accessible and low-stimulus space for children's play and emotional development.</p> |
| <p>The attainment gap between PP pupils and all pupils is reduced by improving outcomes for KS1 & KS2 disadvantaged pupils in: - Phonics (y1/2) - Reading, Maths - GAPS - Writing</p> | <p>% pass for PP pupils is in line with that for all pupils at end y1 and end y2</p> <p>% of PP pupils with standardised score of 100+ on NTS termly tests is in line with that for all pupils</p> <p>% of PP pupils with standardised score of 100+ on GAPS termly tests is in line with that for all pupils</p> <p>% of PP pupils at expected level is in line with that for all pupils in all year groups</p> |

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: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| RADY (Raising attainment in disadvantaged youngsters) programme implementation | <p>RADY pledge implemented across Trust support school leaders to reflect on decision making and its impact for disadvantaged children. Funded by NECA.</p> <p>Moving the Box approaches ensure equity to children in the early years and achieve increases in the numbers of children achieving Good Levels of Development (GLD) and benefit from enhanced investment in Early Years Pupil Premium (EYPP)</p> | 1-9 |
| Enhanced CPD opportunities across the school: Focus on QFT teaching and the impact on pupils in line with whole Trust priorities focus on teaching and learning | <p>*Ensuring that PP are high profile as a group and ensuring staff understand the factors that negatively impact on engagement, character and attainment.</p> <p>Sutton Trust, 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years' worth of learning.</p> | 1, 2, 3, 4, 5 |
| Enhanced CPD offer for EYFS staff – focusing on -improved staff / child interactions to develop vocabulary Wider CPD offer to all staff to enhance their understanding of Launchpad to Literacy to support children in Ks1 and Ks2 | <p>Prioritising communication and language development Research tells us that we should prioritise the development of children's communication and language through socially meaningful interactions. Children thrive on conversation with people they have a strong relationship with, focused on things they want to talk about.</p> <p>High quality interactions often look effortless, but they are not easy to do well. The ShREC approach provides us with a simple and memorable set of specific, evidence-informed strategies which we can embed into everyday practice. We can use these strategies with every child, every day.</p> <p>Strive for 5 (Townend Research School) takes this a step further to build children's comprehension, critical thinking and expressive skills.</p> | 1, 3, 4 |
| Reading Fluency CPD | <p>Training to ensure secure teaching of reading fluency. Continue to use Trust reading approach (informed by EEF KS1 and KS2 Literacy) own school teaching model, Renaissance products and Reading Plus throughout school</p> | 3, 4, 9 |

| | | |
|--|--|-----|
| Maths Fluency CPD | Our Maths approach is informed by the EEF Improving Mathematics documentation. Our Training to ensure secure teaching of maths fluency supports teachers to implement the EEF recommendations Work alongside Trust Maths lead Implement Rapid recall approach from R - Year 6 | 5 |
| Disadvantaged pupils are able to recall key knowledge within the curriculum. | To ensure children are able to remember and apply knowledge more effectively we will be adopting the following strategies across the curriculum https://evidencebased.education/retrieval-practice-a-reason-to-assess-more/ | 2,4 |

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 Making best use of teaching assistants Plus 4 months progress over the course of the year | 1, 2, 3, 5, 6, 9 |
| Targeted support in Year 6 with identified children (In lesson support from additional adults) | EEF Making best use of teaching assistants : Plus 4 months progress over the course of the year | 4,5 |
| Daily intervention (KS1 RWI 1:1) | Historic school success Proven success of well implemented phonics programmes Evidence suggests that RWI 1-to-1 tutoring is particularly effective for those falling behind, often resulting in significant catch-up growth when implemented consistently. | 1,2,4 |
| Talk Boost | 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 | 1,2,4 |
| 2x weekly intervention (Social skills) to support SEMH | EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year | 2 |
| Ks2 interventions (reading, maths, 1:1, SEMH) | EEF Making best use of teaching assistants plus 4 months if TA effectively deployed | 2, 4, 6 |
| Reading Plus | Historic school success | 3, 4, 5 |
| Renaissance products (star reader) | Historic school success | 3, 4, 5 |

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

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Attendance team focus: first day response Sharing with children the importance and impact of attendance Incentives and rewards for children with improving attendance</p> | <p>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)</p> <p>A tiered approach to managing attendance, behaviour and wellbeing of pupils improves pupil outcomes and the engagement of parents to support their child's education.</p> <p>Strategy to intervene and support at an early stage to have greatest impact.</p> <p>See EEF link here See EEF link 2 here</p> | <p>2, 8</p> |
| <p>Targeted SEMH support – Nurture Mental health lead SEMH audit and actions Introduce Emotion Coaching approaches into Early Years</p> | <p>Success in other Trust schools. DFE backed CPD for identified Mental Health lead within school See above (Emotion Coaching) Forest School opportunities are effective in improving social, emotional, and cognitive skills; physical activity and character traits such as confidence and resilience. Forest School is enjoyable, promoting wellbeing and imagination</p> | <p>2, 9</p> |
| <p>Non-residential and residential trips</p> | <p>Historic success of school's trips with Y5/6 on residential and each year group for curriculum related activities that enhance the curriculum.</p> | <p>2, 7, 9</p> |
| <p>Termly coffee morning/events held for families (reading, wellbeing, etc)</p> | <p>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.'</p> | |

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 2024 to 2025 academic year.

Disadvantaged outcomes for 24/25

Year 1

Phonics: EXP = 100%

Maths: EXP = 50%

Writing: EXP = 50%

Year 2

Reading: EXP = 100%

Maths: EXP = 100%

Writing: EXP = 57%

Year 3

Reading: EXP = 80%

Maths: EXP = 100%

Writing: EXP = 20%

Year 4

Reading: EXP = 100%

Maths: EXP = 75%

Writing: EXP = 75%

Year 5

Reading: EXP = 100%

Maths: EXP = 100%

Writing: EXP = 100%

Year 6

Reading: EXP = 66%

Maths: EXP = 100%

Writing: EXP = 100%

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 |
| 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.