

Pupil premium strategy statement – Semley C or E Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2027
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Emma Haworth (Interim Headteacher)
Pupil premium lead	Abi Carlyle-Clarke
Governor / Trustee lead	Lady Harriet Egerton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,200
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22,200

Part A: Pupil premium strategy plan

Statement of intent

Semley CE VA Primary School is a small rural primary that sits on the edge of the Dorset/Wiltshire border. There are currently 123 children on role. We have % on the SEND register and currently 1% of children with an EHCP. 12% of our pupils are eligible for Pupil Premium. Semley CE VA Primary has high expectations for all its pupils irrespective of their background or challenges they might face. The assumption is that all pupils will make the progress they are capable of in all subjects, acknowledging all will start at different points and have differing opportunities at home. All are respected, valued and able to develop to their full potential. We also recognize as a staff and governorship that some pupils who are not eligible for Pupil Premium The tool that we primarily use for all children is Quality First Teaching to support all children achieving the best outcomes. This is supported by EEF (Education Endowment Foundation) and is proven to support the closing of the gap between those who are disadvantaged and advantaged. High expectation are set for both pupils and staff. Best practice is shared and also professional development is important to all. Careful consideration is made around the social, emotional, and mental health of individuals to ensure that this is not a barrier to their learning. Within our provision we can provide ELSA support from a trained member of staff. The school endeavors to identify barriers to learning pupils may have, a range of assessment tools are used and this ensures that intervention is appropriate and timely. Teaching assistants may well be deployed to support pupils. Data is tracked across the school, and compared with both national and County data to ensure all pupils are making progress. Alongside academic and social, emotional and mental support careful tacking of attendance and behaviour is used within the school in order to look for trends which might be affecting the attainment of pupils. Semley CE VA Primary attends regular EWO (Educational Welfare Officer) meetings to support pupils.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance can affect progress. Consistent attendance can support all pupils to ensure they make the progress of which they are carefully.
2	Historic inconsistent phonics teaching leading to falling Phonics Screening Data

3	Social and emotional mental health of children impacting their ability to achieve.
4	Continued impact of covid on Speech and Language acquisition and the impact that this has on reading and writing across curriculums
5	Ensure that staff are confident in delivering a varied and rich curriculum which allows all to achieve.
6	Extra curricula activities are accessible to all and support the development of pupils.

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
To ensure that the new phonics scheme (Unlocking Letters and Sounds) is embedded and all staff have received the correct training also including ongoing CPD.	That all pupils follow the correct synthetic phonics scheme and that staff are confident about delivering this. That strong delivery of phonics impacts on the Phonics screening check and score is significantly above national average.
Attainment of disadvantaged is equal to all other pupils in the school at the end of KS2	For all pupils including Disadvantaged to make expected or accelerated progress in maths, writing and reading by the time they complete KS2. All staff (teachers and TAs) are skilled in delivering or supporting a quality first curriculum.
To maintain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	To ensure that the delivery of ELSA has matched the need. To have engaged with outside agencies as and when needed. To have communicated well with parents to ensure that school goals and aspirations for pupils are clear. To have rewritten the behaviour policy to match with the protocols within school
That attendance for all pupils (focus on disadvantaged) is in line with National expectations	Attendance of Pupil Premium pupils is in line with expected and matches or exceeds National
All pupils can access extra curricula activities	That all pupils including Pupil Premium have been able to access supplementary learning opportunities

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new curriculums and schemes to support Quality First teaching, these support mastery in learning	A strong curriculum which clearly marks progression for pupils will allow all to achieve the progress of which they are capable https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning	4,5
Implementation of Forest School	Impact on children's social and emotional wellbeing, to assist with regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,3,6
Purchase of a 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	2,4,5
Improve the quality of social and emotional (SEL) learning. Continuing ELSA support within the school	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)	1,3,6

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

Activity	Evidence that supports this approach	Challenge number (s) addressed
Setting up of consistent and effective interventions surrounding phonics linked with new scheme	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 Small group tuition Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk)	2,4,5
Continued but more regulated ELSA support	ELSA provider attends regular meeting to support her provision EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,3,6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing pupils who are PP with the opportunity for wider learning eg residential trips or peripatetic music lessons	To ensure that all pupils have the opportunities to enhance their educational experience	6
Embedding principles of good practice set out in the	The DfE guidance has been informed by engagement with schools that	1

DfE's Improving School Attendance advice. Use of the EWO	have significantly reduced levels of absence and persistent absence.	
Staff (teaching and support) training surrounding 5 to Thrive	To investigate and begin to embed practices that can support pupils	4

Total budgeted cost: £22,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils well-being was impacted by targeted use of ELSA program. White Rose Maths supported development of all pupils including Pupil Premium children.

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
Unlocking Letters and Sounds	Ransom
Access Art	Access Art
Kapow DT, geography and History	Kapow
Tapestry	Tapestry

Further information (optional)

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