

Shobnall Primary & Nursery School Pupil Premium Strategy Statement 2022-2023



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Shobnall Primary & Nursery School
Number of pupils in school	230 (including nursery)
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2022 to 2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	David Adams
Pupil premium lead	Tina Farrington
Governor / Trustee lead	Michelle Bradley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,845
Recovery premium funding allocation this academic year	£4,785
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	£55,630

Part A: Pupil Premium Strategy Plan

Statement of intent

All members of staff and the local governing body accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

“It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed”.

Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities are as follows:

- Ensuring all student receive high quality teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Attendance data shows that 5% of disadvantaged pupils have persistent levels of absence (90%) and inconsistent punctuality. Our assessments and

	observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	17% of disadvantaged pupils have additional SEND, specifically cognitive learning difficulties, requiring further intervention to address specific barriers to learning.
3	Assessments, observations and discussions with pupils indicate poor language and communication skills. Inclusive of EAL pupils, limited vocabulary and word recognition has impacted on progress in reading and writing and, ultimately, across all subjects in the curriculum.
4	Assessments, observations and discussions with pupils indicate poor arithmetic and basic number skills in mathematics. Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. From looking at the three-year trend of prior attainment of disadvantaged pupils from 2019 data, the school's disadvantaged pupils perform on average -1.5 below non-disadvantaged pupils. Lack of application and practice was evident on return from school closures as a result of the coronavirus (COVID-19) pandemic.
5	Our assessments and observations indicate that the education and wellbeing 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, especially in maths.
6	Our observations, discussions with pupils and our assessments (inclusive of mental health and wellbeing survey) have shown increased levels of anxiety as a results of school closures, impacting on mental health and wellbeing. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 18 pupils (11 of whom are disadvantaged) currently require additional support with social and emotional needs.

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 at the end of KS2.	KS2 reading outcomes in 2025 show that more than 90% of disadvantaged pupils met the expected standard. Targeted intervention and academic support ensures gaps in learning are addressed enabling

	pupils to access the full curriculum alongside their peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025 show that more than 90% of disadvantaged pupils met the expected standard. Targeted intervention and academic support ensures gaps in learning are addressed enabling pupils to access the full curriculum alongside their peers.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • use of the Leuven scales and Boxall Profiles demonstrate progress with emotional wellbeing and pupils report high levels of wellbeing.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers. <p>Children are punctual and display high levels of attendance in line with national expectations.</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: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued implementation of the Early Career Framework to ensure Early Career Teachers receive high-quality training. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Early Career Framework – The content of the framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation (EEF).</p>	<p>3, 4, 5, 6</p>
<p>Embedding of high-quality phonics training for all teaching and support staff to ensure for effective embedding of Little Wandle Letters and Sounds Revised – a complete systematic synthetic phonics programme (SSP) developed for schools by schools to secure stronger phonics teaching for all pupils.</p>	<p>Education Endowment Foundation Teaching Toolkit – The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p>	<p>2, 3</p>
<p>Engagement with the Staffordshire Research School to explore and find the best tools to improve teaching practice and raise attainment of pupils.</p>	<p>Research Schools – There are many evidence-based resources and tools available to help improve teaching practice and raise the attainment of pupils. Research schools aim to lead the way in the use of evidence-based practice. Through the network they will share what they know about putting research into practice, and support schools in their region to make better use of evidence to inform their teaching and learning so that they really make a difference in the classroom. They will do this by: encouraging schools in their network to make better use of evidence-based programmes and</p>	<p>1, 2, 3, 4, 5, 6</p>

	practices through regular communication and events; providing training and professional development for senior leaders and teacher on how to improve classroom practice based on the best evidence available; and building local capacity to support the use of evidence and informed practices.	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p>	<p>Mathematics guidance: key stages 1 and 2 Non-statutory guidance for the national curriculum in England –</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.</p> <p>Improving Mathematics in Key Stages 2 and 3 –</p> <p>The EEF guidance is based on a range of the best available evidence.</p>	2, 4
<p>Continually promote positive wellbeing for staff through engagement with the Education Staff Wellbeing Charter, thus increasing teacher retention.</p>	<p>Anna Freud National Centre for Children and Families –</p> <p>Use of research that has been developed with mental health experts, aims to give school staff and Senior Leadership Teams some simple guidance and good practical examples where schools have successfully implemented wellbeing strategies.</p>	1, 2, 3, 4, 5, 6
<p>Improve the quality of social and emotional learning.</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Improving Social and Emotional Learning in Primary Schools –</p> <p>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).</p>	5, 6
<p>Enhance use of and access to technology for increased interaction with developed school intervention programmes for English and Maths (i.e. Number Sense, TT Rockstars, Spelling Shed, Little Wandle ebooks).</p>	<p>Realising the potential of technology in education –</p> <p>We are living in a digitally enabled world where technology is increasingly part of our society. We owe it to our pupils, and to anyone who wants to upskill, to do more to explore and reap the benefits that technology can bring.</p>	2, 3, 4, 5

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

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide specific and precise catch-up support in conjunction with the National Tutoring Programme for disadvantaged pupils through a programme of effective tutoring in reading, writing and mathematics, tailored to pupils' needs, including the use of effective feedback.</p>	<p>Education Endowment Foundation Teaching Toolkit – Small Group Tuition Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Education Endowment Foundation Teaching Toolkit – One-to-One Tuition Studies undertaken in primary schools tend to show greater impact (+6 months) compared with secondary schools (+4 months). Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p>	<p>2, 3, 4, 5</p>
<p>Provide targeted interventions in reading, writing and mathematics out-of-class, delivered by teaching assistants.</p>	<p>Education Endowment Foundation Toolkit – Teacher Assistant Interventions Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>2, 3, 4, 5</p>
<p>Provide high-quality training for teaching assistants to become an ELSA (Emotional Literacy Support Assistant) and implement programme of support for social and emotional needs effectively.</p>	<p>Education Endowment Foundation Toolkit – Social and Emotional Learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>6</p>

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

Budgeted cost: £7,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement alternative strategies to enhance and increase parental engagement (e.g. phonics workshops).	Education Endowment Foundation – Parental engagement Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1, 2, 3, 4, 5, 6
Promote physical activity and involvement in extra-curricular activities and trips for pupils to feel included in all aspects of school life.	Education Endowment Foundation – Physical activity There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.	1, 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.	1, 2, 3, 4, 5, 6

Total budgeted cost: £55,630

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 2021 to 2022 academic year.

Statutory assessment data during 2021/2022 shows that the performance of disadvantaged pupils was broadly in line with previous years in key areas of the curriculum, despite the impact of the coronavirus (COVID-19) pandemic.

Pupils in year 1 who took the Phonics Screening Check in June 2022 all reached the expected standard, inclusive of our disadvantaged pupils.

At the end of key stage 1 in 2022, 73% of pupils reached the expected standard in reading, 73% reached the expected standard in writing and 80% reached the expected standard in mathematics. Of our disadvantaged pupils, 50% reached the expected standard in reading and writing and 75% reached the expected standard in mathematics. These gaps are larger than in previous years, which is why continued embedding of the new phonics scheme, enhancement of our current mathematics teaching and continued engagement in one-to-one and small group tuition in conjunction with the National Tutoring Programme is a focus of our current plan.

The average score achieved by our disadvantaged pupils in year 4 who took the Multiplication Tables Check was 24, matching the average score achieved by the whole cohort.

At the end of key stage 2, 97% of year 6 pupils achieved the expected standard in reading, 93% achieved the expected standard in grammar, punctuation and spelling, 90% achieved the expected standard in writing and 97% reached the expected standard in mathematics. Of our disadvantaged pupils, 100% reached the expected standard in all areas highlighting that these gaps have been reduced compared to previous years.

Our internal assessments during 2021/2022 suggested that the performance of disadvantaged pupils was broadly in line compared to previous years in key areas of the curriculum. We can conclude therefore that our current strategy is having the desired impact on those pupils, despite the impact of the coronavirus (COVID-19) pandemic which disrupted learning in all areas.

Although overall attendance in 2021/2022 was lower than in the preceding 3 years at 94.6%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 8% higher than their peers and persistent absence 5% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
WellComm	GL Assessment
ELSA	ELSA Support
Spelling Shed	EdShed
TT Rockstars	Maths Circle Ltd
Little Wandle Letters and Sounds Revised	Collins
Power Maths	Pearson
Jigsaw	Jigsaw PSHE Ltd
Pobble	Pobble Education Ltd
Discovery RE	Discovery RE Ltd
Commando Joe's	CJ's Education Services

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?	We identified gaps in service child's education caused by moving between schools which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

At Shobnall Primary & Nursery School, we undertake an audit and complete a detailed action plan for our disadvantaged pupils on an annual basis which supports the development of our strategy statement. 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 triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils 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 during a benchmarking exercise with governors.

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.

Any supplementing documents are available on request from the Pupil Premium Lead, Tina Farrington. 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.

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 and high quality teaching. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. As a Trust, we will be utilising the [WalkThrus](#) programme to enhance practice.
- 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. This is inclusive of Forest School and [Commando Joe's](#).