

Shobnall Primary & Nursery School Pupil Premium Strategy Statement 2023-2024



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 238 (including nursery) |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers | 2022 to 2025 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| 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 | £64,335 |
| Recovery premium funding allocation this academic year | £6,090 |
| 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 | £70,425 |

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 students 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

To ensure successful implementation of the plan, evidence-based strategies will be used to support the most disadvantaged pupils. A blend of educational recovery programmes alongside social and emotional programmes and support will enable children to flourish during their time in school and at home. Successful implementation will be achieved through several key principles in order to provide an enriched, relevant, engaging and invocative curriculum:

- Evidence based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils
- Outstanding teaching is the key to improving outcomes for disadvantaged pupils
- Every child has the right to succeed academically and children will be supported socially and emotionally at all times

- The school is committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities

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 result 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. | Sustained high levels of wellbeing from 2025 demonstrated by: <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. | Sustained high attendance from 2025 demonstrated by: <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%. |

| | |
|--|--|
| | <ul style="list-style-type: none"> 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: £37,428

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Targeted and bespoke external CPD delivered to staff to ensure outstanding, high-quality teaching and learning across the school. | <p>High-Quality Teaching –</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> | 2, 3 |
| Continued engagement with the Staffordshire Research School to explore and find the best tools to improve teaching practice and raise attainment of pupils. | <p>Research Schools –</p> <p>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:</p> | 1, 2, 3, 4, 5, 6 |

| | | |
|--|--|---------------|
| | encouraging schools in their network to make better use of evidence-based programmes and 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. | |
| Sourcing of high-quality intervention through Little Wandle Letters and Sounds Revised to secure stronger outcomes and engagement in reading for all pupils. | Reading Comprehension Strategies – The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. | 2, 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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). | Mathematics guidance: key stages 1 and 2 non-statutory guidance for the national curriculum in England – 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. Improving Mathematics in Key Stages 2 and 3 – The EEF guidance is based on a range of the best available evidence. | 2, 4 |
| Increase participation in peripatetic music programmes to enhance the curriculum and encourage talents whilst building cultural capital for pupils. | Arts Participation – Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. | 2, 3, 4, 5, 6 |
| Continue to enhance use of and access to technology for | Realising the potential of technology in education – | 2, 3, 4, 5 |

| | | |
|--|---|------|
| <p>increased interaction with developed school intervention programmes for English and Maths (i.e. Number Sense, TT Rockstars, Spelling Shed, Little Wandle ebooks).</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> <p>Impact of Remote Learning – Schools using established online tools such as virtual learning platforms, rather than school websites, and those communicating directly with pupils had better rates of engagement in learning.</p> | |
| <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 – 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 |

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

Budgeted cost: £26,329

| 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</p> <p>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</p> <p>Studies undertaken in primary schools tend to show greater impact (+6 months) compared with secondary schools (+4 months). Short, regular sessions (about</p> | 2, 3, 4, 5 |

| | | |
|--|--|------------|
| | 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. | |
| Provide targeted interventions in reading, writing and mathematics out-of-class, delivered by teaching assistants. | 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. | 2, 3, 4, 5 |
| Provide high-quality training for teaching assistants to support use of ELSA (Emotional Literacy Support Assistant), Positive Play and Creative Arts Therapies to implement programme of support for social and emotional needs effectively. | 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. | 6 |

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

Budgeted cost: £6,668

| 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 |

| | | |
|--|--|-------------------------|
| <p>Promote physical activity and involvement in extra-curricular activities and trips for pupils to feel included in all aspects of school life.</p> | <p>Education Endowment Foundation – Physical activity</p> <p>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.</p> | <p>1, 6</p> |
| <p>Implement a range of rewards and incentives for attendance (e.g., through the introduction of Class Dojo).</p> | <p>DfE Evidence Report –</p> <p>Overall the analysis shows that as the level of overall absence across the relevant key stage increases, the likelihood of achieving key attainment outcomes at the end of KS2 decreases.</p> | <p>1</p> |
| <p>Contingency fund for acute issues.</p> | <p>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.</p> | <p>1, 2, 3, 4, 5, 6</p> |

Total budgeted cost: £70,425

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 2022 to 2023 academic year.

Statutory assessment data during 2022/2023 shows that children across the school are making good progress and outcomes for end of key stage 2 statutory assessments continue to be above the national average and in line with the three-year trend. The attainment and progress of disadvantaged pupils was broadly in line with that of non-disadvantaged pupils. This was validated by teacher assessment data, which was supported by summative assessments and robust moderation. Small variances in outcomes can be attributed to pupils with SEND and specific needs.

Pupils entered EYFS with their speech and language below average, validated by the Reception Baseline Assessment (RBA). The use of NELI and Wellcomm resources helped to raise standards in early communication with a significant increase from starting points by the end of the reception year.

93% of pupils in year 1 who took the Phonics Screening Check in June 2023 all reached the expected standard, with 100% of our disadvantaged pupils reaching the threshold. Assessments were carried out every 4 to 6 weeks from the start of the academic year to ensure pupils remained on track and the English and Phonics Leader was relentless in driving the continued high standards in phonics and was confident in achieving these outcomes.

Shobnall Primary & Nursery School Year 1 Phonics Screening Data 2022-2023

| 2023 | % of pupils reaching the phonics threshold | % of disadvantaged pupils reaching the phonics threshold | % of non-disadvantaged pupils reaching the phonics threshold |
|-------------------|--|--|--|
| Year 1 | 93.3% | 100% | 93.3% |
| Year 2 (2 pupils) | 100% | 100% | 100% |

At the end of key stage 1 in 2023, 83% of pupils reached the expected standard in reading, 83% reached the expected standard in writing and 87% reached the expected standard in mathematics. Of our disadvantaged pupils, 75% reached the expected standard in reading, writing and mathematics. These gaps have closed significantly since 2022, with a good proportion working at greater depth within the expected standard but continued embedding of reading comprehension strategies, 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 in order to maintain and succeed with a continuation of these high standards.

Shobnall Primary & Nursery School KS1 Attainment Data 2022-2023

| 2023 Subject | % of pupils meeting the expected standard | % of disadvantaged pupils meeting the expected standard | % of non-disadvantaged pupils meeting the expected standard |
|--|--|--|--|
| Reading | 83% | 75% | 88% |
| Reading (<i>working at greater depth</i>) | 37% | 25% | 82% |
| Writing | 83% | 75% | 88% |
| Writing (<i>working at greater depth</i>) | 37% | 25% | 82% |
| Mathematics | 87% | 75% | 88% |
| Mathematics (<i>working at greater depth</i>) | 30% | 13% | 89% |

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, grammar, punctuation and spelling and mathematics, and 93% achieved the expected standard in writing. Of our disadvantaged pupils, 100% reached the expected standard in all areas apart from writing showing that these gaps continue to be reduced.

Shobnall Primary & Nursery School KS2 Attainment Data 2022-2023

| 2023 Subject | % of pupils meeting the expected standard | % of disadvantaged pupils meeting the expected standard | % of non-disadvantaged pupils meeting the expected standard | % of pupils exceeding the expected standard | % of disadvantaged pupils exceeding the expected standard | % of non-disadvantaged pupils exceeding the expected standard |
|--|--|--|--|--|--|--|
| Reading | 97% | 100% | 86% | 72% | 50% | 90% |
| Grammar, Punctuation and Spelling | 97% | 100% | 86% | 45% | 45% | 45% |
| Writing | 93% | 75% | 82% | 31% | 25% | 89% |
| Mathematics | 97% | 100% | 86% | 45% | 25% | 92% |

Our internal assessments during 2022/2023 suggested that the performance of disadvantaged pupils has improved 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.

Pupil progress meetings identify target children for the academic year. These meetings have a particular focus on disadvantaged pupils and decreasing differences with their peers. Meetings are held termly to revisit targets and discuss updates on data with a continuing focus on closing the gap. Teacher assessment data indicates that in the vast majority of cases outcomes for disadvantaged pupils are consistently in line with that of non-disadvantaged pupils.

Developing pupils' character, self-esteem, confidence and independence is at the core of what is important to us as a school, and we aim to provide a wide range of learning opportunities and experiences. Academic achievement has increased as participation for these has improved because children have become more able to overcome difficulties and value their education, behaviour has improved as children are more able to self-regulate and work with others, and attendance is improving as families see the increased value of a healthy lifestyle and the importance of education. In order to assist and relieve the financial burden on parents, the school has made a contribution to each of the educational visits, on and off site, bringing the costs down to a minimum resulting in more pupils participating. Parents report that they are happy to pay a small voluntary contribution while the school makes up the rest of the cost.

The school is proud of its pupil behaviour and their attitudes in school are exemplary. Intervention support for key identified pupils further supports this process and is invaluable in ensuring that this level is always maintained. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health are improving and 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.

The school sets an aspirational attendance target of 96%. For the academic year 2022/2023, attendance data for disadvantaged pupils was 93.2%, compared to non-disadvantaged pupils which was 95.2%. Persistent absence data for disadvantaged pupils was 9.1%, compared to 3.4% for non-disadvantaged pupils. These gaps are closing but are not where the school aspires to be, which is why attendance continues to remain a focus of our current 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 |
|--|--|
| Plazoom | Plazoom |
| Authorfy. | Authorfy. |
| Literacy Shed+ | Education Shed Ltd |
| Letter-Join | Green and Tempest Ltd |
| White Rose Education | White Rose Education |
| Number Sense Maths | Number Sense Maths Ltd |
| NCETM Mastering Number | Tribal Group PLC |
| Sing Up | Sing Up |
| Developing Experts | Developing Experts |
| Teach Computing | Department for Education |
| The Historical Association | The Historical Association |
| WellComm | GL Assessment |
| ELSA | ELSA Support |
| Spelling Shed | EdShed |
| TT Rockstars / Numbots | 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 |
| ClassDojo | ClassDojo Inc |

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 any gaps in children's education which we addressed with targeted support and education. We used our systems for emotional and social intervention to support social, emotional, and mental health. We invested in books and resources to support children with building self-esteem and confidence. |

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. Teachers observed strong levels of wellbeing amongst service child/ren. Attainment is in line with their peers and expected levels.

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. [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](#).