

Shobnall Primary & Nursery School

Pupil Premium Strategy Statement

2025-2026



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	Shobnall Primary & Nursery School
Number of pupils in school	242 (including nursery)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2025 to 2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
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	£70,405
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	£70,405

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 pupils receive high quality teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils 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	Low parental engagement in some families is limiting pupils' exposure to high-quality learning environments at home. This includes low attendance at school events, limited engagement with home learning, and a lack of confidence among some parents in supporting their child's academic progress.
2	Persistent absence and lower overall attendance for disadvantaged pupils are significantly affecting their learning continuity and outcomes. These pupils are more likely to be affected by safeguarding concerns, housing instability, or health-related issues. 21.3% of Persistent Absentees are disadvantaged pupils.
3	Underdeveloped oracy and communication and language skills, particularly in EYFS and KS1, act as a barrier to progress across the curriculum and disproportionately affect disadvantaged pupils, many of whom start school with significantly lower baseline language levels.
4	A high proportion of disadvantaged pupils also have identified SEND, particularly linked to neurodivergence (e.g. ADHD, Autism), which requires a nuanced, inclusive approach to curriculum and pedagogy.
5	A greater proportion of disadvantaged pupils are known to safeguarding and family support services, which limits their access to enrichment opportunities beyond the classroom, and can impact emotional regulation, engagement, and readiness to learn.

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 parental engagement among disadvantaged families.	Parental engagement improves measurably, with increased attendance at workshops and curriculum events, improved communication with staff, and a greater number of parents confidently supporting learning at home.

Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged and non-disadvantaged pupils is significantly narrowed, ideally to no more than 2 percentage points, through early intervention, pastoral support, and clear attendance protocols.
Improved oracy and communication and language skills, particularly for disadvantaged pupils in EYFS and KS1.	Disadvantaged pupils make accelerated progress in oracy and language development, enabling better access to the wider curriculum. Pupils demonstrate improved vocabulary use, sentence structure, and confidence in speaking and listening activities.
Improved outcomes and good progress from their starting points for disadvantaged pupils with SEND.	Disadvantaged pupils with SEND make good progress from their starting points due to inclusive classroom practice, personalised strategies, and staff training in neurodiversity-informed approaches.
Increased access to enrichment activities and improved self-regulation.	Pupils affected by safeguarding and socio-emotional challenges access a wide range of enrichment activities, benefit from consistent adult relationships in school, and are better able to engage with learning due to improved self-regulation and confidence.

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: £41,495

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.	High-Quality Teaching – 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	3, 4

	outcomes for all pupils, particularly the most disadvantaged among them.	
Implementation of Colourful Semantics across EYFS and KS1.	EEF Oral Language Interventions – Colourful Semantics is a visual and structured approach that supports the development of spoken and written sentence structure. This strategy has been shown to boost expressive language and confidence in pupils with communication difficulties, and is highly beneficial for disadvantaged pupils with underdeveloped language.	3, 4
Rollout of the school's Scaffolding Framework to support inclusive classroom practice.	EEF Metacognition and Self-regulation – Our scaffolded teaching model supports pupils in becoming more independent learners through structured modelling, guided practice, and gradual release. This approach helps reduce the cognitive load for pupils with SEND and supports all learners in accessing the full curriculum.	3, 4
Whole-staff Autism Education Trust (AET) training.	AET Impact Evidence – This training supports all staff in developing inclusive strategies that benefit neurodiverse pupils, including those with autism and ADHD. The approach improves understanding of sensory needs, communication preferences, and emotional regulation strategies.	4
Classroom-based oracy development routines, including structured talk, sentence stems, and exploratory discussion	Voice 21 Oracy Framework – Embedding oracy into daily classroom practice supports vocabulary development, reasoning, and communication. Oracy-focused routines provide equitable access to high-quality talk for pupils who may not have rich language environments at home.	3
Continued engagement with the Staffordshire Research School to explore and find the best tools to improve teaching practice and	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.	1, 2, 3, 4, 5

raise attainment of pupils.	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 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.	
Refresher training for all staff on Trauma, Attachment, Emotional Literacy to ensure all staff have a greater understanding of the backgrounds of many of our children and how they can be supported throughout the school day.	EEF Special Educational Needs in Mainstream Schools – An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.	4, 5
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.	5
Continue to enhance use of and access to technology for increased interaction with developed school intervention programmes for (i.e. Number Sense, TT Rockstars, Spelling Shed, Little Wandle ebooks).	Realising the potential of technology in education – 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. Impact of Remote Learning – Schools using established online	1, 2, 3, 4, 5

	tools such as virtual learning platforms, rather than school websites, and those communicating directly with pupils had better rates of engagement in learning.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide TA-led speech and language interventions (e.g. NELI, WellComm).	EEF Oral Language Interventions – Evidence indicates that targeted interventions delivered by trained staff can significantly improve language development, especially when implemented early. These programmes are already embedded and cost-effective, leveraging existing staff expertise.	3
Provide in-class guided groups and booster sessions led by teachers and TAs, focusing on core skills.	EEF Small Group Tuition – Regular small group teaching enables precise, needs-led instruction that addresses gaps in understanding. It is particularly effective when linked to class learning and delivered by familiar adults.	3, 4
Provide high-quality support for pupils who require access to ELSA (Emotional Literacy Support Assistant), Positive Play and Creative Arts Therapies to strengthen their 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.	2, 4, 5

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

Budgeted cost: £10,001

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent information sessions and drop-ins (e.g. phonics, reading, behaviour strategies) led by existing staff.	Education Endowment Foundation – Parental engagement – Evidence suggests that improving parental engagement can have a positive impact equivalent to 2–3 months' additional progress per year. These sessions build relationships, boost parents' confidence, and extend learning into the home.	1, 2
Pastoral attendance monitoring and early intervention calls home for low attendance.	DfE Improving School Attendance Guidance – Attendance issues are often linked to wider vulnerabilities. A robust, supportive approach with timely communication can prevent escalation and ensure families feel supported rather than penalised.	2
Enrichment provision mapped and targeted (e.g. clubs, music, cultural experiences) for pupils with identified social/emotional need.	EEF Arts Participation – Disadvantaged pupils often have limited access to enrichment outside school. Targeting in-school experiences helps build confidence, social capital, and enjoyment of learning – all crucial for engagement and long-term achievement.	5
Pastoral and safeguarding team-led check-ins, emotion coaching, and structured routines for vulnerable pupils.	Children's Wellbeing in Schools Research – Consistent, warm adult relationships and safe routines are protective factors for children with adverse experiences. Supporting emotional regulation and readiness to learn is foundational for educational success.	5
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

Total budgeted cost: £70,405

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. As last year marked the end of a previous pupil premium strategy plan, we have set out our assessment of how successfully the intended outcomes of that plan were met.

Impact of Pupil Premium Activity in the 2024 to 2025 Academic Year

Statutory assessment data during 2024/2025 shows that children across the school have made 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. 70% of reception pupils achieved a Good Level of Development, this evidences rapid progress from the Reception Baseline Assessment (RBA).

90% of pupils in year 1 who took the Phonics Screening Check in June 2025 all reached the expected standard, with 75% 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 2024-2025

2025	% of pupils reaching the phonics threshold	% of disadvantaged pupils reaching the phonics threshold	% of non-disadvantaged pupils reaching the phonics threshold
Year 1	90%	75%	92%
Year 2 (2 pupils)	100%	N/A	100%

At the end of key stage 2, 100% of year 6 pupils achieved the expected standard in reading, and grammar, punctuation and spelling and 97% achieved the expected standard in mathematics and writing.

Shobnall Primary & Nursery School KS2 Attainment Data 2024-2025

2025 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-disadvantage pupils exceeding the expected standard
Reading	100%	100%	100%	47%	11%	61%
Grammar, Punctuation and Spelling	100%	100%	100%	44%	44%	43%
Writing	97%	89%	100%	28%	11%	35%
Mathematics	97%	89%	100%	34%	33%	35%

Our internal assessments during 2024/2025 suggested that the performance of disadvantaged pupils continues to improve in key areas of the curriculum. 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 continues to make 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 continuing to improve, and we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

The school sets an aspirational attendance target of 96%. For the academic year 2024/2025, attendance data for disadvantaged pupils was 93.2%, compared to non-disadvantaged pupils which was 96.6%. Persistent absence data for disadvantaged pupils was 21.3%, compared to 4.8% for non-disadvantaged pupils. These gaps are not closing to the extent of where the school aspires to be, which is why attendance continues to remain a challenge and focus of our next strategy plan.

Intended Outcomes Assessment of Pupil Premium Strategy Plan 2022-2025

1. 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.

2. Improved reading attainment among disadvantaged pupils at the end of KS2. KS2 reading outcomes in 2024/2025 show that more than 90% of disadvantaged pupils met the expected standard. Targeted intervention and academic support have ensured gaps in learning have been addressed enabling pupils to access the full curriculum alongside their peers.

3. Improved maths attainment for disadvantaged pupils at the end of KS2. KS2 maths outcomes in 2024/2025 show that more than 90% of disadvantaged pupils met the expected standard. Targeted intervention and academic support have ensured gaps in learning have been addressed enabling pupils to access the full curriculum alongside their peers.

4. Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Qualitative data from student voice, student and parent surveys and teacher observations has demonstrated high levels of wellbeing. More than 85% of disadvantaged pupils continually participate in enrichment activities. Use of the Leuven scales and Boxall Profiles has shown that levels of emotional wellbeing are high amongst disadvantaged pupils.

5. Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. The overall absence rate for all pupils has decreased to 4.2% but not to the aspirational rate of 3%. The attendance gap between disadvantaged pupils and non-disadvantaged pupils is 3.6% but not at the aspirational level of 2%. The percentage of all pupils who are persistently absent has fallen to less than 5% but the figure among disadvantage pupils remains high and attendance will continue to remain a challenge and focus of our next strategy 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
ClassDojo	ClassDojo Inc
OPAL	Outdoor Play And Learning
Voice 21	Voice 21
MyHappymind+	MyHappymind
Kapow	Kapow Primary
Autism Education Trust	Autism Education Trust
The Zones of Regulation	The Zones of Regulation

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. We celebrated Armed Forces Day in June.
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 [Leadership Matters](#) programme to enhance practice.
- 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 [OPAL](#) and Forest School.