Shobnall Primary & Nursery School Pupil Premium Strategy Statement 2026-2027

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	230 (including nursery)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2025 to 2028
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
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	£75,950
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	£75,950

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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,535

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.	
Strengthen explicit vocabulary teaching, oracy and Colourful Semantics across all subjects.	EEF Oral Language Interventions / EEF Explicit Instruction / EEF Vocabulary – Evidence demonstrates that explicit vocabulary instruction, high-quality adult modelling and structured opportunities for purposeful talk are particularly beneficial for disadvantaged pupils, who may enter school with less developed language skills. Embedding these approaches across the curriculum strengthens comprehension, communication and early literacy. Colourful Semantics provides a structured, visual approach to supporting sentence construction, vocabulary development and spoken language, particularly for pupils with speech, language and communication needs. This supports our commitment to removing barriers to learning and improving outcomes for disadvantaged pupils in EYFS and KS1.	3, 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
Continue to embed NELI within Early Years, ensuring trained practitioners deliver structured, assessment-led language support to pupils with identified communication and language needs, particularly disadvantaged pupils. Strengthen staff	EEF Nuffield Early Language Intervention – EEF evaluations demonstrate that NELI improves children's oral language outcomes. The programme supports early identification and targeted intervention, strengthening the foundations for literacy and wider curriculum access.	3, 4

expertise in vocabulary development, listening, narrative skills and high-quality adult-child interactions.		
Ensure regular opportunities for explicit modelling, guided practice and purposeful mark-making, supported by ongoing assessment to identify and address gaps in pupils' physical development and early transcription skills.	EEF Teaching Mark-Making and Letter Formation / DfE The Writing Framework / DfE Early Years Writing Guidance – Explicit teaching and regular practice of accurate letter formation help pupils develop automaticity, reducing the cognitive demands of handwriting and enabling them to concentrate on spelling, sentence construction and communicating ideas. A consistent, assessment-led approach is particularly important for disadvantaged pupils who may enter Reception with less developed fine motor and early writing skills, ensuring that gaps are identified and addressed before they become barriers to writing attainment.	3, 4
Develop and embed a consistent, high-quality, text-based approach to planning and teaching writing across the school.	EEF Improving Literacy in Key Stage 2 / DfE The Writing Framework – A consistent, text-based planning approach will help disadvantaged pupils access ambitious language, strengthen their understanding of effective writing and reduce barriers to successful independent composition.	3, 4
Embed 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
Embed the Thrive Approach across the school through whole-	EEF Social and Emotional Learning / EEF Improving Social and Emotional Learning in Primary Schools /	4, 5

staff professional development, strengthening relational practice, emotional regulation and trauma-informed approaches.	Thrive Approach Independent Evaluation Report – Consistent, positive adult-pupil relationships and supportive classroom environments can help remove barriers to learning, particularly for disadvantaged pupils and those experiencing social, emotional or behavioural difficulties. The Thrive Approach provides a structured framework for developing relational practice and supporting pupils' emotional development, helping staff respond consistently to individual needs.	
Continued engagement with the Staffordshire Research School to explore and find the best tools to improve teaching practice and raise attainment of pupils.	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 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.	1, 2, 3, 4, 5

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

Budgeted cost: £19,109

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 targeted Little Wandle Letters and Sounds Revised Keep-up and Rapid Catch-up interventions for pupils at risk of falling behind in phonics and early reading.	EEF Phonics – Little Wandle Keep-up and Rapid Catch-up programmes provide structured opportunities to revisit and consolidate essential phonics knowledge, develop decoding fluency and address gaps in learning.	3, 4
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
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 tools such as virtual learning platforms, rather than school websites, and those communicating directly with pupils had better rates of engagement in learning.	1, 2, 3, 4, 5

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

Budgeted cost: £10,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high-quality support for pupils who require access to ELSA (Emotional Literacy Support Assistant), Positive Play and Thrive-Online to strengthen their social and emotional needs effectively.	EEF – 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
Parent information sessions and drop-ins (e.g. phonics, reading, behaviour strategies) led by existing staff.	EEF – 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 identi-fied 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 safe-guarding team-led check-ins, emotion	Children's Wellbeing in Schools Research – Consistent, warm adult relationships and safe routines are protective factors for children with adverse	5

coaching, and structured routines for vulnerable pupils.	experiences. Supporting emotional regulation and readiness to learn is foundational for educational success.	
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: £75,950

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 2025 to 2026 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 2025 to 2026 Academic Year

During the 2025 to 2026 academic year, Shobnall Primary and Nursery School continued to prioritise improving outcomes for disadvantaged pupils through high-quality teaching, targeted academic support and wider strategies designed to remove barriers to learning. This represented the first year of our new three-year Pupil Premium Strategy (2025 to 2028).

Statutory assessment outcomes demonstrate significant strengths in the attainment of disadvantaged pupils, particularly at the end of Key Stage 2 and within the Early Years Foundation Stage. However, outcomes in phonics and Key Stage 1 indicate that further work is required to secure consistently strong foundations in reading, writing and mathematics, particularly for disadvantaged pupils with additional needs.

Within EYFS, 88% of disadvantaged pupils achieved a Good Level of Development, compared with 54.8% of disadvantaged pupils nationally. This demonstrates that disadvantaged pupils performed strongly within the cohort and suggests that the school's emphasis on early identification, communication and language development, high-quality interactions and targeted support is contributing positively to children's readiness for Key Stage 1. Communication and language remain a priority, particularly for pupils entering Reception with lower starting points or identified speech, language and communication needs. Further work will focus on strengthening explicit vocabulary instruction, early transcription skills and the consistent development of language across all areas of learning.

In 2026, 50% of disadvantaged pupils achieved the expected standard in the Year 1 Phonics Screening Check, compared with 73% of the cohort overall. Of the disadvantaged pupils who did not achieve the expected standard, three had high-level, complex special educational needs. This is important contextual information when evaluating outcomes, as these pupils require highly individualised approaches and may demonstrate progress through smaller developmental steps that are not fully reflected in the statutory assessment threshold. The school continues to prioritise systematic phonics through Little Wandle Letters and Sounds Revised, regular assessment, Daily Keep-up and Rapid Catch-up interventions, alongside targeted support for pupils with SEND and during 2026 to 2027, greater emphasis will be placed on the early identification of pupils at risk of falling behind,

ensuring interventions are precisely matched to identified gaps and that progress is monitored frequently.

Shobnall Primary & Nursery School Year 1 Phonics Screening Data 2025-2026

2026	% of pupils reaching the phonics threshold	% of disadvantaged pupils reaching the phonics threshold	% of non-disadvantaged pupils reaching the phonics threshold
Year 1	73%	50%	82%
Year 2 *(3 pupils)*	66%	50%	100%

At the end of key stage 1, internal teacher assessments indicated that 57% of disadvantaged pupils achieved the expected standard in reading and mathematics, and 43% in writing. As statutory end of key stage 1 teacher assessment data is no longer collected nationally, direct national comparisons are not available. These outcomes demonstrate that a significant proportion of disadvantaged pupils are achieving age-related expectations. The continued implementation of the school's Scaffolding Framework, together with professional development around explicit instruction and adaptive teaching, will remain central to our improvement work.

At the end of Key Stage 2, 80% of disadvantaged pupils achieved the expected standard in reading, while 100% achieved the expected standard in writing, mathematics and grammar, punctuation and spelling. Based on these outcomes, 80% achieved the combined expected standard in reading, writing and mathematics, compared with 49% of disadvantaged pupils nationally. This represents a positive difference of 31 percentage points and demonstrates that disadvantaged pupils at Shobnall Primary and Nursery School are achieving highly in comparison with the national disadvantaged cohort.

Shobnall Primary & Nursery School KS2 Attainment Data 2025-2026

2026 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 meeting the expected standard
Reading	87%	80%	84%	53%	40%	56%
Grammar, Punctuation and Spelling	93%	100%	92%	47%	40%	48%
Writing	87%	100%	84%	20%	20%	20%
Mathematics	93%	100%	100%	50%	40%	52%

Greater depth and higher-standard attainment was also encouraging, with 40% of disadvantaged pupils achieving the higher standard in mathematics, reading and grammar, punctuation and spelling, and 20% achieving greater depth in writing. These results suggest that the combination of high-quality classroom teaching, targeted academic support, ongoing assessment and carefully planned interventions has supported disadvantaged pupils in successfully accessing the Key Stage 2 curriculum. They also demonstrate the importance of maintaining high expectations for disadvantaged pupils, ensuring that challenge is not reduced because of disadvantage or additional learning needs. The school will continue to prioritise reading fluency, comprehension, mathematical reasoning and writing composition to sustain these outcomes and strengthen progression across the school.

Our internal assessments during 2025/2026 suggested that the performance of disadvantaged pupils continues to improve in key areas of the curriculum. Barriers to learning 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.

During 2025 to 2026, attendance for disadvantaged pupils improved to 94.4%, compared with 96.5% for non-disadvantaged pupils. This represents a reduction in the attendance gap from 3.4 percentage points in 2024/2025 to 2.1 percentage points in 2025/2026. This is a particularly encouraging development and indicates that the school's approach to attendance monitoring, early intervention and pastoral support is contributing to improved engagement with education. The school will therefore maintain its focus on early identification, regular communication with families, supportive attendance meetings and partnership working with external agencies where appropriate.

Throughout 2025 to 2026, the school maintained a range of pastoral and therapeutic support, including ELSA, Positive Play, Creative Arts Therapies and targeted interventions for pupils requiring additional support with emotional regulation, confidence and relationships. Our inclusive approach has been further strengthened through professional development linked to the Autism Education Trust, the school's Scaffolding Framework and the continued development of relational and trauma-informed practice. The school's commitment to OPAL has also provided greater opportunities for inclusive, active and imaginative play, promoting positive relationships, independence, cooperation and social interaction. Achieving the OPAL Platinum Award in July 2026 was an important milestone in the development of our whole-school approach to play and inclusion. School observations and ongoing pastoral monitoring indicate that these approaches provide valuable opportunities for pupils experiencing disadvantage or additional vulnerabilities to develop confidence, engage positively with others and access the wider life of the school.

Throughout 2025/2026, the school continued to promote positive communication with parents and carers, provide opportunities for engagement with school life and offer support to families experiencing additional challenges. The school has maintained its commitment to ensuring that financial circumstances do not prevent pupils from accessing educational visits, enrichment activities and wider opportunities. Our inclusive approach to extracurricular provision, music, sport, outdoor learning, Forest School and OPAL has helped create opportunities for disadvantaged pupils to develop confidence, resilience, independence and cultural capital. Although these activities remain an important strength of the school's provision, further work is required to systematically evaluate participation and engagement among disadvantaged pupils and families. During 2026/2027, we will strengthen the monitoring of parental engagement and enrichment participation, using this information to identify families who may benefit from additional support and to evaluate the impact of our wider strategies more effectively.

Assessment of Progress Towards Intended Outcomes of Pupil Premium Strategy Plan 2025-2028

1. Improved parental engagement among disadvantaged families. Positive relationships and regular communication with families continue to underpin our approach but further systematic evaluation of engagement, including participation in workshops, curriculum events and home learning is required to demonstrate measurable improvement.

2. Achieve and sustain improved attendance particularly for disadvantaged pupils. Disadvantaged attendance improved to 94.4%, with the gap to non-disadvantaged pupils reducing from 3.4 to 2.1 percentage points. This represents substantial progress towards our target of no more than two percentage points.

3. Improved oracy and communication and language skills, particularly in EYFS and KS1. EYFS outcomes were particularly strong with 88% of disadvantaged pupils achieving GLD. Phonics and KS1 attainment indicate that improvements in early language and literacy are not yet consistently translating into expected standards across all cohorts so explicit vocabulary instruction, Colourful Semantics, oracy and early literacy remain priorities.

4. Improved outcomes and good progress from starting points for disadvantaged pupils with SEND. Strong attainment at KS2 demonstrates what disadvantaged pupils can achieve when high expectations are combined with effective teaching and support.

5. Increased access to enrichment activities and improved self-regulation. The OPAL Platinum Award, inclusive extra-curricular activities and high-quality pastoral provision demonstrate continued investment in pupils' wider development. The first year of our Pupil Premium Strategy has demonstrated encouraging progress, particularly in improving attendance, securing strong Early Years outcomes and achieving excellent attainment for disadvantaged pupils at the end of Key Stage 2.

Our evaluation indicates that the emphasis on high-quality teaching, inclusive practice and targeted academic support is contributing positively to outcomes, particularly where

interventions are closely aligned with assessment information and classroom teaching. During 2026/2027, we will prioritise:

- Strengthening early reading and phonics, ensuring consistent implementation of Little Wandle, timely Keep-up and Rapid Catch-up interventions and precise assessment of individual progress.

- Improving writing outcomes, through a consistent, text-based planning approach, explicit vocabulary teaching, high-quality modelling, handwriting and transcription.

- Embedding inclusive, high-quality teaching, through the Scaffolding Framework, adaptive teaching, professional development and strengthened provision for disadvantaged pupils with SEND.

- Sustaining improvements in attendance, with a particular focus on persistent absence and narrowing the disadvantaged attendance gap to no more than two percentage points.

- Strengthening parental engagement and wider provision, through improved monitoring of participation, enhanced relational practice, the Thrive Approach and equitable access to enrichment opportunities.

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
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
Thrive-Online	The Thrive Approach

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year
We identified and addressed gaps in pupils' learning through carefully targeted academic support and intervention. Our established pastoral provision enabled us to provide tailored social, emotional and mental health support, promoting pupils' wellbeing and resilience. We also invested in books and resources to develop self-esteem, confidence and a sense of belonging. In June, we celebrated Armed Forces Day, recognising the contributions and sacrifices of service personnel and their families.
The impact of that spending on service pupil premium eligible pupils
Assessment information demonstrated positive progress in areas of learning where additional targeted support and intervention had been provided. Teacher observations also indicated consistently high levels of wellbeing, confidence and engagement among service pupils. Overall, their attainment remained in line with age-related expectations and broadly comparable to that of their peers.

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.

Early Years Pupil Premium (EYPP) 2026-2027

During the 2026/2027 academic year, the school will receive £1,311 for Early Years Pupil Premium (EYPP) funding. This will be used strategically to provide additional, targeted support for our nursery-aged eligible pupils that addresses individual barriers to learning and ensures both children have the best possible start to their education.

Funding will be prioritised towards developing communication and language, early literacy, personal, social and emotional development, and school readiness. This will include

access to targeted interventions such as NELI and WellComm, high-quality adult interactions, explicit vocabulary teaching and additional learning resources where appropriate.

The impact of EYPP expenditure will be monitored through ongoing observations, assessment against the EYFS curriculum and regular reviews of individual progress, ensuring that funding is responsive to each child's identified needs and supports positive outcomes from their starting points.