



# Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	Shobnall Primary School
Pupils in school	215 (excluding Nursery)
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£39,970
Academic year or years covered by statement	2020/2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	David Adams (Headteacher) & Shobnall Primary School Local Governing Body
Pupil premium lead	Lucy Waldron
Governor lead	Michelle Bradley

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No tests due to Covid-19
Writing	No tests due to Covid-19
Maths	No tests due to Covid-19

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No tests due to Covid-19
Achieving high standard at KS2	No tests due to Covid-19
Measure	Activity
Priority 1	To identify gaps and misconceptions that have arisen in learning for disadvantaged pupils as a result of the Covid-19 pandemic. To plan and implement targeted support to narrow the gap, prioritising disadvantaged pupils who have not been in school since March 2020 followed by underachieving disadvantaged pupils.

Priority 2	To provide specific mental health and emotional support to disadvantaged pupils, where necessary, to promote positive wellbeing.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Lack of self-esteem and/or confidence due to low attainment and as a result of lockdown</li> <li>• Some disadvantaged pupils have additional SEND, requiring further intervention to address specific barriers</li> <li>• Poor communication skills arising in limited vocabulary and word recognition impacting on progress in reading and writing</li> <li>• Lack of resilience and willingness to take risks with their learning</li> <li>• Poor fluency skills in mathematics due to lack of application and practice during lockdown</li> </ul>
Projected spending	£15,485

### Teaching priorities for current academic year

Priorities remain around the clear delivery of quality first teaching, which includes pre-teaching and intervention support, to target pupils with gaps, continuous assessment and adjustment of plans and groups where appropriate.

Aim	Target	Target date
Progress in Reading	<ul style="list-style-type: none"> <li>• Prioritise use of WellComm when delivering intervention to support development of language skills, acquisition of vocabulary and greater engagement with texts.</li> </ul>	December 2020
	<ul style="list-style-type: none"> <li>• Create and implement a long term plan for communication development across the school to support the development of vocabulary and help identify gaps in learning more readily to support the development of language with disadvantaged pupils.</li> </ul>	December 2020
	<ul style="list-style-type: none"> <li>• Develop knowledge of reading of parents and carers (e.g. workshops, observations) to enhance support for pupils at home.</li> </ul>	December 2020
Progress in Writing	<ul style="list-style-type: none"> <li>• Ensure pupils have access to Spelling Shed to enable them to practise spellings in school and at home.</li> </ul>	October 2020
	<ul style="list-style-type: none"> <li>• Develop knowledge of writing of parents and carers (e.g. workshops, observations) to enhance support for pupils at home.</li> </ul>	March 2021
Progress in Mathematics	<ul style="list-style-type: none"> <li>• Prioritise use of the Power of 2 to enhance pupils' knowledge of multiplication facts and mathematical fluency.</li> </ul>	December 2020

	<ul style="list-style-type: none"> <li>• Ensure pupils have access to TT Rockstars to enable them to practise times tables facts at home.</li> <li>• Develop subject knowledge and pedagogical understanding of support staff to support the implementation of effective interventions for mathematics.</li> </ul>	<p>October 2020</p> <p>April 2021</p>
Phonics	<ul style="list-style-type: none"> <li>• Ensure that any gaps and/or misconceptions that may have arisen in phonics for disadvantaged pupils as a result of the Covid-19 pandemic are addressed (prior to Phonics Screening in the second half of the autumn term for Year 2).</li> </ul>	December 2020
Other	<ul style="list-style-type: none"> <li>• Ensure that the social, emotional and behavioural needs of disadvantaged pupils are supported through Forest School, Positive Play and extra-curricular provision.</li> <li>• Enhance SEMH subject knowledge and pedagogical understanding of all staff through targeted and specific training.</li> </ul>	<p>June 2021</p> <p>June 2021</p>

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure baseline data is analysed to highlight specific gaps that may have arisen in learning for disadvantaged pupils during lockdown. Provide support tailored to the children's needs, including the use of effective feedback to move learning on.
Priority 2	Ensure teaching and support staff implement interventions effectively to support the social, emotional and mental wellbeing of our disadvantaged pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Lack of self-esteem and/or confidence due to low attainment and as a result of lockdown</li> <li>• Some disadvantaged pupils have additional SEND, requiring further intervention to address specific barriers</li> <li>• Poor communication skills arising in limited vocabulary and word recognition impacting on progress in reading and writing</li> <li>• Lack of resilience and willingness to take risks with their learning</li> <li>• Poor fluency skills in mathematics due to lack of application and practice during lockdown</li> </ul>

Projected spending	£16,500
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### Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure the attendance of disadvantaged pupils is in line with the national target of 95-100% for primary aged pupils.
Priority 2	Promote and provide opportunities for disadvantaged pupils to actively participate in the wider curriculum, extra-curricular activities and all aspects of school life.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Lack of self-esteem and/or confidence due to low attainment and as a result of lockdown</li> <li>• Some disadvantaged pupils have additional SEND, requiring further intervention to address specific barriers</li> <li>• Lack of resilience and willingness to take risks with their learning</li> <li>• Anxiety due to the national context</li> <li>• Effective communication between school and the families of disadvantaged pupils.</li> </ul>
Projected spending	£7,985

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure adequate time is provided for CPD and staff development.	Ensure INSET days, twilight training sessions and additional cover is set aside and provided to allow this activity to be undertaken so as not to impede staff workload and wellbeing.
Targeted support	Ensure the wellbeing lead has the capacity to support all children, including the disadvantaged, upon the full return of pupils to school.	Prioritise pupils with the most immediate needs. Provide support from other, qualified members of the team. Ensure adequate time is set aside for essential activity.
Wider strategies	Ensure disadvantaged pupils engage in extra-curriculum activities and the wider curriculum.	Ensure effective communication strategies are implemented between school and the families of disadvantaged pupils (e.g. support for costs, transport etc.).

### Review: last year's aims and outcomes

Aim	Outcome
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<p>Ensure all staff have high expectations of disadvantaged children with regards to attainment and progress.</p>	<ul style="list-style-type: none"> <li>• Monitoring demonstrated that all staff had high expectations for disadvantaged pupils which result in accelerated progress for many, as demonstrated on internal data analysis (Spring 2020).</li> <li>• All teachers achieved their <i>Performance Management Targets</i>, one of which linked specifically to the progress of disadvantaged pupils.</li> <li>• Internal data was scrutinised on a termly basis to track all individuals' attainment and progress and was discussed at pupil progress meetings, where new actions were identified.</li> <li>• Monitoring demonstrated that groupings in classrooms are flexible, inclusive of challenge for disadvantaged pupils.</li> </ul>
<p>Support and develop the social, emotional and behavioural needs of disadvantaged pupils to impact positively on attitudes to learning.</p>	<ul style="list-style-type: none"> <li>• Social, emotional and behavioural needs of eligible pupils were supported through a Positive Play/nurture timetable.</li> <li>• Monitoring demonstrated that eligible pupils had mapped provision for a six week period and positive progress documented via the Boxall Profile.</li> <li>• Pupils could express and communicate their feelings in a safe and non-threatening environment, which raised their self-esteem and confidence in some cases, helping them to access the curriculum and thus achieve their full potential. This was clear from analysis of the Boxall Profile at the end of the provision and future intervention planned accordingly.</li> </ul>
<p>Use funding to support families of PP children in Years 5 and 6 to France. To use funding to support families of PP children in Years 5 and 6 to France.</p>	<ul style="list-style-type: none"> <li>• All pupils who were eligible for funding were given the opportunity to attend the trip to France and that financial reasons for parents as a barrier were overcome.</li> <li>• On this unique residential experience all pupils, inclusive of PP children, developed their independence, social skills, physical and motor skills, and confidence skills to name just a few.</li> </ul>
<p>Provide funding to allow those eligible for pupil premium to participate in Holiday Club.</p>	<ul style="list-style-type: none"> <li>• All pupils who were eligible for funding were given the opportunity to attend Holiday Club and that financial reasons for parents as a barrier were overcome.</li> <li>• All pupils, inclusive of PP children developed their independence, social and emotional skills, physical and motor skills, behavioural and confidence skills to name just a few.</li> </ul>

At Shobnall Primary 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. These documents are available on request from the Pupil Premium Lead, Lucy Waldron.