

# Shobnall Primary & Nursery School Pupil Premium Strategy Statement 2021-2022



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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                         | 13%                               |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022                         |
| Date this statement was published                                       | September 2021                    |
| Date on which it will be reviewed                                       | September 2022                    |
| Statement authorised by   | David Adams                       |
| Pupil premium lead  | Lucy Waldron                      |
| Governor / Trustee lead   | Michelle Bradley                  |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £42,005 |
| Recovery premium funding allocation this academic year  | £3,770  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £45,775 |

# Part A: Pupil Premium Strategy Plan

## Statement of intent

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

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

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

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

Our priorities are as follows:

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

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Attendance – 16% of disadvantaged pupils have persistent levels of absence (90%) and inconsistent punctuality. |

|   |   |
|---|---|
| 2 | 16% of disadvantaged pupils have additional SEND, specifically cognitive learning difficulties, requiring further intervention to address specific barriers to learning.  |
| 3 | Poor language and communication skills as a result of Covid-19 pandemic and school closures. 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 | Poor arithmetic and basic number skills in mathematics as a result of Covid-19 pandemic. Lack of application and practice during school closures.   |
| 5 | Gaps arising in learning as result of engagement with remote learning during lockdown.  |
| 6 | Increased levels of anxiety as a results of school closures, impacting on mental health and wellbeing.  |
| 7 | Lack of resilience and willingness to take risks.   |

## 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   |
|---|--|
| To identify and address gaps and misconceptions that have arisen in learning for disadvantaged pupils as a result of the school closures. | 100% disadvantaged pupils have made expected levels of progress from their starting points. This will be measured using standardised assessments at regular intervals in line with local and national guidance. Targeted intervention and academic support ensures gaps in learning are addressed enabling pupils to access the full curriculum alongside their peers. |
| To ensure for high levels of engagement with school through increased levels of attendance and promotion of positive wellbeing.           | No persistent levels of absence are reported. Children are punctual and display high levels of attendance in line with national expectations. Use of the Leuven scales and Boxall Profiles demonstrate progress with emotional wellbeing and pupils report high levels of wellbeing.   |
| To ensure all disadvantaged pupils make expected levels of progress in reading, writing and mathematics.                                  | 100% disadvantaged pupils have made expected levels of progress from their starting points. This will be measured using standardised assessments at regular intervals in line with local and national guidance. Targeted intervention and academic support ensures gaps in learning are addressed enabling pupils to access the full curriculum alongside their peers. |

## 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: £21,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Implementation of the Early Career Framework to ensure Early Career Teachers receive high-quality training.   | <a href="#">Early Career Framework</a> –<br>The content of the framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation (EEF).   | 3, 4, 5, 6, 7                 |
| High-quality phonics training for all teaching and support staff to ensure for effective implementation of Little Wandle Letters and Sounds Revised – a complete systematic synthetic phonics programme (SSP) developed for schools by schools. | <a href="#">Education Endowment Foundation Teaching Toolkit</a> –<br>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.  | 2, 3, 5                       |
| Engagement with the Staffordshire Research School to explore and find the best tools to improve teaching practice and raise attainment of pupils.   | <a href="#">Research Schools</a> –<br>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 | 1, 2, 3, 4, 5, 6, 7           |

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|---|--|---------------------|
|   | building local capacity to support the use of evidence and informed practices.   |                     |
| Promote positive wellbeing for staff through engagement with the Education Staff Wellbeing Charter, thus increasing teacher retention.  | <a href="#">Anna Freud National Centre for Children and Families</a> –<br>Use of research that has been developed with mental health experts, aims to give school staff and Senior Leadership Teams some simple guidance and good practical examples where schools have successfully implemented wellbeing strategies. | 1, 2, 3, 4, 5, 6, 7 |
| Enhance use of and access to technology for increased interaction with developed school intervention programmes for English and Maths (i.e. Number Sense, TT Rockstars, Spelling Shed, Little Wandle ebooks). | <a href="#">Realising the potential of technology in education</a> –<br>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.           | 2, 3, 4, 5          |

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

Budgeted cost: £18,250

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide specific and precise catch-up support for disadvantaged pupils through a programme of effective tutoring in reading, writing and mathematics, tailored to pupils' needs, including the use of effective feedback. | <a href="#">Education Endowment Foundation Teaching Toolkit – Small Group Tuition</a><br>Small group tuition has an average impact of four months' additional progress over the course of a year.<br><a href="#">Education Endowment Foundation Teaching Toolkit – One-to-One Tuition</a><br>Studies undertaken in primary schools tend to show greater impact (+6 months) compared with secondary schools (+4 months). Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. | 2, 3, 4, 5                    |
| Provide targeted interventions in reading, writing and mathematics out-of-class, delivered by teaching assistants.  | <a href="#">Education Endowment Foundation Toolkit – Teacher Assistant Interventions</a> Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive  | 2, 3, 4, 5                    |

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|   | 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.   |      |
| Provide high-quality training for teaching assistants to become an ELSA (Emotional Literacy Support Assistant) and implement programme of support for social and emotional needs effectively. | <a href="#">Education Endowment Foundation Toolkit – Social and Emotional Learning</a><br>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, 7 |

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

Budgeted cost: £6,025

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Implement alternative strategies to enhance and increase parental engagement (e.g. phonics workshops).  | <a href="#">Education Endowment Foundation – Parental engagement</a><br>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                 |
| Promote physical activity and involvement in extra-curricular activities and trips for pupils to feel included in all aspects of school life. | <a href="#">Education Endowment Foundation – Physical activity</a><br>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. | 1, 6, 7                       |

**Total budgeted cost: £45,775**

## 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 2020 to 2021 academic year.

| Aim   | Outcome  |
|---|--|
| <p>Prioritise use of WellComm when delivering intervention to support development of language skills, acquisition of vocabulary and greater engagement with texts.</p>  | <p>High-quality training was delivered to teaching assistants in the autumn term. Evaluation of the training provided demonstrated that all staff who participated had secure knowledge of the programme and monitoring demonstrated that all staff had high expectations for pupils participating. Due to statutory assessments being cancelled as a result of the Covid-19 pandemic, the impact of this intervention on pupil progress after schools reopened has yet to be evaluated fully.</p> |
| <p>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.</p> | <p>A long term plan for communication has been developed to support the development of vocabulary and help identify gaps in learning more readily. This has been published on the <a href="#">school website</a> for all stakeholders to engage with.</p>  |
| <p>Develop knowledge of reading of parents and carers (e.g. workshops, observations) to enhance support for pupils at home.</p>   | <p>Due to the school closures and Covid-19 restrictions, parental engagement has been limited.</p>   |
| <p>Ensure pupils have access to Spelling Shed to enable them to practise spellings in school and at home.</p>   | <p>All pupils have access to Spelling Shed and stringent records are kept by class teachers, demonstrating positive impact on pupil progress and attainment. Due to the school closures, pupil engagement was not as high (92% prior to lockdown, 75% during lockdown) and is a priority during the next academic year.</p>  |
| <p>Develop knowledge of writing of parents and carers (e.g. workshops, observations) to enhance support for pupils at home.</p>   | <p>Due to the school closures and Covid-19 restrictions, parental engagement has been limited.</p>   |
| <p>Prioritise use of the Power of 2 to enhance pupils' knowledge of multiplication facts and mathematical fluency.</p>  | <p>Monitoring prior to and after the school closures showed that the impact of this intervention was effective, especially for pupils requiring catch-up support.</p>  |
| <p>Ensure pupils have access to TT Rockstars to enable them to practise times tables facts at home.</p>   | <p>All pupils have access to TT Rockstars and stringent records are kept by class teachers, demonstrating positive impact on pupil progress and attainment. Due to the school closures, pupil engagement was not as high</p>   |

|   |  |
|---|--|
|   | (95% prior to lockdown, 77% during lockdown) and is a priority during the next academic year. Year 4 pupils completed the optional MTC and 100% of pupils scored 22 out of 25 or above in June 2021.   |
| Develop subject knowledge and pedagogical understanding of support staff to support the implementation of effective interventions for mathematics.  | High-quality training was delivered to teaching assistants in the autumn term. Evaluation of the training provided demonstrated that all staff who participated had secure knowledge of the programme and monitoring demonstrated that all staff had high expectations for pupils participating. Due to statutory assessments being cancelled as a result of the Covid-19 pandemic, the impact of this training on pupil progress after schools re-opened has yet to be evaluated fully. |
| 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).                 | 95% of pupils in Year 2 successfully passed the Phonics Screening Check in the autumn term 2020.   |
| Ensure that the social, emotional and behavioural needs of disadvantaged pupils are supported through Forest School, Positive Play and extra-curricular provision.  | After schools reopened, disadvantaged pupils were prioritised for a wellbeing intervention and all participated in additional Forest School sessions. Through use of the Leuven scales, wellbeing and engagement increased for 100% of pupils.   |
| Enhance SEMH subject knowledge and pedagogical understanding of all staff through targeted and specific training.   | High-quality training was delivered to all staff prior to the announcement of school closures in January 2021. Staff are yet to fully implement the objectives and is a priority for the next academic year.   |
| 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. | Two programmes of tuition were run for all pupils, inclusive of disadvantaged pupils in the autumn term and summer term focused on reading and mathematics. Internal data gathered demonstrated a 100% increase in standardised scores for disadvantaged pupils.   |
| Ensure teaching and support staff implement interventions effectively to support the social, emotional and mental wellbeing of our disadvantaged pupils.  | The delivery of these interventions proved to be highly effective and gratefully received by both children and families. Feedback during and after lockdown has been captured by the headteacher. Pupils are timetabled for support and the school is looking to enhance its sequenced provision next academic year.   |
| Ensure the attendance of disadvantaged pupils is in line with the national target of 95-100% for primary aged pupils.   | 16% of disadvantaged pupils continue to demonstrate persistent levels of absence (90%) and inconsistent punctuality. This remains a challenge and will be a priority next academic year.   |



|   |   |
|---|---|
| Promote and provide opportunities for disadvantaged pupils to actively participate in the wider curriculum, extra-curricular activities and all aspects of school life. | Due to the school closures and Covid-19 restrictions, provision, participation and engagement with extra-curricular has been limited. |
|---|---|

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme     | Provider                         |
|---------------|----------------------------------|
| WellComm      | <a href="#">GL Assessment</a>    |
| ELSA          | <a href="#">ELSA Support</a>     |
| Spelling Shed | <a href="#">EdShed</a>           |
| TT Rockstars  | <a href="#">Maths Circle Ltd</a> |

## 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?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

## 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. These documents are available on request from the Pupil Premium Lead, Lucy Waldron.