

Pupil Premium Strategy Statement



Shobdon Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	December 2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mary Freeman
Pupil premium lead	Mary Freeman
Governor / Trustee lead	Caroline Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,280
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£30,280

Part A: Pupil premium strategy plan

Statement of intent

At Shobdon Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within the school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

- 19% of children are eligible for Pupil Premium Funding in comparison to national average 24.6%
- Rural north Herefordshire small school situated in a village community.

Deprivation Indices: The indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.

Barriers to Housing and Services 2	Crime decile 10	Education and skills decile 7
Employment decile 7	Health and Disability 8	Income decile 6
IDACI decile 5	Index of Multiple Deprivation decile 6	Living Environment decile 1

Achieving our objectives:

- Provide all teachers with high quality CPD to ensure that children access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- Target funding to ensure that all children have access to trips, residential, first-hand learning experience
- Provide opportunities for all children to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable children to access learning within and beyond the classroom

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual children which will be reviewed at least termly. Alongside academic support, we will ensure that those children who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health. Children unable to self-regulate and manage emotions in an age-appropriate way.
2	Speech, language and communication. Some children enter the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years, impacts on children’s ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency.
3	Gaps in reading, writing, maths and phonics. Children generally achieve well by the end of KS2 but fail to convert to a greater depth standard due to gaps in prior knowledge
4	Access to wider opportunities and the wider world (cultural capital)
5	Limited parental engagement with low aspirations for school and future careers

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
<p>Gaps in learning will be closed allowing children to meet expected standards and achieve greater depth in reading, writing and maths at the end of KS2.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>SIP: Curriculum and Teaching 1,2,3</p>	<p>The curriculum will be adapted to allow children to build on and revisit what they have previously been taught.</p> <p>Progress and attainment will be rigorously assessed throughout the year to include pupil progress meetings between teachers and members of the leadership team.</p> <p>From their starting points, PP children will have made significant improvements to allow them to close the gaps in their learning and achieve outcomes in line with, or above, national average by the end of KS2.</p> <p>PP children equate to 31% of the current SEN register 2024/25. Of the 5 children there are no EHCPs.</p>
<p>PP children will make at least expected progress and will achieve the expected attainment levels at end of year and at specific points.</p> <p>GLD in EYFS</p> <p>Y1 Phonics Screening</p> <p>Y4 MTC</p> <p>KS2 reading, writing, maths and GAPS</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>SIP: Achievement 2</p>	<p>High quality teaching in conjunction with pre-teaching and keep up strategies will ensure that PP children make at least expected progress each academic year.</p>
<p>Children are able to recognise and talk about their emotions.</p> <p>Children will have their individual and collective personal, social, mental health and emotional needs met effectively.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p> <p><i>'Social and emotional skills' are essential for children's development – they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</i></p> <p>SIP: Personal Development and Well-Being 1</p>	<p>Children will demonstrate school's core values consistently inside and outside of the classroom.</p> <p>Children will have improved self-esteem and self-confidence.</p> <p>Children maintain friendships within their peer group and be more able to resolve disputes independently.</p> <p>Children will be more able to regulate their emotions.</p> <p>Consistent approach with use of graduated response to identify pupils and families who may need support, including Early Help.</p> <p>In house Thrive progress data shows movement in developmental strands for pupils.</p> <p>The effective work of the Mental Health Lead across the Federation.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	<p>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.</p>

<p><i>'Children with better language skills also have better literacy skills, so it might be expected that by improving language skills we can also improve literacy. Following the 20 week programme children made about four months of additional progress in language skills.'</i></p> <p>SIP: Curriculum and Teaching 2, Early Year 1</p>	
<p>Parental engagement with their child's learning in all subjects. Children to be ambitious in their aspirations for their future. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement <i>'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.'</i></p> <p>SIP: Inclusion 1, Attendance and behaviour 1, Achievement 2</p>	<p>Increase in % of parents' attendance and engagement at school events. Evidence that parents access the Federation website to support their child with their learning. Pupil voice demonstrate ambition and aspirations of all children.</p>
<p>Improve range of activities and experiences (cultural capital) which PP children would otherwise be unable to access. https://educationendowmentfoundation.org.uk/news/learning-about-culture <i>'... the role that cultural learning in schools plays in improving educational outcomes for children.'</i></p> <p>SIP: Achievement 4</p>	<p>Access to high quality cultural capital opportunities for all PP children to ensure a broad and balance curriculum and a wide variety of experiences.</p>

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: £28,342

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	<p>High quality staff CPD (essential to follow the EEF principles) to close gaps identified in core subjects in internal data. All CTs involved in Mastery in Mathematics programme working with the SHAW hub. Most other curriculum areas are supported by a local hub network.</p> <p>EEF Reading Comprehension Strategies EEF Improving Literacy Strategies EEF Phonics Toolkit</p>	2, 3
Thrive and ELSA	<p>Children present with SEMH needs and online screening have shown a low developmental strand profile</p> <p>EEF Social and Emotional Learning</p>	1
Teaching Assistant: Precision Teaching	Entry points and internal data reflect the need for focus groups to close the gaps	3

	EEF Small Group Tuition EEF Teaching Assistants Interventions	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI (Read, Write, Inc) support	PP children make accelerated progress. PP children are at least in line with non-PP nationally	3
IT interventions: Clicker, Times Table Rock Stars, Literacy Gold	Children increase their reading, spelling and maths ages	3
NELI (Nuffield Early Language Intervention)	Screening of all YR children indicates level of programme entry	2, 3
Keep-Up, Pre-Teach and support within the class	Assessment for learning	3
Fine-motor, Gross-motor and visual perception exercises	Continual assessment of needs	2

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

Budgeted cost: £2,503

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive and ELSA	Improved SEMH of all children Instances of challenging behaviour decrease as children able to talk about their emotions and act appropriately	1
Wider curriculum opportunities	Children have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. To include residential costs, Wider Opportunities, peripatetic lessons	4
Free/subsidised wrap around care Provision of uniform School to provide resources for learning	All children to have a settled start to the school day. No child to start the day hungry. All children to have the necessary equipment	1, 4
Parent workshops, Tips and Tricks, Read with Me	Strengthened partnership with parents/carers.	3, 5

	Parents/carers support their children at home with their learning.	
Lunchtime support – provision of high-quality games and activities to engage pupils	Children need support in social engagement, they need to see modelled play and the skills of turn taking and how to resolve conflict.	1

Total budgeted cost: £32,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-2025

EYFS Good Level of Development: cohort of 1 Pupil Premium child, did not meet threshold

Year 1 Phonics Screening: cohort of 1 Pupil Premium child, reached threshold

End of KS2: cohort of 6 Pupil Premium children 33% reached threshold

Y1-Y6 - At Age - PUPIL PREMIUM

At Age?	No	No with Data	Below Age Expectation	At Age Expectation	Above Age Expectation	On or Above Age Expectation	Below Age Expectation %	At Age Expectation %	Above Age Expectation %	On or Above Age Expectation %
PP Reading	16	16	10	5	1	6	62.5	31.3	6.3	37.5
PP Writing	16	16	11	5	0	5	68.8	31.3	0.0	31.3
PP Maths	16	16	11	4	1	5	68.8	25.0	6.3	31.3

Y1-Y6 - Expected Progress - PUPIL PREMIUM

Expected Progress?	No	No with Data	Less than Expected Progress	Expected Progress	More Than Expected Progress	At or More Than Expected Progress	Less than Expected Progress %	Expected Progress %	More Than Expected Progress %	At or More Than Expected Progress %
PP Reading	16	13	2	9	2	11	15.4	69.2	15.4	84.6
PP Writing	16	13	4	7	2	9	30.8	53.8	15.4	69.2
PP Maths	16	13	3	9	1	10	23.1	69.2	7.7	76.9

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
Thrive	The Thrive Approach
ELSA	Herefordshire Local Authority
RWI Portal	Ruth Miskin and RWI
Mastering Number	NCETM
Sustaining Number	NCETM
	Stride Alive

Wider Opportunities	Encore
Literacy Gold	Literacy Gold

Service pupil premium funding: 0 service children