



## Shebbear Community School

Pupil Premium Strategy 2021/22 – 24/25  
(also includes deployment of the Recovery  
Premium)

Agreed by the Governing Body on Monday  
29<sup>th</sup> November 2021

Reviewed by the Governing Body on  
Monday 9<sup>th</sup> October 2023

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022/23 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	Shebbear Community School
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	22.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was first published	December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Nick Alford (HT)
Pupil premium lead	Nick Alford (HT)
Governor lead	Andrew Goode

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21825
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£23855</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already higher attaining.

We will consider the challenges faced by vulnerable pupils, such as those who come from homes that lack the stability that other pupils enjoy. The actions we have outlined in this statement are also intended to support their needs of all pupils in the school regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for long term education recovery, not least in supported some pupils with additional tutoring opportunities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of all pupils

## Challenges

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

Challenge number	Detail of challenge
1	On entry assessments indicate that some of our disadvantaged children join the school with literacy and numeracy below the level normally

	expected for their age. This means that some can find it difficult to develop basic skills including phonics. Some of the youngest pupils in school were most affected by the pandemic as they have missed much of the normal pre-school opportunities to mix with others. This has impacted, in some cases, on the development of language skills.
2	Some our disadvantaged pupils lack aspiration and resilience. This can mean that they make slower progress than some of their peers and can lack the motivation both at school and home to do well.
3	Some of our disadvantaged pupils have less support at home with homework, reading etc than their peers and have restricted life experiences which help build cultural capital. Observations and assessments in class indicate that this can hinder the children's progress including their oral contributions to class discussions.
4	Our assessments and observations indicate that some of our disadvantaged pupils are often below the attainment levels of their peers. There continues to be, in some cases, a negative legacy from the lockdown effects of the pandemic with a greater level of impact on their progress.
5	While there has been an improvement, attendance rates amongst disadvantaged pupils continue to be below other pupils in the school. Regular absence for some pupils does impact on progress and can leave gaps in knowledge.

## 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 oral language skills and vocabulary among disadvantaged pupils (in particular, our younger 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.
Improved reading attainment among disadvantaged pupils.	The majority of disadvantaged pupils (along with their peers) are meeting the expected standard in phonics by the end of Y1  KS2 Reading outcomes for disadvantaged pupils are in line or above the national expectations over the next three year period and beyond
Improved maths attainment for	KS2 maths outcomes for disadvantaged pupils are in line or above the national expectations over the next three year period and beyond

disadvantaged pupils at the end of KS2.	
Disadvantaged pupils, along with their peers, continue to show increased levels of resilience and have high aspirations of themselves	Through formal and informal observations, there is evidence seen in lessons of pupils working hard and follow the principles of 'Every lesson, every day'. This information is triangulated against progress seen in their books, summative and formative assessment outcomes.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance over the next three year period and beyond.</p> <ul style="list-style-type: none"> <li>• The attendance gap between disadvantaged and their peers should be no more than the equivalent of one pupil difference</li> <li>• Persistent absence amongst disadvantaged pupils should be negligible and should be no more than the equivalent to one pupil difference</li> </ul>

## 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: **£17,605**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Shebbear School has a relatively small pupil premium compared to many other schools. Therefore, the school has invested the majority of its income in sustaining a 3.5 class structure meaning smaller teaching groups that are more closely aligned in terms of age.</p>	<p>See details below</p>	
<p>Employing an early years trained Teaching Assistant to work with the youngest pupils in the school on basic skills development including language</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Additional staffing means that phonics groups can be smaller and more bespoke to pupil needs including where there are limited opportunities for reading at home. Purchase of additional resources to support the teaching of phonics and reading including a new phonics scheme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3, 4</p>
<p>Smaller classes in KS2 (and no mixed KS1/2 class) will result in lower staff to pupil ratio and classes that align</p>	<p>Evidence gathered in school over the last few years has indicated that mixing key stages or having a 'stretch' class such as Y4 to Y6 means pupils have less teacher time as a result of having</p>	<p>1, 2, 3, 4</p>

more closely to the national curriculum	to teach a variety of curricula content. This structure means that the school can operate a coherent 2 year rolling programme which ensure curriculum content is more systematically followed	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£4750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring sessions for all pupils in Y6 with a focus on mathematics at KS2 in addition to targeted pupils in Y2	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4
Additional teacher time (five mornings per week) to work with reception children on developing oral language skills which are underdeveloped in some cases	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Additional interventions targeted at Year 1 pupils with an emphasis on phonics and reading development	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4

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

Budgeted cost: **£1500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small contingency fund to ensure disadvantaged pupils don't miss out on wider school activities such as after school clubs and trips including residential ones</p>	<p>Based on our previous experience, we have identified a need to have a small sum available to subsidise or pay for in total, disadvantaged pupils to join after school clubs or activities where cost may have been an issue for them. In addition, there are sometimes unforeseen costs needed to support pupils in particular times of need.</p>	<p>2, 3, 5</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>The headteacher will continue to work closely with our school administrator, class teachers, parents/carers and the educational welfare officer to secure good school attendance for all</p>	<p>Evidence from the Institute of Education (and others) shows a clear link between lower attendance at school and lower levels of attainment. Consistently good attendance can help secure improved attainment and reduce attainment gaps.</p> <p><a href="https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement">https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</a></p>	<p>5</p>

**Total budgeted cost: £23,855**



## 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 2022/23 academic year.

Statutory assessments were undertaken in 2023. Due to the low numbers of disadvantaged pupils some of the outcomes are written so that individual pupils are not identified. However, it is possible to report progress measures which indicated that most pupils made progress from KS1 to KS2. Reading -0.8, Writing +1.0, Mathematics + 0.2

A greater proportion of children achieved the higher level/greater depth across all assessed subjects which were above national averages.

80% of pupils in reception achieved a good level of development.

Statutory Y1 phonics screening was undertaken in June 2023. 69% of pupils including all disadvantaged pupils, met the threshold which was just below the national average.

Year 2 SATs outcomes were slightly below national averages but pupils made good progress from, in some cases, low starting points.

Across the school, disadvantaged pupils do tend to still lag behind their peers in reading, writing and mathematics attainment. Progress in early reading remains a strength amongst disadvantaged pupils across the school with improvements too in mathematics although this remains a continued area for improvement.

Progress amongst disadvantaged pupils across the curriculum has generally been good and this is corroborated by the progress seen in their work books. This has been as a result of good quality teaching and well matched interventions. This has supported good attitudes to learning and more rapid progress. An example of this is the progress many pupils have made with their reading and movement through the reading scheme as well as consolidation of their phonics knowledge.

Attendance amongst disadvantaged pupils remains below the overall attendance level (by 1.49%). The gap was down by 0.82% but overall attendance for disadvantaged pupils was up by 2.76%. In terms of pupils being persistently absent (under 90% attendance) the gap was 8.31% (down by 11.69%). The overall proportion of disadvantaged children being persistently absent was down by 13% to 20% (three pupils).

## Externally provided programmes

Programme	Provider

## Further information

### **Additional activity**

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 the use of retrieval practice across the school and using some of the key teaching strategies from Teach Like a Champion (Doug Lemov)
- Providing, in spite of Covid, opportunities for enriching the curriculum, providing opportunities to develop cultural capital and to support well-being. These include a whole school trip to a water sports centre, a whole school theatre trip, live Zoom sessions with virtual visitors such as a Rabbi and a wildlife filmmaker direct from India, a diversity week which include a range of visitors, author visits
- During the lockdown period, we redeveloped our school library to make it more accessible to pupils, encourage reading for pleasure and to provide an additional working space for small group interventions
- Over the last year, we have completely redeveloped the outside area for reception pupils to support their formative learning and to also provide additional space for the expanded Teddy class structure. Furthermore, we continue to develop the school grounds to provide an enjoyable environment to support pupil well-being

### **Planning, implementation, and evaluation**

We continue to monitor the progress of our pupil premium children closely. The low numbers of children means that data percentages do not necessarily reflect the true picture of progress or attainment gaps. Therefore, we have to triangulate progress and attainment through the scrutiny of books as well as observations in class and discussions with pupils.

A cornerstone of our school development and recovery plan is around ensuring positive attitudes to learning as well as consistent standards of learning behaviour. As an example, we continue to have a strong focus on high expectations of presentation in books which can demonstrate positive attitudes. This is further underpinned by our mantra of 'every lesson, every day'.

Linked closely to this is pupil attendance and the school has worked closely with some families to improve this but also to improve attitudes to school generally both in terms of the pupils but also the parents themselves.

The school, as noted above, has adopted many of the strategies found in Doug Lemov's seminal book, 'Teach Like a Champion'. As an example, you will see teachers using methods such as 'no hands up', 'think, pair, share' and 'right is right' which sees an insistence on exact or precise answers given in class. In addition the school uses, in

particular, the research based work of Tom Sherrington (effective teaching methods) <https://teacherhead.com/author/teacherhead/> and Kate Jones (retrieval practice) <https://lovetoteach87.com/2020/09/09/a-collection-of-retrieval-practice-research-and-resources/>

The school acts in a reflective manner as a result of the work carried out by the Education Endowment Foundation (EEF) <https://educationendowmentfoundation.org.uk/> including their guide on the successful deployment of pupil premium funding. As an example of this (and supported by the class structure and staffing arrangements) is the importance of diagnosing pupil needs so that the supported is targeted in the most effective way.

November 2021