



Shebbear Community School

Pupil Premium Strategy 2025/26 – 2027/28

(DRAFT) To be agreed by the Governing
Body on Monday 2nd February 2026

Reviewed by the Governing Body on
Autumn Term 2026

Pupil premium strategy statement

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 (1/9/25)

Detail	Data
School name	Shebbear Community School
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	27.3% (25.7% in England)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26- 27/28
Date this statement was published	December 25
Date on which it will be reviewed	Autumn Term 26
Statement authorised by	Lois Gough and Becky Evans (Co-headteachers)
Pupil premium lead	Lois Gough
Governor lead	Andrew Goode

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25775 PP £400 CIC £5260 PLAC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31435

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 high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 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 raise expectations of what they can achieve.

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 and counting. The current KS2 children 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, maths skills and social and emotional development.
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 reduces their cultural capital. Observations and assessments in class indicate that this can hinder the children's progress in many areas, including their oral contributions to class discussions and writing content.
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	Attendance rates amongst disadvantaged pupils continue to be below other pupils in the school. Since the start of term, attendance for PP children has been 88.9% compared to overall attendance of 94.3%. Regular absence for some pupils does impact on progress and can leave gaps in knowledge. This is compounded on their return by children having a less secure foundation of knowledge to build on.

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

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

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: £18 258

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Shebbear School has a slightly higher percentage of pupil premium compared to other schools (27.3% compared to an average of 25.7% in England).</p> <p>The majority of the money has therefore been invested in keeping class sizes as small as possible.</p>	<p>EEF states:</p> <p>There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p>	1,2,3,4,5
<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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<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.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4

Smaller classes in KS2 (and no mixed KS1/2 class) results in lower staff to pupil ratio and classes that align more closely to the national curriculum	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 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	1, 2, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10 727

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Drawing and talking sessions with our trained ELSA	EEF states that 'children from lower-income families may experience more difficulties with self-regulation and executive function. They are at greater risk of not reaching expected levels of Personal Social Emotional Development by the end of reception'.	2
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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4

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

Budgeted cost: £2450

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 e.g. After school clubs, swimming, wraparound care and new school uniform</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 Improving School Attendance advice.</p> <p>The co-headteacher will continue to work closely with our school administrator, class teachers, parents/carers and the inclusion partner 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>https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</p>	<p>5</p>

Total budgeted cost: £31435

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 2024/25 academic year.

Statutory Year Six assessments were undertaken in 2025. Disadvantaged pupils made up 20% of the cohort.

Writing:

All disadvantaged pupils reached the expected standard, with half achieving the Greater Depth Standard.

Reading:

All disadvantaged pupils reached the expected standard.

Maths:

All disadvantaged pupils reached the expected standard.

RWM combined:

100% of disadvantaged pupils reached the expected standard, compared to 47% nationally.

The Reception baseline assessment took place in September 2024. Disadvantaged pupils made up 33% of the cohort.

None of the disadvantaged children achieved GLD compared to 66% of the cohort as a whole.

Statutory Y1 phonics screening was undertaken in June 2025. 66% of the cohort were disadvantaged. 50% of the disadvantaged children reached the expected standard compared to 66% of the cohort as a whole.

Attendance amongst disadvantaged pupils remains slightly below the overall attendance level (by 2%) however, overall attendance for disadvantaged pupils has increased in the last two academic years by 3.11% and at 93.5% is well above the national primary rate of 84.8%. In terms of pupils being persistently absent (under 90% attendance) the overall percentage of disadvantaged children being persistently absent has

decreased in the last two academic years by 9.2% to 23.8% (five pupils). While higher than hoped for, it remains below national and local averages. The national average for all schools in 2023/24 was 35.7% of disadvantaged pupils being persistently absent.

Externally provided programmes

Programme	Provider
N/A	

Further information

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 work continues to be 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 golden rule 'be a good learner'.

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. A member of staff has undertaken 'Attend' training which will be used when needed to work with relevant families. The co-head teachers plan to consult with parents over the term dates, to see if alterations could result in less term time holidays.

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.

September 2025