

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Snape Wood Primary and Nursery School
Number of pupils in school	142 (R-Y6) (N-12)
Proportion (%) of pupil premium eligible pupils	56% (79 pupils) Oct Census
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Shewley Choudhury (Headteacher)
Pupil premium lead	Shewley Choudhury (Headteacher)
Governor / Trustee lead	Cari Burgess

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143.574
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£143.574 (£137.845, Including EYPP £5729)

Part A: Pupil premium strategy plan

Statement of intent

At Snape Wood Primary School, we are dedicated to motivating and inspiring all learners so they embrace challenge with resilience, show respect and collaborate well so they can achieve excellence: At Snape Wood Primary, we take PRIDE in all of our children; we firmly believe that children receiving Pupil Premium deserve the same life chances as their peers.

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 also consider the challenges faced by other vulnerable pupils, such as those who have a social worker and young carers. The action we have outlined in this statement is also intended to support their needs, regardless of whether they are dis-advantaged 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.

The challenges our disadvantaged pupils face varies across the school and our role as practitioners is to become an expert in these children. Interventions are led by pupil need, rather than label and we ensure that all staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses within their class and phase.

Well-being, self-belief and resilience are high on our priorities for our Pupil Premium children and so our Pupil Premium Pupils are assured the opportunity to attend all school visits and residential. They are prioritised when allocating certain extra-curricular activities including clubs, workshops and educational visitors. Discrete activities for Pupil Premium Pupils are also planned throughout the year in an attempt to offer them experiences, that they other-wise might not receive.

Ultimate objectives

- For all pupils to have high aspirations for the future
- To close the attainment gap between disadvantaged and non-disadvantaged pupils and ensure that disadvantaged pupils are given every chance to keep up with their peers.
- For all disadvantaged pupils in school to reach Age Related Expectation or Greater Depth at the end of Year 6

Achieving these objectives

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

This document includes a range of strategies in order to achieves these objectives. These include:

- Quality First teaching
- Additional teachers and TAs
- Small group/1:1 interventions and support
- Nurture Group Provision
- Forest schools
- Termly Data Tracking
- After School clubs and activities
- Parent Open Afternoons/Workshops/Consultations/Curriculum Stay and Play

Challenges

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

Challenge number	Detail of challenge
1	Poor literacy skills (phonics, reading and writing)
2	Low attainment on entry in EYFS
3	Retention – inability to retain prior learning – long term memory
4	Large proportion of PP pupils have SEN and SEMH (some children have behavioural difficulties or poor attitudes to learning which can impact on their learning or have the need for SEMH support before they are ready to learn)
5	Low attendance and persistent absenteeism
6	Lack of confidence and self-belief
7	The cultural Capital for our Disadvantaged pupils is known to be significantly less developed than that of other pupils nationally; Limited experiences beyond home life and immediate community

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
Accelerate progress and close the gap between disadvantaged and non-disadvantaged	Formative and Termly data meetings will show gap is closing Pupils will make (or exceed) expected progress PP whole school data sheet shows that the gap between PP and non-PP has closed in Maths, Reading and Writing
Develop language, phonics and reading skills	PP pupils will achieve end of year targets in phonics and reading – including early years Gap between PP and non-PP pupils closes
Progress in Writing	PP pupils will achieve end of year targets in Writing Gap between PP and non-PP pupils closes
Pupils in Early Years are supported to develop quickly their communication skills so that they can achieve Age related Expectations in PSED, CLL, Literacy - reading and writing and PD	Disadvantaged children in the EYFS achieve Good Levels of Development in line with national expectations.
More disadvantaged pupils exceed the standards expected for their age	HA PP pupils achieve end of year targets in Maths, Reading and Writing
Cultural Capital: Disadvantaged pupils access a range of social, cultural and enrichment activities	Pupils will have broader experiences and extended school opportunities linked to personal aspirations, with increased participation in enrichment activities.
Increase in parental engagement	Parents to be more actively involved and more informed in the learning process and thus support school to raise progress of pupils.
Improve emotional well-being and attitudes to learning, so that pupils have raised aspirations and know how to be successful	Pupils to have a broader experience with extended school opportunities linked to personal aspirations. Behaviour for learning has improved and children are able to self-regulate in order to achieve academically as well as emotionally.
Reduce the number of disadvantaged pupils who are persistent absentees	Attendance of disadvantaged pupils will be above 95%

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: £83,746

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning Lead: £59,250 <ul style="list-style-type: none"> To provide targeted learning support for pupils who are at risk of under-achieving Coach and mentor CT (ECT's) AFL and GAP Analysis – QFT. 	<p>According to the EEF 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' EEF – Teaching and Learning Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send</p> <p>EEF's Guide to The Pupil Premium</p> <p>Research suggests that the progress and attainment of disadvantaged pupils is impacted hugely by the quality of teaching they experience Sutton Trust report (2021)</p> <p>Improving the impact of teachers on pupil achievement</p>	1,2,3,4,6
Pupil premium Lead: DHT/HT <ul style="list-style-type: none"> to evaluate and monitor the impact of PP provision across school 	EEF's Guide to The Pupil Premium	All 1-6
Level 3 Teacher Assistant – EYFS - £24,496 (Stay and Play) To build early relationships with parents and prepare pupils for school setting	<p>'Babies and toddlers from poorer backgrounds have been disproportionately affected by the pandemic, with less access to books and outdoor space during lockdown than children growing up in wealthier families.' (study conducted in 2020 by researchers at five UK universities and funded by the Economic and Social Research Council)</p>	1,2
Staff CPD Programme: <ul style="list-style-type: none"> No Nonsense SSP The Write Stuff Rosenshein's Principles (T&L) SWIVEL – Peer to Peer Consultancy support RM&EYFS Subject specific networks (NST) White Rose Decodable Book Assessment B2 Assessment Tool 	<p>According the EEF's Guide to The Pupil Premium 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium'</p> <p>EEF 'Effective Professional Development', aims to help schools make sure that professional development is of the highest possible quality, and in turn, that it has the biggest possible impact on teaching practice and pupil outcomes.</p>	1,2,
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. (NTS, Shine, Mark)	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2

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

Budgeted cost: £47,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>No-Nonsense Phonics Programme: 1:1 keep up sessions and group reading practice sessions, coaching</p> <p>R, Y1 & Y2 1:1 Phonics Intervention</p>	<p>The EEF's Teaching and Learning Toolkit found that one to one intensive phonics supported pupils to catch up with their peers (+5 months)</p> <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Intervention Teacher (3 days PW): £23,400</p> <ul style="list-style-type: none"> Targeted support Y6 to accelerate progress of targeted dis-advantaged pupils <p>Intervention Teaching Assistant: £24,000</p> <ul style="list-style-type: none"> Targeted TA support in Years 5/6 and KS1 Phonics, to accelerate progress of targeted disadvantaged pupils. 	<p>According the EEF's Guide to The Pupil Premium 'There is strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students'</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3
Times Tables Rockstars for KS1 and KS2 children	This will improve mathematical fluency which is an area for development across school. Children will be able to use tablets to access this on a daily basis, they will have access to this before and after school.	1,3
Reading Solutions Intervention KS1 (Y2) and KS2 children	This will improve reading fluency and comprehension. Children will be able to apply their skills learnt in their daily lessons.	1,3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. (SCARF) SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4,6
Nurture Provision £10,000 and ELSA Counselling training TA	Pupils with emotional behaviours need additional support to address these needs alongside learning needs. Emotional wellbeing is key to supporting pupils learning According to the DfE Research Report: The impact of Behaviour and Wellbeing on Educational Outcomes "Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school.	4,6
Increase Parental engagement £0 <ul style="list-style-type: none"> Build home-school relationships through parent open afternoons and theme days Curriculum workshops: Reading, Decodable Books, TTRS, Maths Workshops SCARF CORAM parent workshops: RSHE/PSHE 	A survey conducted by NHS digital found that, 'Nearly 40% of 6 to 16-year-olds said they felt their mental health had got worse over lockdown.' To provide intergenerational and adult learning which supports parents to help their children Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regular read with their child and complete homework.	7
Lunch time support –Sports Ambassadors at lunch time and more resources to support play in non-structured times.	Children have been identified as having difficulties with making friends, playing with new friends and following instructions and rules. Some children don't have the opportunity to play with others outside of school or take part in extra-curricular clubs therefore these children are a priority.	4,6
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,4,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attendance impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment The British Psychological Society (2017) Behaviour Change: School attendance, exclusion and persistent absence. 'Children and young people at risk of future educational disengagement need to be identified at an early age, and their positive engagement with education effectively promoted and their attendance improved.'	4,7
Develop cultural capital of all pupils but especially disadvantaged pupils through offering a wide range of enrichment opportunities including: <ul style="list-style-type: none"> after-school clubs Music hub package School trips and residentials Visitors into school £30,000	Pupils benefit from working outdoors with others being introduced to a variety of experiences they may not experience at home. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk) EEF Toolkit "At the EEF we think enriching education has intrinsic benefits. We think all children, including disadvantaged pupils, deserve a well-rounded, culturally rich, education Research document DfE Research to understand successful approaches to supporting the most academically able disadvantaged pupils November 2018	7

Total budgeted cost: £171,146 (£27,572 School Budget)

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 to 2023 academic year.

Statutory assessment data for Foundation Stage, y1 and y2 phonics, y2 and y6 data.

EYFS Foundation Stage Good Level of Development	National	GLD	PP (12)	NPP (10)	GAP
% OF CHD ACHIEVING GLD	67%	45%	50%	40%	+10%

PP premium children outperformed the NPP. National PP GLD is 52.1%. So, school are broadly in line with National with a gap of -2.1%.

Phonics Y1	National	All (14)	PP (6)	NPP (8)	GAP
% OF CHD ACHIEVING	79%	43%	66.7%	25%	+41%

PP children had 1:1 phonics boosting and those that did not pass the Y1 phonics screening will have interventions in Y2. PP national is 66.9%. School PP is in line with a gap of -0.2%

KS1 Outcomes:	National	All (22)	PP (10)	NPP (12)	GAP (PP v NPP)
READING	68%	68%	70%	67%	+3%
WRITING	60%	59%	60%	58%	+2%
MATHS	70%	73%	80%	67%	+13%
COMBINED	56%	46%	50%	42%	+8 %

PP children outperformed NPP in RWM including combined.

KS2 Outcomes:	National	All (26)	PP (11)	NPP (6)	GAP (PP v NPP)
READING	73%	65%	58%	86%	-28%
WRITING	71%	65%	58%	86%	-28%
MATHS	73%	77%	74%	86%	-12%
GRAMMAR	72%	69%	63%	86%	-26%
COMBINED	59%	54%	42.1%	85.7%	-43.6%

PP pupils have been supported with attendance on school trips - a discount has been applied and, in some cases, the entire cost of the school trip has been financed.

Social Skills groups have attended Forest Schools provision at Bestwood Park for 12 weeks

In addition, school trips for the rest of school linked to the curriculum have been supported with funding from the pupil premium.

After School Clubs have been attended by PP children and a range of clubs were offered from Football to Arts and Crafts.

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
Times Table Rock Stars	TTRS (https://trockstars.com/)
SHINE Interventions	Rising Stars
NTS Assessments	Rising Stars
Big Maths	Andrell Education
My Maths	My Maths Education
The Write Stuff	Jane Considine – The Training Space
GREAT Project	NCC
DART	NCC

