

Pupil premium strategy statement: reviewed and updated November 2024

This statement details our school's use of pupil premium (and recovery 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

Detail	Data
School name	Snitterfield Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Rowena Silk (Headteacher)
Pupil premium lead	Rowena Silk (Headteacher)
Governor / Trustee lead	Charlotte Morgan (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,520 (24 FSM pupils) £2,570 (1 PLAC) £340 (2 service)
Total budget for this academic year	£38,770

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils are:

- That the attainment gap between disadvantaged and non-disadvantaged pupils is closed in terms of national, regional and internal school data.
- That disadvantaged pupils make at least nationally good rates of progress.
- That by full engagement in the curriculum disadvantaged children can develop their curiosity and love of learning, raise their personal resilience and beliefs in their abilities.

The key principles of our strategy plan and the way in which we aim to achieve our objectives are:

- To deliver high quality inclusive teaching and learning
- To develop a language and communication rich environment
- Maintain high expectations of all pupils in school
- Develop the use of data internally to ensure the effectiveness of interventions and where they are ineffective adjust our approach
- To develop consistent pedagogical approaches to teaching key skills across phonics, reading, writing and maths to enable pupils to build on prior learning
- Prioritise spending towards improving attainment in English and Maths. This may be through pre-teaching, quality teaching and learning or interventions or a combination of all three
- Ensure that disadvantaged pupils can access the broad and balanced curriculum school has developed
- To develop independence in learners through metacognition and cognitive load

Challenges

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

Challenge number	Detail of challenge
1	Overcome the barriers associated with Special Educational Needs and Disabilities (SEND) which impact on the ability of pupils to access the learning, reach age related expectations or make at least good progress in reading, writing and maths
2	Inconsistent parental support at home

3	To narrow the attainment gap across reading, writing and maths between all pupils
4	Overcome social, emotional and mental health issues which may impact pupils' ability to develop resilience and positive learning behaviours
5	Lack of participation in full curriculum for financial reasons (inability to fund school trips, music lessons etc)

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: £ 23,027.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils with SEND will have a termly Personalised Learning Plan (PLP) to highlight targeted interventions in place to close gaps in attainment and progress</p> <p><i>Costs: 62% SEND Supported SLA £2,277 Educational Psychologist: £2,120 22% of general TA in class support budget £16,436.49</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority.</p> <p>EEF SEN in mainstream schools</p> <p>EEF – teaching assistant interventions (+ 4 months)</p> <p>EEF – small group tuition (+ 4 months)</p> <p>EEF – social and emotional learning (+ 4 months)</p>	1, 3
<p>Additional Classroom based support for KS1 to improve outcomes for pupils.</p> <p><i>Costs: 50% TA for 1 hour every afternoon £2019.23</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority.</p> <p>Teaching Assistant interventions +4 months progress</p>	1,3,4
<p>Quality first teaching in place. Access to broad range of CPD through membership of National College.</p> <p><i>Costs: Membership fee £881</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority.</p>	1,3,4
<p>Quality first teaching in place. Deliver CPD in relation to teaching phonics consistently across school including in KS2 where phonic knowledge is not secure.</p> <p><i>Cost to support training and implementation:</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority.</p> <p>Phonics EEF +5 months progress</p> <p>EEF Preparing for Literacy – developing children's early reading</p>	1, 2, 3

<i>Cost: 22% of annual subscription and training £175.02</i>		
CPD delivery to develop a school specific approach to teaching reading (including comprehension and vocabulary understanding) <i>English Subject Leader accessed through Literacy Curriculum: no additional cost to school</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority. Reading comprehension strategies EEF +6 months progress	1, 2, 3
CPD delivery <i>Emotion Coaching and Restorative Practice</i> <i>Cost: no cost to school</i>	Metacognition and self-regulation EEF +7 months progress	1, 4

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

Budgeted cost: £ 8,884.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs employed across school in afternoons to deliver targeted interventions <i>Cost: 5 x 1hour long sessions 3x 2hour long sessions total of 11 hours £8,884.59</i>	Small group tuition EEF +4 months progress TA responsible for targeted interventions via small groups for reading, spelling and maths across KS2 supporting PP children	2, 3

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

Budgeted cost: £4,370.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>PP pupils access full broad and balanced curriculum</p> <p><i>School trips subsidy approx. £16.25 per trip per pupil, 2 trips annually £780</i></p> <p><i>Peripatetic music lessons £259.68 per child (2 pupils)</i></p> <p><i>Whole school panto trip (24 pupils £14 each) £336</i></p> <p><i>Transport to swimming lessons (20x£31.50) £630</i></p>	<p>EEF – Arts participation +3 months progress</p> <p>EEF – Physical Activity +1 months progress</p>	4
<p>1:1 mentoring provided by external mentors</p> <p><i>Cost: 6 sessions of 1 hour delivered for 3 children at £30 per session</i></p> <p><i>Total £540</i></p>	<p>EEF - Social and emotional learning +4 months progress</p> <p>Interventions which aim to improve the social and emotional interactions and relationships of pupils rather than focusing on the academic aspect of learning.</p>	4
<p>Small group work to support mental wellbeing teacher deployed for one afternoon a week to deliver intervention sessions</p> <p><i>Cost: £1825</i></p>	<p>EEF - Social and emotional learning +4 months progress</p> <p>Interventions which aim to improve the social and emotional interactions and relationships of pupils rather than focusing on the academic aspect of learning.</p> <p>Interventions may include aspects of pupils working together and alongside peers, teachers, family members and the wider community. The interventions may focus on language for thinking and social skills and strategies to help children with ASC or ADHD</p>	4

Total budgeted cost: £ 36,283.01

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 2023-2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has published key stage 2 school performance data for 2023.

Year group	Reading	Writing	Maths
Reception	ELG Achieved	Achieved	Achieved
Child A			
1	EOY SS NFER test	Teacher Assessment	EOY SS NFER test
Child B	114	EXS	120
Child C	102	EXS	104
2	2023 OPTIONAL SATS	Teacher Assessment	2023 OPTIONAL SATS
Child D	113	EXS	112
Child E	WTS	WTS	WTS
Child F	Pre KS Standard 3	Pre KS Standard 2	Pre KS Standard 3
Child G	104	WTS	108
Child H	105	EXS	104
3	EOY SS NFER test	Teacher Assessment	EOY SS NFER test
Child I	134	GDS	112
Child J	Pre KS Standard 5	Pre KS Standard 5	Pre KS Standard 5
Child K	Pre KS Standard 5	Pre KS Standard 4	Pre KS Standard 4
Child L	118	EXS	122
Child M	102	EXS	104
Child N	Pre KS Standard 6	WTS	Pre KS Standard 6
4	EOY SS NFER test	Teacher Assessment	EOY SS NFER test
Child O	137	EXS	127
Child P	86	Pre KS Standard 6	90
Child Q	102	WTS	108
Child R	Pre KS Standard 5	Pre KS Standard 5	Pre KS Standard 5
Child S	Pre KS Standard 5	Pre KS Standard 4	Pre KS Standard 6
Child T	117	WTS	103
5	EOY SS NFER test	Teacher Assessment	EOY SS NFER test
Child U	114	EXS	GDS
Child V	WTS (Y3)	WTS (Y3)	WTS (Y3)
Child W	86	EXS	EXS

6 Child X	2023 KS2 SATS 95	Teacher Assessment WTS	2024 KS2 SATS 98
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42% (10/24) of the pupils who qualified for pupil premium funding met end of year ARE combined across reading, writing and maths.

54% (13/24) of the pupils who qualified for pupil premium funding met end of year ARE in reading.

46% (11/24) of the pupils who qualified for pupil premium funding met end of year ARE in writing.

61% (14/23) of the pupils who qualified for pupil premium funding met end of year ARE in maths.

The progress of pupils across school was monitored closely and assessment points used at the end of each term. Scaled scores were used to assess reading through NFER tests. Maths was assessed using NFER tests. At the end of the year end of key stage SAT papers were used.

School used the expertise of Send Supported through a SLA and visiting educational phycologists to support the assessment of pupils with specific learning difficulties and the development of procedures and routines to support their inclusion and maximise their progress and attainment.

Wellbeing and emotional support was given to the pupils who were in need. Each class followed the Coram Scarf PSHE programme to encourage pupils to talk and understand their reactions to the situations they found themselves in. Where additional support was required local mentors and staff known to the pupils (including the Mental Health leader) supported individuals and small groups of pupils.

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
N/A	

Service pupil premium funding N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Included in figures above
What was the impact of that spending on service pupil premium eligible pupils?	Included in figures above