



# 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

Detail	Data
School name	Snape Wood Primary School
Number of pupils in school	117 (F2 to Y6) 12 F1 (PT)
Proportion (%) of pupil premium eligible pupils	78 chn = 61%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 (Year 1)
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Nicky Bridges (Interim Executive Headteacher)
Pupil premium lead	S Choudhry
Governor / Trustee lead	C Burgess

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£113,490</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### **Pupil Premium at Snape Wood**

At Snape Wood Primary School, we are dedicated to motivating and inspiring all learners so they embrace our PRIDE values so they can achieve excellence; we firmly believe that children receiving Pupil Premium deserve the same life chances as their peers.

We strive to ensure that the children achieve to the best of their ability and any gaps in learning due to social or financial circumstances are recognised and closed. All staff responsible for teaching and learning understand the importance of this support. We aim that pupil premium provision encompasses high-quality, first class teaching; specific interventions; access to trips; support from our school ELSA; and access to Breakfast Club / After School Clubs. Closing the attendance gap between PP eligible and non-PP eligible children is also a focus for the school after the significant impact of Covid on positive attendance habits.

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 year group.

### **Ultimate objectives**

- For all pupils to have high aspirations for the future
- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to reach Age Related Expectation or Greater Depth at the end of Year 6

### **Achieving these objectives**

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

- Quality First teaching
- TA Support
- Small group interventions
- 1:1 support
- ELSA support
- Breakfast Clubs
- Trips, wider opportunities and whole school theme days
- Forest School Access
- Termly data tracking
- Parent open afternoons / workshops

## 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 into EYFS
3	Retention of prior learned knowledge
4	Large proportion of PP pupils have SEN and SEMH
5	Low attendance and persistent absenteeism
6	Lack of confidence and self-belief
7	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	Termly data meetings will show gap is closing Pupils will make (or exceed) expected progress PP whole school data pack tracks PP / Non PP attainment and progress as a vulnerable group.
Pupils in Early Years are supported to develop quickly their communication skills	EYFS pupils attain GLD
Develop language, phonics and reading skills	PP pupils will achieve end of year targets in phonics and reading 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
More disadvantaged pupils exceed the standards expected for their age	HA PP pupils achieve end of year targets in Maths, Reading and Writing
Disadvantaged pupils access a range of social, cultural and enrichment activities	Pupils will have broader experiences and extended school opportunities linked to personal aspirations
Improve emotional well-being and attitudes to learning, so that pupils have raised aspirations.	Behaviour for learning is improved and children are able to self-regulate in order to achieve academically as well as emotionally
Increase opportunities for parental engagement	Parents to be more actively involved and more informed in the learning process

Reduce the amount of disadvantaged pupils who are persistent absentees	Attendance of disadvantaged pupils will be above 94%
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Activity in this academic year. This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £61,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>PP Lead / Teaching and Learning Lead</b>  <i>To evaluate and monitor the impact of PP provision across the school</i></p> <p>£30,500</p>	<p>Pupil Premium needs to be a collective responsibility and led effectively.</p> <p><b><u>Addressing Educational Disadvantage in Schools and Colleges, The Essex Way (2021)</u></b> states, <i>'Ensuring a common understanding of the strategy, and how to execute it, across the school community is key to success.'</i></p> <p><i>'Strategies to address disadvantage should align with wider school development plans.'</i></p>	all
<p><b>L3 TA Support in Y6 / EYFS</b>  <i>To accelerate progress of pupils and provide targeted support for pupils who are at risk of underachieving</i></p> <p><i>To build early relationships with parents and prepare pupils for school setting</i></p> <p>£23,900</p>	<p>TA support in EYFS and Year 6 supports to accelerate progress in KS2 and closed the PP and non PP gap.</p> <p><i>'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.'</i> (<a href="#">study conducted in 2020 by researchers at five UK universities and funded by the Economic and Social Research Council</a>)</p>	1, 2, 3, 6
<p><b>Teacher CPD Programme</b>  e.g. PEIA teaching sequence CPD, NST Subject Networks</p> <p>£7,080</p>	<p>According the <b><u>EEF's Guide to The Pupil Premium</u></b> <i>'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'</i></p>	1, 2, 3, 4

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

Budgeted cost: £27,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Year 1 &amp; 2 1:1 Phonics Intervention (pms)</b>  £5670	Dec 2024 – 8/10 not on track to pass phonics screening test March 2022 – 4/10 not on track to pass phonics screening test	1
<b>No Nonsense Phonics CPD (Phonics Lead)</b> <i>Herts Fluency CPD</i>  £21,000	The <a href="#">EEF's Teaching and Learning Toolkit</a> found that one to one intensive phonics supported pupils to catch up with their peers (+5 months)  According to the <a href="#">EEF's Guide to The Pupil Premium</a> 'There is strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students'	1, 3
<b>TT Rockstars and focus on mathematical fluency</b>  £540	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.	3

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Breakfast Club</b> <i>(provides a free breakfast and learning support)</i>  £1,264	Research shows that breakfast consumption in children has been found to: <ul style="list-style-type: none"> <li>• Improve cognitive function, particularly memory, attention and executive function</li> <li>• Improve academic performance, including school grades and achievement test scores</li> <li>• Increase on-task behaviour in the class</li> </ul>	2, 5, 6
<b>After School Clubs</b>	Research carried out by the Nuffield Foundation found that taking part in after school	2, 3, 6

£2096	clubs is thought to have a range of positive benefits. These include providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, providing opportunities to socialise, as well as opportunities for relaxation	
<b>Attendance Improvement Officer (AH)</b>  £9180	Attendance impacts on attainment.  <a href="#">The British Psychological Society</a> (2017) Behaviour Change: School attendance, exclusion and persistent absence. <i>'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.'</i>	5
<b>Funded trips F2-Y6</b>  £2,500	Many of our pupils have limited experiences beyond the classroom	7
<b>ELSA (x4 afternoons a week)</b>  £7,000	Nurture is paramount to children at Snape Wood.  A survey conducted by <a href="#">NHS digital</a> found that, <i>'Nearly 40% of 6 to 16-year-olds said they felt their mental health had got worse over lockdown.'</i>	4, 6
<b>Forest Schools – access to Bulwell Forest Garden – LA led initiative to support chn</b>  £400	According to the Forest Schools Association, research highlights the benefits of forest learning on childhood development and wellbeing. Studies have suggested attending these sessions can improve a child's confidence, social and communication skills, motivation and concentration levels.	7
<b>GREAT Project / DAART Project</b> £1080	We know children at Snape Wood have increased exposure to DV – see low self esteem within parental role models. These projects combat these barriers to emotional resilience and support the whole school community have a greater awareness of mental health / approaches to self confidence.	6, 7
<b>SCARF led workshops across school and free parental workshops.</b> £480		6, 7

**Total budgeted cost: £113,490**

## 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 to 2024 academic year.

### SW data

#### EYFS

% of 11 chn achieving GLD	46%
PP & ARE	33%
Non PP @ ARE	100%
PP (9 pupils) / Non PP gap	-54%

#### KS1 Phonics Screening check

% of 22 chn passed	80%
PP & ARE	73%
Non PP @ ARE	85%
PP (15 pupils) /Non PP gap	-12%

#### KS2

% of 26 chn combined Maths, Reading, Writing	62%
PP & ARE	60%
Non PP @ ARE	64%
PP (15 pupils) /Non PP gap	-4%



## 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*

<b>Programme</b>	<b>Provider</b>
Times Table Rock Stars/Numbots	TT Rockstars
Dojo	Dojo