

# Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Snarestone CE Primary School
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	11% (8 pupils) 5 FSM / 2 LAC / 1 SVS
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	August 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Tim Jewitt
Pupil premium lead	Tim Jewitt
Governor / Trustee lead	Tom Ashby

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,065.00
Recovery premium funding allocation this academic year	unknown at time of report
School-led tutoring grant allocation	unknown at time of report
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£12,065.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

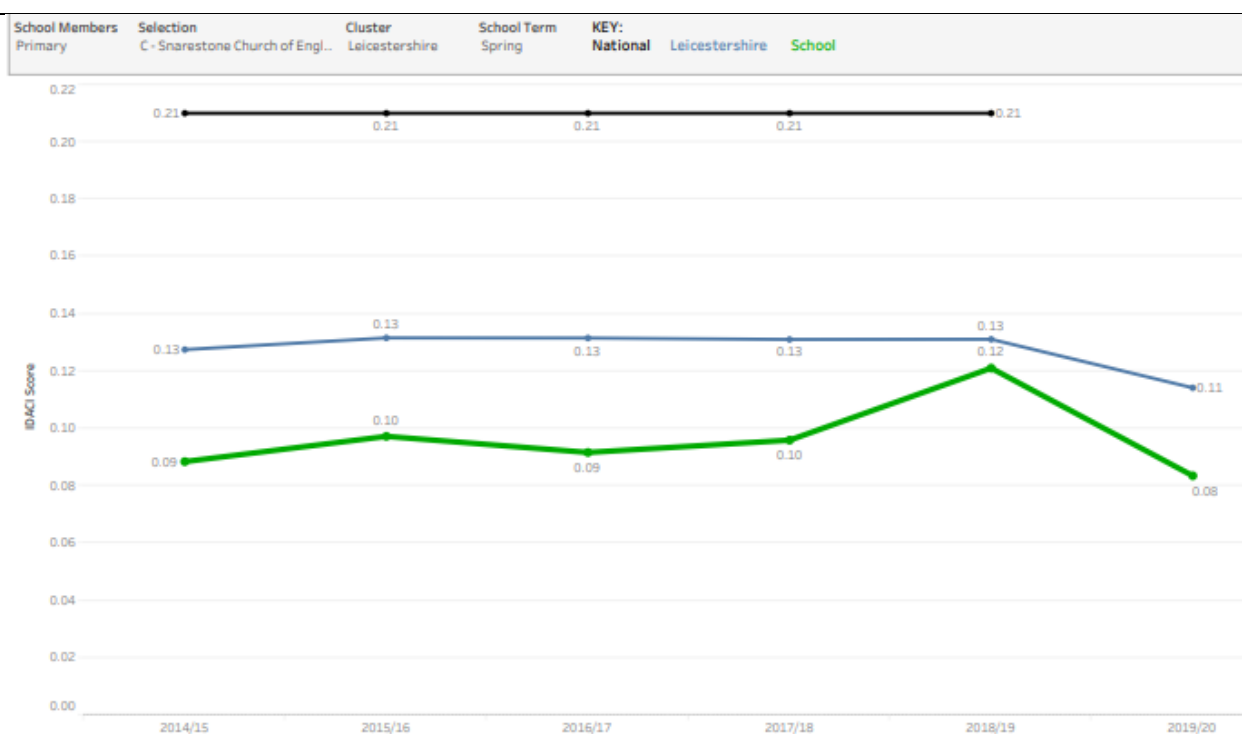
We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Demography and School Context

- Snarestone Primary School is a very small, rural village primary school in the heart of Snarestone village. We currently have 71 pupils on roll split between 3 classes.
- Only a very small percentage of the pupils that attend the school come from Snarestone village itself (6.6%). Most come from a wide local area, most notably from Measham.
- Nearly all of our pupils are white British (97.2%)
- We have low deprivation - only 4.5% are entitled to free school meals (compared to 13.7% nationally), and we only have 8 pupils who are in receipt of pupil premium funds (11%)
- 7% of our pupils have a special educational need – this is below the national average of 14.6%. One of our pupils has an EHCP.
- We have had no exclusions in the last four years and our attendance is generally good
- Deprivation is low overall, with a current deprivation index score of 0.08. The trend, as well as a comparison to Leicestershire and National levels, is indicated by the following map:



### Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age-related expectation at the end of Year 6

### Achieving These Objectives

The range of provision we consider for this group includes:

- To reduce class sizes for targeted groups, thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'intervention Teaching Assistant' - providing small group work with an experienced TA focussed on overcoming gaps in learning
- To provide 1-1 support and/or additional teaching and learning opportunities provided through trained LSAs or external agencies
- To ensure that all our work through the pupil premium is aimed at accelerating progress, moving children to at least age-related expectations.
- To ensure that pupil premium resources are used to target able children on Free School Meals to achieve and exceed age-related expectations
- To support the transition to secondary, and transitions internally and into EYFS
- To pay for some activities, including educational visits, residentials and extra-curricular opportunities
- To support the funding of specialist learning software
- To allow children to learn a musical instrument
- To support pupil wellbeing, including mental health, behaviour and nurture support
- To support pupils and parents to ensure that attendance and punctuality meets the school target

*This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.*

## Challenges

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

Challenge number	Detail of challenge
1	Reading fluency and acquisition of phonics
2	Attainment in maths
3	Language and communication skills
4	Mental health and wellbeing
5	Attendance and punctuality
6	Extra-curricular opportunities

## 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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve expected standard in Phonics Screening
Attendance	Ensure attendance of disadvantaged pupils meets school target of 97%

## 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: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Single-year teaching for all maths lessons</p> <p>Engagement with the Maths Mastery programme</p> <p><i>Through use of Intervention Teaching Assistant (4xmornings)</i> £6500</p>	<p>Internal data shows that there remains a number of gaps across the school in maths.</p> <p>Maths is best taught within year-groups in order to achieve mastery, as set out in the National Curriculum and through White Rose Maths. This also enables for smaller classes for maths lessons which will enable greater targeted support and immediate intervention where it is needed.</p> <p>This is also supplemented by continued engagement with the Maths Mastery in Number programme for Years R/1/2.</p>	2
<p>Separate Reception, Year 1 and Year 2 groups for phonics, maths and reading comprehension</p> <p><i>Newly-created HLTA position funded from school budget but benefits disadvantaged pupils in R/1/2</i></p> <p><i>Purchase of Primary Stars maths scheme, KS1 – from school budget subscriptions</i></p>	<p>The phonics, maths and reading programmes that we have are designed to be used in single year groups, and are far more effective in discrete years.</p> <p>Smaller group sizes will help us to provide more focused, targeted support and interventions. Reception pupils will be able to work away from the rest of the cohort in a EYFS learning environment, and have targeted early phonics teaching.</p>	1, 2, 3, 4

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

Budgeted cost: £4412.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 intervention before school</p> <p><i>Timetable to be created; £1300 (for 3 PP children)</i></p> <p><i>'Ready, set, go' to identify gaps £100</i></p>	<p>Before-school interventions for targeted pupils who are below ARE for reading and maths, and also whose punctuality is causing concern. This daily intervention will target key gaps in their learning, enable daily reading to boost fluency, and ensure that they are in school on-time.</p>	1, 5
<p>Speech and language intervention for targeted pupil</p> <p><i>Use of Language for Thinking materials; 1:1 support as part of before-school intervention as detailed above</i></p>	<p>Focused 1:1 support for an hour a week, for a child who is causing concern with communication.</p>	3
<p>Targeted 1:1 reading &amp; intervention</p> <p><i>Provided by Intervention Teaching Assistant 9:00-9:45 Mon-Thurs £2000</i></p>	<p>A key area for development from our most recent Ofsted inspection. Focus on the bottom 20%, including all disadvantaged pupils. Monitoring data shows that some of our lower attaining pupils need to develop greater reading fluency.</p>	1
<p>Reading dog to motivate targeted readers</p> <p><i>One day per week; timetable to be produced. Costs; £150</i></p>	<p>School dogs have been proven to help develop students' reading skills, improve behaviour, attendance and academic confidence, as well as increasing student understanding of responsibility and develop empathy and nurturing skills.</p>	1, 5
<p>Reading workshops with Gareth Baker; Nessy phonics intervention</p> <p><i>Gareth Baker visits - £600 for whole year</i></p> <p><i>Nessy subscription - £262.50</i></p>	<p>Pupil discussions and surveys shows that lowest-attaining and disadvantaged pupils struggle to name a favourite book or any authors. Reading workshops by Gareth Baker, together with engagement with the Reading Patrons initiative, helps to raise the profile of reading and raise aspirations and capital for our disadvantaged pupils.</p> <p>Targeted pupils use Nessy to support them in their acquisition of phonics, and their development of reading fluency (they also require headphones to access Nessy).</p>	1

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

Budgeted cost: £1152.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA training/networks and resources</p> <p><i>Not directly funded through PP but will benefit all disadvantaged pupils</i></p>	<p>Several children have been directly or indirectly affected by Covid, which has had a negative impact on some pupils' mental health and wellbeing. Therefore, it has been necessary to train an LSA to be an ELSA at the school.</p>	4
<p>Extra-curricular activities</p> <p><i>Swimming and residential visits - £500</i></p> <p><i>Music tuition - £180 (piano)</i></p> <p><i>Dance/other sports - £180</i></p>	<p>Taking part in extra-curricular activities will lead to a positive impact on pupils' mental health and wellbeing, as well as their physical health. This leads to greater aspiration, develops capital and leads to higher academic standards.</p> <p>Our disadvantaged pupils are offered the opportunity to learn an instrument and to have some extra-curricular activities funded or part-funded.</p>	4, 6
<p>Subscriptions</p> <p><i>Times Tables Rock Stars – from main budget</i></p> <p><i>Numbots – from main budget</i></p> <p><i>Storytime - £76</i></p>	<p>Subscriptions are targeted at the needs of disadvantaged pupils, but benefit all children. Our pupils' times tables acquisition by Year 4 is quite low for many, so the purchase of subscriptions for TTRS and Numbots aims to close this gap.</p> <p>Storytime magazine is a monthly magazine for a targeted pupil in order to develop a love of reading, raise aspiration and develop reading capital.</p>	1, 2
<p>Children's Attendance Welfare Service (CAWS)</p> <p><i>£150 is budgeted, although this depends on the case-load</i></p>	<p>CAWS supports pupils, families and the school to increase attendance for targeted individuals. This will then have a positive impact on pupil wellbeing and academic progress and attainment.</p>	5
<p>Uniform</p> <p><i>£66.50 is budgeted, although the total will depend on need as the year progresses</i></p>	<p>Supporting disadvantaged pupils to be able to wear school uniform increases self-esteem and pride, which has a direct impact on wellbeing and academic progress.</p>	4

**Total budgeted cost: £12,065**

## 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 2020 to 2021 academic year.

<i>Data impact of pupil premium activity on reading and maths:</i>				
	PIRA Reading Baseline SS	PIRA Reading End of Year SS	PUMA Maths Baseline SS	PUMA Maths End of Year SS
Pupil A	119	107	96	95
Pupil B	117	117	124	119
Pupil C	n/a	KS2 SATs – scaled score 88	n/a	KS2 SATs – scaled score 90
Pupil D	EYFS – not achieved GLD	71	EYFS – not achieved GLD	91
Pupil E	EYFS – not achieved GLD	88	EYFS – not achieved GLD	92
Pupil F	96	93	78	92
Pupil G	117	111	109	120
Pupil H	EYFS – achieved GLD			

### 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
TTRS	Maths Circle
Nessy	Nessy Learning
Numbots	Maths Circle
EdShed	Literacy Shed



Animaphonics	Animaphonics
Purple Mash	Purple Mash
White Rose Maths	White Rose Maths
Power of Reading	CLPE
Ready, Check, Go	Rising Stars
Primary Stars	Primary Stars Education