

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	68
Proportion (%) of pupil premium eligible pupils	12% (8 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
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	£9035.00
Recovery premium funding allocation this academic year	£2000.00
School-led tutoring grant allocation	£405.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£11,440.00

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”.

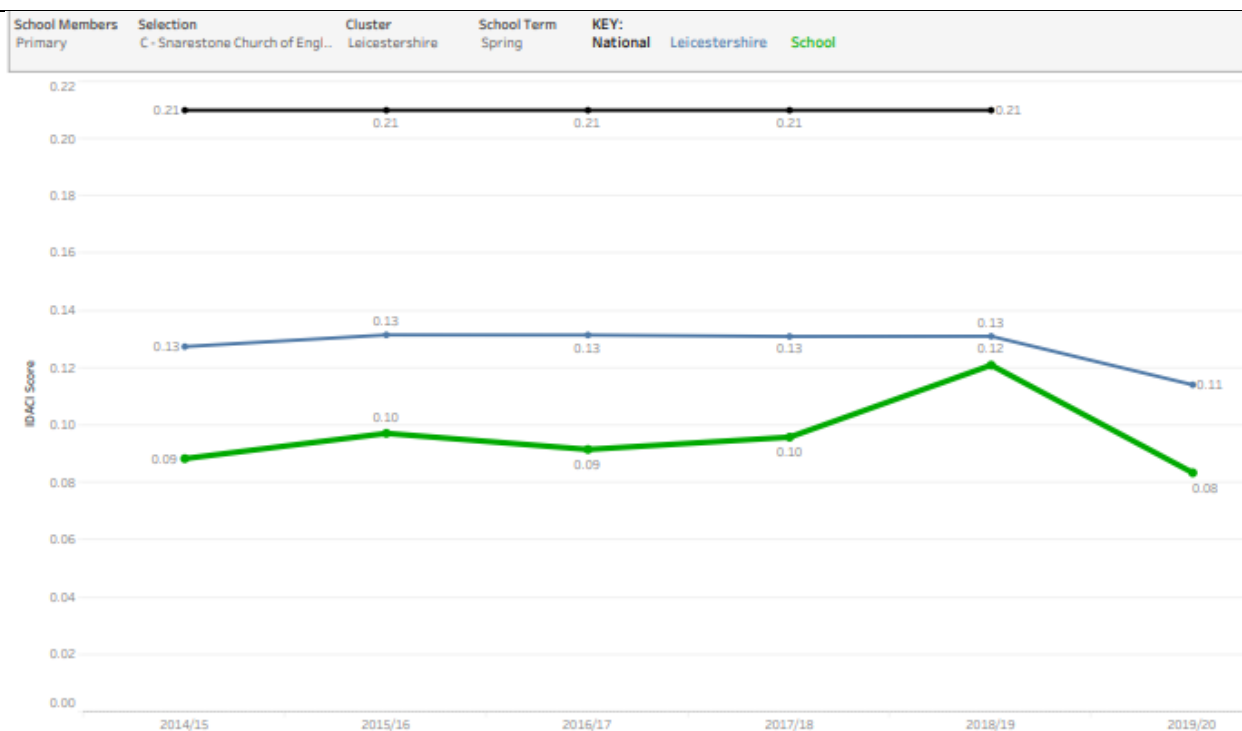
We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

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 means 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 68 pupils on roll split between 3.5 classes. We also have Cygnets Pre-School on-site which is managed by the governing board
- 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 (98.6%)
- 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 (12%)
- 12% of our pupils have a special educational need – this is below the national average of 14.6%. Two of our pupils have an EHCP, and one receives top-up funding
- 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 'Catch-up 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: £4732

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 (full-funded)</p> <p><i>Through use of Catch-Up Teaching Assistant (mornings)</i></p> <p>£4732</p>	<p>Internal data shows that there are several gaps across the school in maths, as a direct impact of Covid and school closures.</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 lesson which will enable greater targeted support and immediate intervention where it is needed.</p> <p>This is also supplemented by full engagement with the Maths Mastery in Number programme for Years R/1/2.</p>	2
<p>Separate Year 2 class for mornings</p> <p><i>Funded from school budget but benefits disadvantaged pupils in R/1/2</i></p>	<p>Internal data shows that our 56% of our Year 2 class are below age-related expectations, and there are some significant gaps in reading, writing and maths. This is also the year group that have been most affected by Covid due to not completing either their Reception year or Year 1.</p> <p>A straight Year 2 class also enables us to have a Year R/1 class in the mornings – the smaller class size will help us to provide more focused, targeted support and interventions.</p>	1, 2, 4

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

Budgeted cost: £5545

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 intervention before school	Before-school interventions for targeted pupils who are below ARE for reading and maths,	1, 5

£3600 (for 2 PP children)	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.	
Speech and language intervention for targeted pupil <i>Purchase of Language for Thinking resource - £36; 1:1 support as part of before-school intervention as detailed above</i>	Focused 1:1 support for an hour a week, for a child who is causing concern with communication. This meant that they did not achieve a good level of development at the end of EYFS.	3
Targeted 1:1 reading <i>Provided by Catch-Up Teaching Assistant 9:00-9:15 Mon-Thurs</i>	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.	1
Maths interventions until Easter (Year 3) <i>Catch-Up Teaching Assistant - £792.50 for 3 hours/week</i> <i>Purchase of Power of 2 for a targeted pupil - £19</i>	End of year and baseline data shows that the current Year 3 cohort have some significant gaps in their maths knowledge. This additional targeted teaching will enable small groups to have an additional 30 minutes maths lesson three times a week, focused on either pre-teaching, recapping previous learning or using the Ready to Progress materials to fill gaps in their mathematical understanding. Daily Maths Mastery work will also take place 3-4 times a week for 10 minutes for targeted pupils (using Yr2 Maths Mastery materials).	2
Reading workshops with Gareth Baker; Nessy phonics intervention; purchase of e-readers; purchase of headphones <i>Gareth Baker visits - £600 for whole year</i> <i>Nessy subscription - £262.50</i> <i>Headphones - £35</i> <i>E-readers (x2) - £200</i>	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. 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). E-readers (with content loaded on) will reading raise aspirations and capital for targeted pupils, leading to greater fluency.	1

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

Budgeted cost: £1163

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA training</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 is 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 - £300</i></p> <p><i>Music tuition - £240 (piano)</i></p> <p><i>Dance tuition - £200</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 - £100</i></p> <p><i>Numbots - £77</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>£120 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>£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: £11,440

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.

Data impact of pupil premium activity on reading and maths:

	PIRA Reading Baseline SS	PIRA Reading End of Year SS	PUMA Maths Baseline SS	PUMA Maths End of Year SS
Pupil A	n/a	n/a	Not at GLD	Not at GLD
Pupil B	n/a	n/a	Not at GLD	Not at GLD
Pupil C	97	119	88	96
Pupil D	81	96	88	78
Pupil E	115	117	108	126
Pupil F	98	121	114	109
Pupil G	85	104	91	92

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

Service pupil premium funding

Measure	Details								
How did you spend your service pupil premium allocation last academic year?	Emotional health support through weekly social group (30 mins/week); anger management work.								
What was the impact of that spending on service pupil premium eligible pupils?	<p>Identified pupil has a broader range of strategies for dealing with social/emotional difficulties and when controlling anger.</p> <p>Data impact for reading and maths:</p> <table><tr><td>PIRA Reading Baseline SS</td><td>PIRA Reading EoY SS</td><td>PUMA Maths Baseline SS</td><td>PUMA Maths EoY SS</td></tr><tr><td>97</td><td>119</td><td>88</td><td>96</td></tr></table>	PIRA Reading Baseline SS	PIRA Reading EoY SS	PUMA Maths Baseline SS	PUMA Maths EoY SS	97	119	88	96
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