

# Pupil premium strategy statement: Snarestone CE Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	13% (11 pupils) 7 FSM / 3 LAC / 1 SVS
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Tim Jewitt
Pupil premium lead	Tim Jewitt
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5820.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£5667.00 (£2153.00 pooled by Rise MAT)

# 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 75 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%)
- 18% of our pupils have a special educational need – this is broadly in line with the national average of 17.3%. None of our pupils currently has an EHCP.
- We have had one suspension and no permanent 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.

### 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:

- Carefully-planned interventions and/or tutoring for targeted individuals and groups
- 1-1 support and/or additional teaching and learning opportunities provided through trained LSAs or external agencies
- Ensuring that all our work is aimed at accelerating the progress of disadvantaged pupils, moving them to at least age-related expectations.
- Ensuring that pupil premium resources are used to target able children on Free School Meals to achieve and exceed age-related expectations
- Supporting the transition to secondary school, and transitions internally and into EYFS
- Paying for some activities, including educational visits, residentials and extra-curricular opportunities
- Supporting the funding of specialist learning software
- Allowing children to learn a musical instrument
- Supporting pupil wellbeing, including mental health, behaviour and nurture support
- Supporting 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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time
Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.

## 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: £2153.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.	Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.  Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.  <a href="#">EEF Effective Professional Development Guidance Report</a>  <a href="#">Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</a>	1, 2, 3
Provide instructional coaching for all teachers, delivered by experienced	Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.  The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.	1, 2, 3

	<a href="#">Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</a> <a href="#">Putting Evidence to Work – EEF</a> <a href="#">What is Instructional Coaching – Ambition Institute</a>	
Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p><a href="#">The Great Teaching Toolkit: Evidence Review – Evidence Based Education</a></p>	1, 2, 3
To identify a pupil premium champion in school to lead on raising attainment strategically.	<p>Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/">https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</a></p>	1, 2, 3

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

Budgeted cost: £2900.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shine interventions	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: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	1, 2, 3
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	1, 2, 3

1:1 intervention/tutoring before school	Before-school interventions for targeted pupils who are below ARE for reading, and also whose punctuality is causing concern. This intervention will target key gaps in their learning, enable daily reading to boost fluency, and ensure that they are in school on-time.	1, 5
Targeted 1:1 reading	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
Reading workshops with Gareth Baker; Nessy phonics intervention; purchase of e-readers; purchase of Storytime Magazine	<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> <p>E-readers (with content loaded on) will reading raise aspirations and capital for targeted pupils, leading to greater fluency.</p>	1

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

Budgeted cost: £2767.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training/networks and resources	Since Covid, 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.	4
Extra-curricular activities <i>Swimming</i> <i>Trips and residential visits</i> <i>Music tuition/workshops</i> <i>Dance tuition</i> <i>Panto</i> <i>Warning Zone</i>	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. Our disadvantaged pupils are offered the opportunity to learn an instrument and to have some extra-curricular activities funded or part-funded.	4, 6

<p>Subscriptions</p> <p><i>Times Tables Rock Stars</i></p> <p><i>Numbots</i></p> <p><i>Storytime Magazine</i></p> <p><i>Edshed</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>Mental Health external counselling</p> <p><i>Instacoach</i></p>	<p>Instacoach supports targeted pupils, families and the school to improve the mental health and wellbeing for targeted individuals. This will then have a positive impact on academic progress and attainment.</p>	5
<p>Uniform</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
<p>Warning Zone</p>	<p>Warning Zone is an interactive experience deigned to immerse pupils in scenarios to support their understanding of keeping safe, including in the virtual world.</p>	4
<p>Breakfast Club</p>	<p>Payment for Kids Cabin breakfast club to ensure pupils are in school on time and have a daily breakfast.</p>	4, 5

**Total budgeted cost: £7820 (inc. £2153 pooled from Rise MAT)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<i>Data impact of pupil premium activity on reading and maths:</i>				
	PIRA Reading Autumn Term 2022 SS	PIRA Reading End of Year 2023 SS	PUMA Maths Autumn Term 2022 SS	PUMA Maths End of Year 2023 SS
Pupil A	110	110	93	100
Pupil B	123	130	121	107
Pupil C	88	81	88	87
Pupil D	KS2 SATs – 109 (Expected Standard)		KS2 SATs – 106 (Expected Standard)	
Pupil E	93	80	90	85
Pupil F	106	98	79	97
Pupil H	95	105	113	105
Pupil I	EYFS – did not achieve GLD			
Pupil J	EYFS – achieved GLD			

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
TTRS	Maths Circle
Nessy	Nessy Learning
Numbots	Maths Circle
EdShed	Literacy Shed