

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	66
Proportion (%) of pupil premium eligible pupils	18% (12 pupils) 10 FSM / 1 LAC / 1 SVS
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£21,160
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£2,666.20 to spend (£7829 pooled by Trust) (£10,664.80 allocated to staffing)

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 66 pupils on roll split between 3 classes.
- Only a very small percentage of the pupils that attend the school come from Snarestone village itself. Most come from a wide local area, most notably from Measham.
- Nearly all of our pupils are white British.
- 10 out of 66 pupils (15%) are entitled to a Free School Meal (25.7% national data).
- 17 out of 66 pupils (25%) are on the SEND register (18.4% national data). Two children (3%) have an EHCP (5.3% national data).
- We have had eight suspensions and no permanent exclusions in the last four years.
- Attendance overall is in line with national data, although there is a gap growing in the attendance data of Pupil Premium vs Non-Pupil Premium.
- Deprivation is low overall.

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	Transcription – handwriting & spelling
4	Language and communication skills
5	Mental health and wellbeing
6	Attendance and punctuality
7	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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7829 (*pooled centrally for staffing*)

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. EEF Effective Professional Development Guidance Report Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust	1, 2, 3, 4
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, 4

	Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD Putting Evidence to Work – EEF What is Instructional Coaching – Ambition Institute	
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>The Great Teaching Toolkit: Evidence Review – Evidence Based Education</p>	1, 2, 3, 4
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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</p>	1, 2, 3, 4

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

Budgeted cost: £10.664.80 (pooled for staffing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions, inc. targeted 1:1 and small group support</p> <p>Includes targeted 1:1 reading to develop fluency.</p> <p>Includes tutoring before school</p>	<p>Before-school interventions for targeted pupils who are below ARE for reading and/or maths, and 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.</p> <p>1:1 reading focused 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, 2, 3, 6
<p>Intervention materials; standardised tests.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p>	1, 2, 3, 4

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

Budgeted cost: £2666.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Employing trust attendance officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?search_term=atten	6
Educational Visits (including residential trips) are paid or part paid for by the school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	6, 7
Subscriptions <i>Times Tables</i> <i>Rock Stars</i> <i>Numbots</i> <i>Spelling Shed</i> <i>SATs Companion</i> <i>Kinetic Letters</i>	Subscriptions are targeted at the needs of disadvantaged pupils but benefit all children. Our pupils' times tables acquisition by Year 4 remains quite low for many, so the purchase of subscriptions for TTRS and Numbots aims to close this gap. Spelling is an area for improvement, so a structured spelling program will help to support the acquisition and retention of spelling facts and rules. We have identified several gaps in the knowledge of some of our Year 6 cohort, including a weakness in exam technique. Therefore, we have purchased SATs Companion subscriptions for these pupils in order to support accelerated progress. Transcription in EY/KS1 supported through evidence-informed Kinetic Letters.	1, 2, 3, 4
ELSA	Mental health and wellbeing https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=social%20and%20emotional	4, 5, 6
Mental Health external counselling <i>Instacoach</i>	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.	4, 5, 6
Curriculum Resources <i>Whole class instrument teaching (WCIT);</i> <i>Music lessons;</i> <i>Reading books to support phonics scheme;</i> <i>Reading pens (for dyslexic children)</i>	Whole-class instrumental programmes enhance pupil motivation through autonomy, competence, and relatedness. Music teaching can lead to positive impacts on student engagement and sustained learning in school settings. A 2023 British Journal of Music Education study found that instrumentalists showed significantly greater improvement in maths attainment from ages 11 to 16 compared to non-instrumentalists—especially among lower socio-economic groups. Research has shown phonics instruction is effective for all pupils, with especially strong positive effects for those from low socio-economic backgrounds. A 2024 study of pupils with learning disabilities using a text-to-speech reader pen showed significant gains in reading level and fluency, along with increased engagement and independence.	1, 2, 3, 4, 5, 6, 7

Uniform	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	5
Breakfast Club	Payment for Kids Cabin breakfast club to ensure pupils are in school on time and have a daily breakfast.	5, 6

Total budgeted cost: £2666.20 (exc. £2153 pooled from Trust and for staffing)

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
Spelling Shed	Literacy Shed
Language Angels	Language Angels
SATs Companion	SATs Companion
Fluency Bee	White Rose Maths
Kinetic Letters	Kinetic Letters