

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	Snaith Primary School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	5 November 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Helen Calpin - Head Teacher
Pupil premium lead	Ben Pickering
Governor / Trustee lead	Emma Blackwell (Deputy - Cath Harrison)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,865
Recovery premium funding allocation this academic year	£10,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48925

Part A: Pupil premium strategy plan

Statement of intent

All disadvantaged chn to achieve at least age related expectations

All disadvantaged chn to make good and better progress from their starting points with value added. e.g. prior attainers WT move to AT, prior AT move to GD in line with non disadvantaged peers.

For children to be confident, resilient and independent learners and emotionally secure.

Children to be enthusiastic and engaged in their learning with clear ambitions for their future.

Challenges

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

Challenge number	Detail of challenge
1	To continue to develop mastery and challenge teaching strategies (post pandemic)
2	Language acquisition and vocabulary can be limited by comparison to peers
3	Chn's writing is impacted by limited experiences and spelling skills
4	45% of PP chn have multiple areas of disadvantage (child protection, medical and SEND)

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
Children being able to achieve greater depth in learning	% of chn achieving expected standard will be in line with all chn in school and national
Children to be clear, fluent and articulate speakers using a wide range of vocabulary (Tier 2 and 3)	Chn have good speaking and listening skills and are able to articulate and express themselves. % of chn

	achieving ARE in reading and writing is increasing throughout school
Chn can draw on a range of experiences and write creative pieces based on these. Chn are spelling more words correctly in pieces of writing.	Chn will have more experiences to draw on when writing creative pieces and will be able to write more and independently. Chn to demonstrate accelerated progress in their spelling skills from their baseline assessments.
For children to feel emotionally secure, integrate with their peers and have their individual needs met.	Chn currently on roll have their specific needs supported. Early identification and links with family ensure targeted support is accessed quickly. Swift involvement of outside agents where required. Attendance of persistently absent chn improves.

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: £29,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff - bought in from external agencies and development of in house specialists through evidence based research using collaborative and coaching models	<p>Scaffolding is good. Diminished diet is not!</p> <p>EEF research shows that as part of the tiered approach to improving outcomes for vulnerable children – Continuing Professional Development is one of the pillars to success.</p> <p>Alongside this scaffolding learning to enable all children to develop high level thinking skills is proven to reduce barriers for vulnerable and disadvantage children.</p>	1

	<p>At Snaith Primary as well as the Disadvantage lead undertaking training, all staff will undertake shared training as part of staff meetings and set aside training days. Undertaking training together and working collaboratively, reflecting and coaching each other on common shared goals, has proven in the past to strengthen the effectiveness of moving the quality of provision forwards for learners.</p> <p>This approach will ensure that across this curriculum all staff work to employ mastery challenge for all and deepening thinking skills.</p>	
<p>Interventions - short focused and specific</p>	<p>Intervention has been proven as unlikely to be effective in securing long term retention if it is seen as something separate to what happens in class. Therefore, short term, specific targets which are then embed into lessons will provide increased commitment to long term memory.</p>	
<p>Diagnostic assessment to inform specific targets with close analysis and monitoring by disadvantaged champion</p>	<p>In order to move learning forwards effectively, accurate targets and strategies need to be identified through robust assessment.</p> <p>At Snaith, alongside the schools assessment procedures against the National Curriculum targets, we will also introduce and use diagnostic LanguageScreen assessment programme.</p>	

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

Budgeted cost: £2448

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI programme of support implemented for Reception ages children with diagnostic assessment	<p>OFSTED subject review into Reading and Early Languages shows that the greatest barrier to children from vulnerable and disadvantaged backgrounds doing well is a lack of high-level language acquisition compared to their non-disadvantaged peers. The EEF research also supports this.</p> <p>The NELI programme improved oracy by +3 months compared to those not in the programme. (RANDEurope analysis due to be published in Spring 22)</p> <p>At Snaith Primary School – the programme will be run in the Spring term, by a trained teacher for a small group of reception aged children – identified through NELI diagnostic testing. It will be carried out twice a week for 20 weeks.</p>	2
Oracy best practice training for Early Years practitioners	<p>In addition to the above – high quality Early Language for all children is identified by EEF, OFSTED research and DFE The Reading Framework Teaching the Foundations Of Literacy June 2021 as a key to preventing gaps between disadvantaged children and non – disadvantaged children forming.</p> <p>‘A child’s core language acquisition occurs between 0-4 years old. Evidence suggests that success in literacy relies on the secure development of language and</p>	

	<p>these skills are among the best predictors of educational success.’</p> <p>At Snaith Primary School all EYFS staff will undertake oracy training in order to support them in developing the best practice, high quality interaction and provision for all learners.</p>
<p>KS1 and interventions in KS2 focus on phonics. Reading, especially in KS2, strategies in class will incorporate a focus on ambitious vocabulary (Tier 2 and 3 words). This will be accompanied with in training for all staff.</p>	<p>EEF and OFSTED research shows that children from disadvantaged backgrounds are more likely to have lower vocabulary knowledge – leading to lower academic success and reduced life chances. Research shows three tiers of vocabulary, with tier two (ambitious and tier three subject specific vocab.)</p> <p>(See work of E.D Hirsch).</p> <p>Reading will be placed specifically at the heart of our curriculum (Bold Beginnings)</p> <p>At Snaith lessons will focus on all children being taught tier 2 and 3 vocabulary. This will be taught explicitly and within the context of reading and subject knowledge across the curriculum, with carefully selected high quality vocab rich text and opportunity for children to see, hear and use the new vocabulary acquired.</p> <p>Subject reviews will focus on the specific vocabulary children should all know.</p>

Budgeted cost: £8535

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on spelling - diagnostic assessment, interventions and online learning platforms.	<p>At Snaith, we are aware that where children have access to online learning portals, children are more likely to engage in accessing learning in the home, especially if supported by a blended approach of teaching children how to use the technology in school so they can access it confidently and if necessary independently in the home. (Technologies have also been supported by the Covid recovery fund)</p> <p>To support children in developing spelling skills we will use the Spellingframe online app. All children in KS1 and targeted groups of children in KS2 will have access to this.</p>	3
Create rich experiences for the children - trips, hands on making things (DT), visitors to school, theme days, VR and AR, outdoor learning opportunities,	<p>In response to the recovery from the Pandemic – we acknowledge that all children, and especially those from disadvantage backgrounds, have had reduced opportunities for first hand experiences. Research tells us that in order to build ‘sticky learning’ (OFSTED curriculum Review) children need to make links and build on experiences.</p> <p>At Snaith Primary School we will enrich learning by providing a range of first hand experience.</p>	
Reading for writing, online platforms give children access to a greater and wider range of texts and material to develop reading fluency. The online technologies	Reading Fluency is proven to enable learners to make the best academic progress across the curriculum (EEF) and to be able to access therefore a wealth of reading material.	

<p>enable children to be supported (once taught how to access the technology in school) without the necessity of a an adult.</p>	<p>At KS2 Reading Plus has proved to increase reading fluency and stamina. It offers a blended approach – with children taught how to use the technology in school in order to confidently access this in the home.</p> <p>In addition to fluency, although the texts are short – they offer high quality vocabulary, have engaged previously reluctant readers and provide a wealth of reading material accessible in the home.</p> <p>At Snaith we will continue to use this resource to support reading</p> <p>For children entering KS2 with gaps in phonic knowledge – Bug Club online reading portal will be used to support reading with phonically decodable text, enabling children to practice skills taught synthetic phonic knowledge.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Welfare support - ELSA, 1-1 support, outside agency support, nurture groups, social stories and attachment training for all staff.</p>	<p>Emotionally stable and emotionally articulate children are more able to access learning. EEF show short term targeted support can improve learning by 6 months</p> <p>ELSA programmes were developed based on the research of Gardner 1983 who identified that emotional and social abilities tend to be more</p>	<p>4</p>

	<p>influential than conventional intelligence for personal, career and school success. Implicit in developing children’s emotional literacy is raising their awareness of emotions and the critical link between thoughts and feelings.</p> <p>At Snaith Primary School, supporting children with their emotional welfare needs has proven to enable children to improve their focus in lessons and academic success, in turn increasing life chances.</p> <p>For this reason, we will continue to provide ELSA, nurture and social story programmes of support for short, frequent and targeted intervention sessions as appropriate for individuals.</p>	
<p>SEND diagnostic assessment used to identify specific area if need and target support. Individual learning support programs for specific needs including Beat Dyslexia, Nessy,</p>	<p>EEF – high quality diagnostic assessment leading to specific areas for development and strategies for teaching and learning are the key to facilitate precision teaching.</p> <p>For children with multiple levels of disadvantage it is important that areas of need are quickly identified and specific targets and strategies for support are employed in order to enable children to make progress.</p> <p>At Snaith Primary School, we acknowledge that complex and multiple disadvantage can make identifying and prioritise areas to support. (45% of Pupil Premium children at Snaith have multiple disadvantage – SEND and/or safeguarding issues)</p>	

	<p>It is therefore essential that diagnostic assessments are carried out quickly in order to ensure provision meets the individuals needs most appropriately. (As noted in OFSTED Research and Analysis SEND review May 21)</p>
<p>Where attendance issues are identified and persistent absence, ensure decisive action is taken (update the LA agreed policy to reflect the measure we will take if chn attendance is below national expectation and impacting on learning)</p>	<p>Various research (including National Centre for Education Statistics, along with school experiences) identify that low attendance has a direct correlation to low academic performance and in turn reduced life chances.</p> <p>To improve attendance</p> <p>At Snaith Primary School this will include:</p> <p>Continuation of efficient and effective monitoring to enable early intervention.</p> <p>Effective communication with parents – research shows that the best communication involves listening, building a positive relationship and providing clear expectations and where required – strategies for support.</p> <p>Support from outside agencies and Education Welfare where required.</p>

Total budgeted cost: £48,925

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.

Children felt supported emotionally and more able to access learning. Children had someone in school they can talk to if they need to.

Digital sign posts and hyperlinks made to other services and provision to support children and families.

ELSA support was timetabled with children.

Weekly calls with chn.

The school website offered links to helpful services and provision that parents could access.

SENCO worked closely with ELSA lead and parents

Chn improved reading fluency and greater understanding of a text in order to answer comprehension questions

Reading Plus was very successful in KS2.

Bug Club was very successful in KS1

Phonics training for staff

All chn had the technology to access home learning

School provided families that needed technology with laptops, ipads and kindle devices.

Improved chn's reading, writing and maths

Targeted TA support

Specific interventions

Teachers delivered high quality interventions through Teams

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Externally provided programmes

Programme	Provider
Doodle Maths	
Reading Plus	
Bug Club	
Nessy	
Beat Dyslexia	
Jigsaw	
Boxall	
GL assessment	
Social and comms one	
Time to talk	
Social speaking	
Friendship Formula	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding contributed to online learning programs to support through lockdown
What was the impact of that spending on service pupil premium eligible pupils?	Positive progress made or are making from starting points. Children settled and stable. All children at expected or exceeding