

Pupil premium strategy statement

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	Snaith Primary School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	9 th December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Helen Calpin - Head teacher
Pupil premium lead	Ben Pickering – Assistant Head teacher
Governor / Trustee lead	Emma Blackwell (Deputy - Cath Harrison)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,810
Recovery premium funding allocation this academic year	£4640
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	£35450

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	26% 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 greater depth will be increasing in RWM

	school focus on AFL practise and lesson structure/recapping procedural fluency in maths
Children to be clear, fluent and articulate speakers using a wide range of vocabulary (Tier 2 and 3)	<p>Speaking and listening strategies and opportunities are embedded throughout school. % of chn achieving expected in reading and writing is in line with all chn and national</p> <p>in EYFS articulation of words and sounds will be correct</p> <p>A high level of children will achieve their phonics in year 1 (there was a low GLD at end of rec)</p>
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 write creatively with greater independence. Chn achieving age related expectations in spelling
For children to feel emotionally secure, integrate with their peers and have their individual needs met	Emotional and welfare needs are quickly identified at early stages of education and support is put in place. % of pupils persistently absent is no higher than all chn

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: £10749

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Training for staff - bought in from external agencies and development of in house specialists through evidence based research using collaborative and coaching models</p>	<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>	1
<p>Interventions - short focused and specific</p> <p>(TA's based on the equivalent of 2 TA's working on interventions, ELSA, one to one support)</p> <p>(The Week subscription for year 5/6. Gives children a wider view of the world including career opportunities for all representing equality)</p>	<p>Tutoring and interventions continue to be an important part in supporting children with mastery and challenge. EEF states the research is clear, if tutoring and interventions are aligned with high quality teaching children can make up to 5 months additional progress.</p> <p>Data collected from PIRA and PUMA assessments taken at the end of the Summer term 2021 indicates that the return of all pupils to school has not been enough to narrow the newly-widened maths gap</p> <p>A new report from the Education Endowment Foundation (EEF) finds that the attainment gap between disadvantaged primary school pupils and their classmates has grown by about a month over the course of the pandemic (and is unlikely to close without intervention)</p>	
<p>TT Education – training course subscription</p>	<p>It is imperative that all school staff stay up to date with the latest developments in education such as subject leadership, high quality teaching, assessment, behaviour management and classroom practise.</p> <p>Teachers attending these training courses then can come back to school and cascade them to other staff.</p>	

	This will lead to increased success when raising the levels of mastery and challenge.
Online platforms used to support mastery and challenge – TTRS / Numbots	Even before the introduction of the MTC it has been evident that chn benefit from rapid recall of the times tables. This impacts of numerous areas of mathematics. The TTRS website explains numerous Case studies where the benefots have been discussed. Children enjoy the platform, are engaged and it supports their learning of times tables.

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

Budgeted cost: £11385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus - online platform	<p>The Reading Plus online platform opens up a wide range of texts for children to read and experience. This stops certain children reading the same type or genre of book. Children are exposed to a wide range of vocabulary, both in isolation and in a text.</p> <p>Alex Reynolds (EEF literacy content specialist) writes in his blog the importance of children understanding vocabulary when reading a text and discusses the Reading House model.</p> <p>The Reading Plus website states the platform can produce 2.5 years growth with just 60 hours of personalised instruction.</p> <p>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> <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>	2

	<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>An article that originally appeared in 'Edweek spotlight' states the need for children to read rich multicultural diverse books, these will invariably open up children to a range of vocabulary.</p> <p>The Ofsted English review has looked at how to raise standards in English. one of the points raised considers the aim of improving reading comprehension and how comprehension becomes possible partly through acquiring and deepening vocabulary.</p>	
Oracy best practice training for Early Years practitioners (see TT education)	<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</p> <p>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 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</p>	

	interaction and provision for all learners.
<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>(TA's based on the equivalent of 2 TA's working on interventions, ELSA, one to one support)</p>	<p>EEF and OFSED 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: £10129

Activity	Evidence that supports this approach	Challenge number(s) addressed
focus on spelling - diagnostic assessment,	At Snaith, we are aware that where children have access to online learning portals, children are more	3

<p>interventions and online learning platforms.</p> <p>Literacy Shed - providing a range of stimulus for chn to write about</p>	<p>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>	
<p>create rich experiences for the children - trips, hands on making things (DT), visitors to school, theme days, VR and AR, outdoor learning opportunities, performances (Subsidies for trips with additional support from PTA)</p>	<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, both inside school with visitors and theme days and outside school - trips, shows, productions.</p>	
<p>Oxford Owls online platforms supports reading for writing and gives children access to a greater and wider</p>		

range of texts and material to develop reading fluency. The online technologies enable children to be supported (once taught how to access the technology in school) without the necessity of a an adult.	Oxford Owls is an online reading portal used to support reading with phonically decodable text, enabling children to practice skills taught synthetic phonic knowledge. These link directly with the colour scheme (books and sounds) that children are working on.	
---	---	--

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

Budgeted cost: £10996

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>(TA's based on the equivalent of 2 TA's working on interventions, ELSA, one to one support)</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 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>	4

	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.	
SEND diagnostic assessment used to identify specific area if need and target support. Individual learning support programs for specific needs including Beat Dyslexia, GL assessment, B Squared	<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. (26% 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>	
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>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>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: £43259

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 2021 to 2022 academic year.

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

ELSA support was timetabled with children..

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.

introduction of Oxford Owls was very successful in KS1

Phonics training and monitoring for staff

most chn made expected or above progress in RWM

Targeted TA support used effectively

Specific interventions had impact on children's progress

Effective teaching of phonics and phonics interventions 2022 Y1 = 93% pass and Y2 98% (commensurate with pre pandemic)

Positive impact on children's understanding of the wider world, diversity and peoples right, responsibilities and choices

Basic skills award accredited last year.

Externally provided programmes

Programme	Provider
Doodle Maths	
Reading Plus	
B Squared	
Numbots	
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?	<p>Visits</p> <p>Visitors</p> <p>Interventions and TA support</p> <p>Online platforms</p> <p>ELSA support</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Positive progress made or are making from starting points.</p> <p>Children experience new places, learning outside the classroom</p> <p>Children gain insight from a range of visitors to school</p> <p>Chn feel safe, secure and happy at school and they know who they can talk to if needed.</p>

Further information (optional)

--

