

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	298
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st December 2023
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	£47,570
Recovery premium funding allocation this academic year	£3153
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	£50,723

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
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Children being able to achieve greater depth in learning	<p>% of chn achieving combined greater depth in RWM is in line with all chn and national</p> <p>% of chn achieving expected standard will be in line with al chn in school and national</p>
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	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: £19,876

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	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	1

based research using collaborative and coaching models	<p>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 - Dynamo Maths, Literacy Gold, Fresh Start, Lycra and Lego.</p> <p>The Week subscription and Picture News gives children a wider view of the world including career opportunities for all representing equality</p> <p>Dynamo maths</p> <p>White Rose</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 chn 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>	
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: £16,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus - online platform	The Reading Plus online platform opens up a wide range of texts for children to read and	2

	<p>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> <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> <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>	
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<p>Phonics Training for members of staff</p>	<p>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>Key findings from EEF - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</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</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>

house training for all staff. Literacy Gold	<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>
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Budgeted cost: £2933

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on spelling - diagnostic assessment, interventions and online learning platforms.</p> <p>Spelling Frame</p> <p>Literacy Shed - providing a range of stimulus for chn to write about</p>	<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 platform.</p>	3
create rich experiences for the children - trips, hands on making things (DT),	In response to the recovery from the Pandemic – we acknowledge that all children, and especially those from disadvantage backgrounds, have had	

<p>visitors to school, theme days, VR and AR, outdoor learning opportunities, music, performances (Subsidies for trips with additional support from PTA)</p> <p>3 possible trips across the year. PGL.</p> <p>music subscription</p>	<p>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>

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

Budgeted cost: £14,711

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Welfare support - ELSA, 1-1 support, outside agency support, nurture groups, social stories.</p> <p>Adult support for chn with multiple areas of disadvantage.</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>	4

	<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, GL assessment, B Squared</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</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</p>	

the measure we will take if chn attendance is below national expectation and impacting on learning)	<p>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>
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Total budgeted cost: £53,970

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 2022 to 2023 academic year.

Children will feel supported emotionally and more able to access learning. Children have 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.

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

SENCO worked closely with ELSA lead and parents

For children to improve 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

The use of 'The Week' and 'Picture News' worked well to keep children informed about the wider world.

The range of trips, visitors, events, theme days were successful – children enjoyed them and they were beneficial for a writing stimulus.

Targeted TA support

Specific interventions

Teachers delivering high quality interventions

Externally provided programmes

Programme	Provider
Reading plus	
B Squared	
Numbots	
Beat Dyslexia	
Jigsaw	
Boxall	
GL assessment	
Social and comms one	
Time to talk	
Social speaking	
Friendship Formula	
Oxford Owls	
Times Tables Rockstars	
Spelling Frame	
Dynamo maths	
Literacy gold	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Visits Visitors Interventions and TA support Online platforms ELSA support Interventions
What was the impact of that spending on service pupil premium eligible pupils?	Positive progress made or are making from starting points. Children experience new places, learning outside the classroom

	Children gain insight from a range of visitors to school
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Further information (optional)

