

# Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil 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 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	303
Proportion (%) of pupil premium eligible pupils	16% (47 chn)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Helen Calpin - Head teacher
Pupil premium lead	Ben Pickering
Governor / Trustee lead	Emma Blackwell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,826
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,826

# Part A: Pupil premium strategy plan

## Statement of intent

At Snaith Primary School, it is our intention that all pupils, irrespective of background or challenges faced, make good progress and and achieve attainment goals across all subjects.

Our ultimate goals are to:

- Remove barriers to learning created by disadvantage, backgrounds, home life and attitudes.
- Ensure all disadvantaged children achieve at least age related expectations.
- Ensure all disadvantaged children make good and better progress from their starting points with value added. e.g. prior attainers working towards the expected standard move to working at the expected standard, prior working at the expected standard move to working at greater depth.
- Ensure disadvantaged children are working in line with non disadvantaged children.
- Ensure disadvantaged children are confident, resilient, independent learners and emotionally secure.
- Ensure disadvantaged children are enthusiastic and engaged in their learning with clear ambitions for their future.
- Ensure we provide access to a range of opportunities and experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Children achieving the expected standard for writing
2	Children achieving the expected standard for reading
3	Children not feeling happy, settled, confident and positive
4	Some children demonstrate limited knowledge and understanding of acceptable behaviour, including social skills such as sitting quietly and using kind hands and feet

5	Children's lack of experiences
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## 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 will achieve the expected standard for writing.	Increasing the percentage of disadvantaged children working at or above in writing.
Children will achieve the expected standard for reading.	Increasing the percentage of disadvantaged children working at or above in reading.
For disadvantaged children to be regulated in school.  For disadvantaged children to feel happy, settled, confident and positive.	Disadvantaged children will be regulated in school and participate in lessons, activities, experiences, playtimes.  Disadvantaged children will feel happy to come to school.  Disadvantaged children to be enthusiastic and engaged in their learning with clear ambitions for their future.
For disadvantaged children to demonstrate a good knowledge and understanding of acceptable behaviour, including social skills such as sitting quietly and using kind hands and feet.	Children are able to sit quietly and listen during group activities and interact positively with peers, using kind hands and feet.  Children demonstrate turn-taking, sharing, and polite communication during play and classroom routines.
Disadvantaged children will have the opportunity to experience a range of activities, tasks, visitors, life experiences.	Disadvantaged children will access a range of experienced and opportunities and will benefit from these. They will be able to talk about these experiences and use them as a stimulus for work.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6767

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff to attend writing training, e.g.</p> <ul style="list-style-type: none"> <li>- Writing experts (Vicky Bluck)</li> <li>- Internal (staff meetings)</li> <li>- KS2 writing moderation</li> <li>- KS1 writing assessment</li> <li>- External ('assessing writing across school', 'Improving writing in KS2 IPEELL')</li> </ul>	<p><b>Improving teacher subject knowledge and pedagogical content:</b> Knowing how to teach writing (e.g. planning, modelling, revising) rather than generic "teach writing" helps pupils more.</p> <p>Schools that support teacher confidence tend to be more consistent in implementation, and having training that helps teachers believe they can close gaps is important</p> <p>Disadvantaged pupils often have gaps (vocabulary, baseline writing skill), so training which equips teachers to identify and support weaker writers is especially useful</p>	1
<p>Staff to attend reading training, e.g.</p> <ul style="list-style-type: none"> <li>- Internal (staff meetings)</li> <li>- External ('Teaching reading in KS2', 'The Big Picture')</li> </ul>	<p>Multiple recent trials show that training staff to deliver structured fluency and comprehension programs improves reading outcomes by around <b>two months</b> on average.</p> <p>Disadvantaged pupils benefit significantly from targeted, trained interventions: the <b>disadvantage gap shrinks</b> when staff are coached to deliver these interventions effectively.</p> <p>Training isn't just about impact—it helps staff <b>understand reading progression, fluency, and build learners' resilience and engagement.</b></p>	2
<p>Staff training on a range of playground games and activities</p>	<p>(Saddler, 2014) found that when TAs are given roles, resources, or responsibilities in the playground (e.g. leading games, supervising with clarity), it helps their behaviour management strategies. It shows that when TAs are trained/managed in how to deploy</p>	3,4

	themselves during playtimes, behavioural outcomes improve	
Training courses to support the wellbeing of children e.g – trauma/ attachment	<p>It is vitally important that we have staff in school that are fully trained to support children and their wellbeing. Sometimes incorrect support can harm progress, relationships and wellbeing.</p> <p>Teachers will attend training courses and then cascade them to all staff at staff meetings to ensure all staff are informed on methods and strategies.</p> <p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.” - EEF</p> <p>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year” - EEF</p>	3,4
Cover for staff attending training courses and meetings	It is vitally important that our staff have the time to access CPD and necessary time to conduct meetings.	1,2,3,4

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

Budgeted cost: £52,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading +	<p>Snaith Primary School will continue to use the Reading Plus program this year.</p> <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>	1,2

	<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>	
TA Interventions and support in class – writing, reading, phonics	<p>“Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.” - EEF</p>	1,2,3,4
Literacy Gold	<p>School will continue to use this online program to support the reading of children in our school.</p> <p>“In 2020, 402 pupils from 49 schools played Literacy Gold’s reading programs - Engaging Eyes, Reading Unlocked, and Fluency Builder – alongside their school’s reading curriculum, as a personalised intervention, to enable the monitoring of progress. Pupils were all identified by their SENCo as having a reading age of at least 12 months behind their chronological age. After three months of using Literacy Gold, children showed an average improvement of 12 months in their reading age” – Literacy Gold website.</p>	1,2,3,4
Literacy Shed	<p>It is important that teachers and staff have access to wide range of high quality materials and texts to support teaching.</p> <p>Subscriptions to these websites will provide high quality resources in a range of ways, often reviewed and regularly updated by experts.</p>	1,2,3,4
CGP+	<p>It is important that teachers and staff have access to wide range of high quality materials and texts to support teaching.</p>	1,2,3,4

	Subscriptions to these websites will provide high quality resources in a range of ways, often reviewed and regularly updated by experts.	
Spelling Frame	It is important that teachers and staff have access to wide range of high quality materials and texts to support teaching.  Subscriptions to these websites will provide high quality resources in a range of ways, often reviewed and regularly updated by experts.	1,2,3,4
Oxford Owls	Oxford owls is used in conjunction with, and as a follow on, to phonics to support the letters, sounds and reading.  "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" - EEF	1,2,3,4
Fred's Fluency	It is important that teachers and staff have access to wide range of high quality materials and texts to support teaching.  Subscriptions to these websites will provide high quality resources in a range of ways, often reviewed and regularly updated by experts.	1,2,3,4
Purchase of new reading and writing materials, e.g. class reading books, spelling handbooks	Evidence suggests that having new, varied and appealing texts in each class can help increase engagement and motivation in reading, expose children to a wider range of vocabulary and supports teacher creativity.	1,2

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

Budgeted cost: £30,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy uniform	We believe that all children in our school, should feel and look a part of our	3,4

	<p>school. Wearing our school uniform will help the child to feel safe, secure and to belong in our school.</p> <p>“Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms” - EEF</p>	
Buy breakfast	<p>“In 2009, our research group conducted the first systematic review of all of the evidence examining the effect of breakfast on cognitive function measured using objective cognitive tests of attention, memory, reaction time, and executive function. The most consistent support for the benefit of breakfast was for attention, memory, and executive function. We have also examined the effect of breakfast on academic performance (such as school grades or achievement tests) and in-class behaviour by conducting the first systematic review of all of the scientific studies in this field. The findings demonstrated that habitual breakfast consumption frequency is positively related to academic performance.” – Family Action website</p>	3,4
Attending breakfast and after school clubs	<p>Some children will benefit greatly from coming to school early and attending our breakfast club. This will give them an opportunity to get settled, calm anxiety and nerves and to have access to a breakfast.</p>	3,4
ELSA sessions	<p>“Promoting good mental health and wellbeing in CYP is a key factor to pupils feeling happy, healthy and supported. Therefore, empowering them to reach their full potential. The COVID-19 pandemic and school closures has been linked to a negative impact on pupil wellbeing (Kim, Dundas &amp; Asbury, 2021; Bray et al., 2021), highlighting the importance of providing wellbeing</p>	3,4

	<p>support to pupils in school” – ELSA Evaluation Project 21-22 Pembrokeshire.</p> <p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.” - EEF</p> <p>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year” - EEF</p>	
TA intervention sessions to support the behaviour of disadvantaged children e.g turn taking, sharing.	Evidence suggests that children’s social behaviour is likely to improve if activities are structured rather than child led, are clearly planned with consistent prompts, monitored, and are used frequently and regularly.	4
Sensory circuit sessions	“An inability to effectively process, organise and correctly interpret sensory information is known as <b>Sensory Processing Disorder</b> (SPD), formally known as sensory integration dysfunction. Children with SPD may find functional daily activities challenging” – Children’s Choice Therapy Website.	3,4
Residential	<p>We believe that it is important that children have the opportunity to access a wide range of activities and experiences leading to increased confidence, self-belief and self-worth.</p> <p>“Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes” - EEF</p>	5

School trips	<p>We believe that it is important that children have the opportunity to access a wide range of activities and experiences leading to increased confidence, self-belief and self-worth.</p> <p>In addition to this, these experiences can support academic learning back in the classroom.</p>	5
Equipment – sensory rooms, classrooms, nurture rooms	<p>It is important that children have access to a variety of equipment that will support them and their needs. The equipment will be used effectively to support the children in re-regulating and expressing themselves.</p>	3,4
Music Lessons	<p>Evidence suggests that children participating in music lessons have Improved <b>self-confidence</b>, wellbeing, social and emotional competence, resilience; better social skills; ability to face challenges.</p>	3,4,5

## Part B: Review of outcomes in the previous academic year – 2024-25

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Maths seems to be the most consistent subject where PP children are achieving closer to all pupils.

Reading and writing are still an area we are focusing on, especially writing.

The stimulus for writing and the topics chosen for writing are engaging and allow the children to do their best. In some instances, the gap between PP and ALL is closing. Looking through books, the writing is interesting and the children are writing passionately for purpose including rich vocabulary.

The children that we have been working with to ensure more regulation and feeling safe and secure in school are making progress with these feelings, however, there are more children that are requiring this support and demand for this is increasing.

### Externally provided programmes

Programme	Provider
Reading Plus	Dreambox
Literacy Gold	Engaging Eyes
Spelling Frame	Spelling Frame

### Service pupil premium funding (optional)

Measure	Details

**Further information (optional)**

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