

Pupil premium strategy statement 2022-23



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	Snettisham Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	42.4% (39 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Louise Jackson Headteacher
Pupil premium lead	Emma Hunt Deputy Headteacher
Governor / Trustee lead	Andy Gee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,015
Recovery premium funding allocation this academic year	£5,655 (£145 per pupil)
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	£59,670

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to ensure that the gap between the attainment and progress of pupil premium and non-pupil premium pupils both within school and nationally is closed. To ensure that pupil premium children gain the social and emotional skills to access the knowledge curriculum and develop a love of learning.

To identify the challenges that our pupil premium children face and the ways that these will be addressed, using research on the most effective strategies provided by the Education Endowment Foundation (EEF).

Our objectives are to:

- Remove barriers to learning created by social and economic background.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to nurture their social and emotional wellbeing and to develop resilience.
- Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted support to quickly address identified gaps in learning.
- Target funding to ensure that all pupils have access to trips, residential visits and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide nurture to support pupils in their emotional and social development.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in phonics, reading, writing and maths
2	Low attainment on entry to the Early Years Foundation Stage in speech, language and communication
3	Access to wider opportunities
4	Parental Engagement
5	Attendance

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 to achieve national expectations in progress and attainment	<ul style="list-style-type: none"> • Children will achieve national average progress scores in KS1 Reading, Writing and Maths (0) • Children will attain in line with non-disadvantaged pupils/national averages RWM % (EXS/GDS) • Children will achieve national average GLD % • Children will achieve national average phonics % • Children will have accessed small group in class support
Improved speech language and communication	<ul style="list-style-type: none"> • Children in the Early Years will have accessed Neli intervention
Children to have access to wider opportunities	<ul style="list-style-type: none"> • Children will take part in enrichment experiences, including trust events • Children will have music lessons • Children will experience school trips/residential experiences • Children will have accessed extracurricular activities (drop in/after school clubs)

Improved parental engagement	<ul style="list-style-type: none"> • Parents/carers will have access to regular workshops • Parents will take part in reading cafes • Communication via Class Dojo, newsletters, website and Twitter will enhance engagement
Improved % attendance	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils will be closely monitored. • Attendance aim – in line with national average • Attendance lead will work closely with parents to support improved attendance (Early intervention/Fast Track)

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: £ 19,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for TA's Live marking Feedback RWI Language skills Quality interactions EYFS Behaviour SPS staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching learning	'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.' Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' TA interventions	1,2,3

<p>Feedback to pupils Snettisham teachers and support staff will spend lessons prioritising feedback to pupil through live marking to celebrate success and to respond to misconceptions during the sessions.</p>	<p>Research shows - ‘Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).’</p> <p>Research regarding Live Marking - Education Endowment Foundation (EEF)</p>	<p>2</p>
<p>CPD for teachers planned and delivered regularly through the year Safeguarding Reading Mathematics Science EYFS – language and learning Subject leadership Metacognition</p> <p>CPD meetings at Snettisham Primary will involve quality pedagogical discussions about learning. Senior leaders design the schedule and plan delivery. Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists.</p>	<p>This CPD strategy is influenced by key findings of the Education Policy-Institute, Evidence Review: “CPD programmes generally produce positive responses from teachers, in contrast to other interventions. The effects of high-quality professional development on teachers and students, states... ‘High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day”</p>	<p>1,2</p>

Developing the team's subject knowledge supports recruitment and retention of quality staff and at Snettisham we have invested in this area.		
--	--	--

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

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted phonics We are developing our reading and phonic strategy to ensure all children can learn to read. No child is left behind. Using support from an appointed reading lead and through a robust approach to assessing and teaching in organised RWI groups we will raise achievement for all. TAs will receive training and coaching to follow a structured programme and precision teach to pupil gaps through EYFS-KS2 on a daily basis. Parents will be involved, training and supported.</p>	<p>'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. If an older reader is struggling with decoding, phonics approaches will still be appropriate.'</p> <p>Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit'</p>	1,2,4
<p>One to one or one to three tuition School Led Tutoring RWI catch up</p>	<p>Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' states... 'On average, one to one tuition is very</p>	1, 2, 3

<p>Speech and Language Social and Emotional support</p>	<p>effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.'</p>	
<p>NELI Use NELI to further increase vocabulary and language development. Promote quality communication and interactions to support. early reading Work with families to support early talk/reading.</p>	<p>Nuffield Early Language Intervention [TA support in delivering to children] Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit' states... 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language</p>	2
<p>Tackling tables</p>	<p>Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupil. (Hasselbring, Lott & Zydney, (2005)</p>	1

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

Budgeted cost: £ 24,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental Engagement (particularly in EYFS) Phonics and reading CPD Class dojo stories Bedtime stories- event and pedagogy Stay and play ECFS links for support and advice</p>	<p>Family engagement shows significant improvement in progress and attainment – EEF toolkit 2019 “In the early years, the evidence supports the importance of parents’ reading to / with their children (and associated interactions) and support for learning (creating a supportive home learning environment). Parent involvement plays a key role in children’s academic attainment.</p>	2,3
<p>Pastoral support Snettisham staff will use targeted pastoral systems to manage wellbeing of pupils and work with families Talking time Meet and greet Lego therapy Senior mental health training EH and EHAP meetings</p>	<p>Education Endowment Foundation (EEF) Research from the ‘Teaching and Learning Toolkit’ states... ‘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.’</p>	1,3,4
<p>Breakfast club At Snettisham we invite and target pupils into a daily breakfast club from 7:45- 8:45 in order to develop positive routines, access to opportunity and ensure breakfasts. Pupils who would benefit will be targeted for support</p>	<p>The Department for Education (DfE) Breakfast club programme 2021-2023 overview, published 9th July 2021 states...‘The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.’</p>	
<p>After school clubs Snettisham staff will deliver a regular schedule of clubs targeted at pupils to</p>	<p>A six-year research project by the Learning Away Project, funded by the Paul Hamlyn Foundation, concluded...‘residential learning experiences ‘provide opportunities,</p>	

<p>extend and enrich their day.</p> <p>Art Drama workshop Multisports Musical tuition Art Yoga Singing</p>	<p>benefits and impacts that cannot be achieved in any other context or setting; 82 per cent of KS2 pupils said their teachers and lessons on the residential helped them to learn.'</p>	
<p>Access to wider opportunities -</p> <p>At Snettisham we will build on our curriculum offer with additional strategies to broaden pupil access to culture and diversity. We will refresh our ARTSMARK in 2022.</p> <p>We will target Musical tuition and Trust Arts events to specific pupils.</p> <p>We will prioritise trips, experiences and workshops that develop creativity and wellbeing.</p>	<p>Education Endowment Foundation (EEF)</p> <p>Research from the 'Teaching and Learning Toolkit' states...'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</p>	

Total budgeted cost: £59,670

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.

Challenge Number 1 - Attainment in phonics, reading, writing and maths

	All 2019	All 2022	PP 2019	PP 2022
GLD%	79%	70%	100%	71%
Y1 Phonics %	33%	73%	20%	25%
Y2 RWM% EXS	67%	64%	40%	57%
Y2 RWM% GDS	11%	7%	0%	0%
Y6 RWM% EXS	46%	42%	25%	33%
Y6 RWM% GDS	8%	0%	0%	0%

Outcome

When considering shadow analysis, end of year assessments during 2021/22 highlighted that the performance of disadvantaged pupils was higher than in 2018/19 in key areas of the curriculum, including Y1 phonics, Y2 RWM and Y6 RWM (EXS), except EYFS (GLD), which dropped from 100% to 71%. However, this particular result remains in line with national averages. Although outcomes for disadvantaged pupils are improved, they are below national averages. The outcomes we aimed to achieve by the end of 2021/22 were therefore not fully realised. It is worth noting that national outcomes (all pupils) were down from 65% RWM in 2018/19 to 59% RWM in 2021/22.

Our assessment of the reasons for these outcomes points primarily to the impact of the pandemic; these pupils experienced disruption to their learning. Coronavirus has continued to have an impact on the smooth running of the school this academic year, with pupil and staff absences. As with many schools across the country, lockdown was most detrimental to our disadvantaged pupils and not all were able to benefit as easily from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Next Steps:

- Address disadvantaged Y1 phonics outcomes – small group support in addition to daily phonics sessions (Fast Track Tutoring).
- Create focus groups (in class), in addition to quality first teaching to boost Y2/Y6 GDS outcomes.
- Small group intervention/boosters –consider using CGP Y2 stretch books.

- Move up, stay up has helped teachers to plan for small group support/booster sessions and interventions to help reduce this gap quickly from day one.

Challenge Number 2 - Low attainment on entry to the Early Years Foundation Stage in speech, language and communication

Outcome:

NELI and SALT interventions provided by trained staff. The recruitment of a pastoral lead has provided SEMH support to target individuals and groups.

Recruitment (in class) support/School led tutoring has benefitted targeted individuals, which has helped raise attainment compared to 2019. RWI Catch Up/Fast Track training completed to target lowest 20%, including disadvantaged.

Challenge Number 3 – Access to wider opportunities

Outcome

Pupils have had access to a range of wider opportunities. These have included:

Sept 21 - COP26 climate Campaign. Oct 21 - Classical Music Rocks. Nov 21 - Cluster cross country. Dec 21 - Rev Wilson assembly, Bedtime Stories and Panto. Feb 22 - Music and Movement, Mental Health Week, Safer Internet Day, COOP Fairtrade Talk, Twosday and International Award Presentation. Mar 22 - British Science Week Workshop, Public Speaking Literary Event, Croydon Cup Football, Smithdon Cluster Football, Sixth Form Café Opening, WNAT Music Concert – Gaywood and World Book Day. Apr 22 - BEE Netball and Cluster Sports Council Festival. June 22 - SSP Dance Festival. July 22 - Y1/2 & Y3/4 Sports Festival and Sports Day.

Extra-curricular clubs have included – equality and diversity, gardening, dance, choir and multi-sports.

Challenge Number 4 – Parental Engagement

Outcome

We have seen much improved parental engagement this year following the lifting of restrictions imposed during the pandemic. The restoration of normal operations of the PTA (many of whom are PP) has been significant as they have hosted PTA meetings which were fully attended and have had good representation at events, including cafes, and fundraisers. Events have included 4 Parental workshops September, October, November and December.

Challenge Number 5 – Attendance

Outcome

Disadvantaged attendance in 2021/22 - 91% (PP) is lower than in 2019/20 – 93% and below national averages 95%. Although below our attendance aim, it remains broadly in line with all pupils 20/21 93%. Attendance remains a focus on our plan. Meetings

will continue to support disadvantaged pupils with attendance in an effort to reduce the gap between all pupils and disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Online Books	MyOn
Online Reading Quizzes	Accelerated Reader
Testbase	AQA
RWI Fresh Start	Read Write Inc
RWInc Phonics	Read Write Inc