

# Pupil premium strategy statement 2023-24



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	Snettisham Primary School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	44% (35 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Louise Jackson Headteacher
Pupil premium lead	Emma Hunt Deputy Headteacher
Governor / Trustee lead	Barbara Herring

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,925
Recovery premium funding allocation this academic year	£5,075 (£145 per pupil)
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	£56,000

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

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

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: £18,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD for TA's</b> SPS staff will benefit from a regular menu of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching learning</p>	<p>'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.'</p> <p><b>Education Endowment Foundation (EEF)</b> <b>Research from the 'Teaching and Learning Toolkit' TA interventions</b></p>	1,2,3

<p><b>Feedback to pupils</b> 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><b>Research regarding Live Marking - Education Endowment Foundation (EEF)</b></p>	<p>2</p>
<p><b>CPD for teachers planned and delivered regularly through the year</b> 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.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted phonics</b> 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><b>Education Endowment Foundation (EEF) Research from the 'Teaching and Learning Toolkit'</b></p>	1,2,4
<p><b>One to one or one to three tuition</b> School Led Tutoring RWI catch up Speech and Language</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

Social and Emotional support	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><b>NELI</b> 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><b>Nuffield Early Language Intervention</b> [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
Times Tables Rock Stars	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)	1

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

Budgeted cost: £15,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Parental Engagement</b></p> <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Stay and play</li> <li>• Phonics/ reading</li> <li>• CPD</li> <li>• ECFS links</li> <li>• Class Dojo</li> <li>• Social Media</li> <li>• Events</li> <li>• Introduction of Learning with Parents YR/1 (Sept 23)</li> </ul> <p>Effectively promote parental engagement in learning via regular workshops in school, and develop further through Class Dojo, Twitter, newsletters and the school website.</p> <p>Promote Learning with Parents in Y1 with a view to roll out across the school in 24-25 if successful.</p>	<p><b>Family engagement shows significant improvement in progress and attainment – EEF toolkit 2019</b></p> <p>“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><b>Pastoral support</b></p> <p>Snettisham staff will use targeted pastoral systems to manage wellbeing of pupils and work with families</p> <p>Talking time</p> <p>Meet and greet</p> <p>Farm School</p> <p>Senior mental health training</p> <p>EHAP</p>	<p><b>Education Endowment Foundation (EEF) Research from the ‘Teaching and Learning Toolkit’ states...</b></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.’</p>	1,3,4
Breakfast club	The Department for Education (DfE)	



<p>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>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 extend and enrich their day.</p> <p>Art Drama Sports Musical tuition Art Yoga Singing</p>	<p>A six-year research project by the Learning Away Project, funded by the Paul Hamlyn Foundation, concluded...‘residential learning experiences ‘provide opportunities, 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> <ul style="list-style-type: none"> <li>• Drop in/Breakfast</li> <li>• Apprenticeship Day</li> <li>• Brilliant Club/ Scholars Programme</li> <li>• Refresh ARTSMark</li> <li>• Target Musical tuition</li> <li>• Take part in Trust Arts events</li> <li>• Prioritise trips/ workshops that develop creativity/ wellbeing.</li> </ul>	<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>	

<p>At Snettisham we will build on our curriculum offer with additional strategies to broaden pupil access to culture and diversity raising aspirations and develop economic awareness in line with non-disadvantaged pupils.</p>		
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**Total budgeted cost: £56,000**

## 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.

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

Attainment in 2023 shows strong improvement for all pupils and demonstrates the highest outcomes achieved by the school with 73% RWM (+14% on NA). Furthermore, 2023 outcomes in Phonics, KS1 and EYFS have attainment higher than national with EYFS GLD at 77% (All +12%) 75% (PP), Y1 Phonics - 88% (All +13%) 83% (PP), KS1 RWM at 69% (All +16% with standards agreed at NCC moderation in 2023) 40% (PP).

Outcomes for 15 pupils in Y6 2023 were higher than national as 73% attained EXS in RWM with 13% at GDS.

All Pupils	Read ( NA)	Write (NA)	Maths (NA)	RWM (NA)
EXS	80 (73)	73 ( 73)	80 (73)	73 (59)
GDS	33	27	13	13

This cohort included 40% pupil premium, 33% of pupils with SEND – 2 pupils with ECHP. Mobility since KS1 is also higher than average.

Leaders are determined to raise standards for all pupils, regardless of disadvantage. As a result of rigorous monitoring and high expectations, attainment in tests for those with disadvantage is above national comparison groups. This includes two pupils with considerable disadvantage who were formerly looked after, attaining solid expected results in RWM, which is a real achievement and testament to our curriculum and pedagogy.

(6 pupils)	EXS ( NA 2022)	GDS
Read	83% 5/6 (62)	33% 2/6
Maths	67% 4/6 (55)	17% 1/6
Writing	67% 4/6 (56)	17% 1/6
Combined	67% 4/6 (42)	17% 1/6

Next Steps:

- Create focus groups (in class), in addition to quality first teaching to boost Y2 RWM outcomes.
- Small group intervention/boosters –consider using CGP Y2/Y6 stretch books.
- Maintain move up, stay up as this helps 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 support in class/School led tutoring has benefitted targeted individuals, which has helped raise attainment. RWI Catch Up/Fast Track training completed to target lowest 20%, including disadvantaged.

### **Challenge Number 3 – Access to wider opportunities**

Outcome

Pupils had access to a range of wider opportunities (academic year 2022-23).

Sporting events have included, Oasis Hunstanton swimming lessons and Sports Day. Sports Council (SSP meetings to organise event in the summer term), Cluster Events - cross country, Croydon Cup, Quick sticks Hockey, Year 4 Mini Medics training, WNAT Dance, Tri-Golf, Netball, Helen Batteley - dance workshops (half termly), playground leaders.

Life Skills taught have included, Using a knife and fork, toileting, coats, getting dressed sandwiches, brushing teeth, events organising, making a bed, making a cup of tea, washing up.

Trips and visits have included, Public Speaking Literary Event held at King's Lynn Corn Exchange, Y5 transition days Smithdon High School, Y6 transition Smithdon High School, Crucial Crew, Duxford, Smithdon pupils in for Science Week, Yr 3/4 Planetarium, Drama with Miss Roberts, Mad Scientists, Science at Springwood, Smithdon art workshop, West Stow Angli Saxon Village, Park Farm, Sea Life Centre, Fire Service Visit, Yr 5/6 Midsummer Night's Dream, Yr 5/6 Brilliant Club – Cambridge Scholar's (visit to Peterhouse College, weekly tutorials and graduation) and West Norfolk Young Carer sessions.

Assemblies have included, Celebration assemblies every Friday. Monday assemblies taken from the Enrichment Map included: International Peace Day, World Animal Day, World Smile Day, World Kindness Day, Bonfire Night, Remembrance Day, Universal Children's Day, Winter Solstice, Go Green Week, National Storytelling Week, Safer Internet Day, Random Acts of Kindness day and St David's day.

Trust/school events and workshops have included, Mental Health Week, West Norfolk Academies Trust Music Concert at Gaywood Primary, World Book Day, Soroptomists International Public Speaking Event at King Edward VII High School, Smithdon High School Year 3/4 Sports Festival, West Norfolk Academies Trust Dance Festival, West Norfolk

Academies Trust Primary Maths Challenge, Coronation celebrations, Apprenticeship Day, Spelling Bee, Reading Challenge and move up/stay up week.

Fundraisers have included, Christmas Jumper Day, Children in Need, Red Nose Day, Christmas fair, Spina Bifida, Y6 fundraiser.

Extra-curricular provision/clubs have included, weekly Music Tuition, Homework, Athletics, Story and drama, Lego, Art, Yoga, Indoor climbing, Drawing, Collage and Book club.

#### **Challenge Number 4 – Parental Engagement**

##### Outcome

We have seen much improved parental engagement this academic year. Among others, events have included - Maths Café, Reading Café, Poetry Recital, Christmas decorations, Nativity, Website, Class Dojo, Twitter, Newsletters and Homework Challenges, parent's evenings. Knowledge organisers shared every half term via Class Dojo and a cake sale.

#### **Challenge Number 5 – Attendance**

##### Outcome

Disadvantaged attendance 2022-23 - 92% is above that of 2021/22 - 91%. It remains broadly in line with all pupils 2022-23 93% and national averages 92.5%.

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 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*

<b>Programme</b>	<b>Provider</b>
Online Reading Quizzes	Accelerated Reader
Testbase	AQA
RWI Fresh Start	Read Write Inc
RWInc Phonics	Read Write Inc
Learning With Parents Platform	Learning With Parents
Scholars Programme	The Brilliant Club
Times Table Rockstars	Maths Circle Limited