

# Pupil Premium Strategy Statement 2020-21



## Snettisham Primary School



# Pupil premium strategy statement – Snettisham Primary School

## School Overview

Metric	Data
School name	Snettisham Primary School
Pupils in school	94
Proportion of disadvantaged pupils	28/94 (30%)
Pupil premium allocation this academic year	£45,970
Academic year or years covered by statement	2020-21
Publish date	01 September 2020
Review date	01 September 2021
Statement authorised by	Louise Jackson
Pupil premium lead	Louise Jackson
Governor lead	Andy Gee

## Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	-1.6
Writing	-0.8
Maths	-0.8

## Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
EYFS GLD	100%
Phonics Screening Check Y1	20%
Meeting expected standard at KS1 (RWM)	40%
Achieving high standard at KS1 (RWM)	0%
Meeting expected standard at KS2 (RWM)	25%
Achieving high standard at KS2 (RWM)	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Knowledge gaps are filled so that progress is maximised; disadvantaged progress/attainment is in line with non-disadvantaged pupils following a significant period at home due

	to Coronavirus
Priority 2	Develop Mastery Maths across all year groups, enhancing consistency in delivery and embedding planning
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Ensure staff use evidence-based whole-class teaching interventions (EEF/PiXL)</li> <li>• Ensuring staff use accelerated learning time (10 minutes at the start of lessons) to address knowledge gaps</li> <li>• Ensuring that focussed support (in class) targets disadvantaged pupils so they meet the expected standard</li> </ul>
Projected spending	£8,470

### Teaching priorities for current academic year 2020-21

Aim	Target	Target date
Progress in Reading KS2	Achieve KS2 national average progress scores in KS2 Reading (0)	July 2021
Combined attainment in KS1 (RWM)	Achieve KS1 national average EXS/GDS	July 2021
Combined attainment in KS2 (RWM)	Achieve KS2 national average EXS/GDS	July 2021
Phonics	Improve outcomes. Achieve national average attainment scores %	July 2021
Other	Improve the attendance of disadvantaged pupils in line with national average (95%)	July 2021

Measure	Activity
Priority 1	All relevant staff (including new staff and trainees) have received training and adequate support in order to deliver Talk for Writing, Talk for Reading and Read Write Inc phonics/spelling effectively
Priority 2	Maths lead to work with Maths Mastery specialist to embed Maths Mastery teaching across all year groups utilising White Rose Maths and Maths No Problem in planning and delivery
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Ensuring staff use evidence-based whole-class teaching interventions to ensure progress 'catch-up' is maximised (NELI/RWInc/Powerful Words)</li> <li>• Ensuring ALL staff have access to relevant training and support</li> <li>• Ensuring regular subject release for maths leads to collaborate</li> </ul>
Projected spending	£13,500

### Targeted academic support for current academic year 2020-21

Measure	Activity
Priority 1	Embed the use of Accelerated Reader across all year groups to increase reading for pleasure
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness, referring to gaps analysis (PiXL)
Projected spending	£12,500

### Wider strategies for current academic year 2020-21

Measure	Activity
Priority 1	Embed the behaviour policy so that restorative approaches are used consistently across the school
Priority 2	Utilise staff to support families with attendance, including Fast Track
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Engaging parents to improve attendance and readiness to learn for the most disadvantaged pupils</li> <li>Ensuring adequate training/support</li> </ul>
Projected spending	£11,500

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by support staff (cover supervisor)
Targeted Academic Support	Ensuring adequate release time for school maths-lead to liaise with Maths Mastery specialist and provide in class support	Maths leads and Maths Mastery specialist released twice every half term to liaise/support using support staff (cover supervisor)
Wider strategies	Engaging the families facing most challenges, providing support with attendance	Training and support provided for SLT to improve attendance and readiness to learn

Aim	Outcome
Improve outcomes in phonics	Results have declined on previous year. As a result, RWInc phonics/spelling will be embedded to ensure we meet the aim in 2021.
Improve KS1 combined measure (RWM) so that outcomes are in line with non-disadvantaged pupils	Significant improvement in disadvantaged pupil outcomes from 2018- 0% to 2019- 40%. On track towards aim.
Improve KS2 combined measure (RWM) so that outcomes are in line with non-disadvantaged pupils	Significant improvement in disadvantaged pupil outcomes from 2018- 0% to 2019- 25%. On track towards aim.
KS2 progress in reading, writing and maths	Significant improvement in disadvantaged pupil progress from 2018 to 2019. Reading, -9.9 to -1.6, writing, -14.9 to 0.8 and maths, -8.8 to 0.8. On track towards aim.
General	<p>Weekly CPD sessions helped assess the impact of the curriculum and provide support, including year group moderation across the trust.</p> <p>Subject leader release ensured pupil voice was recorded and assessed for impact.</p> <p>A TA in Y3/4 has been trained to use Accelerated Reader and is beginning to complete star reader assessments so progress is monitored closely and books selected at the right level for each child.</p> <p>Pupil progress meetings held in the autumn term helped identify where good progress had been made and set targets for identified groups of pupils in need of intervention/small group support.</p> <p>Quality texts used throughout the English schemes of work to help engage children and staff, and support inference, fluency and exposure to vocabulary.</p> <p>School Strategic Improvement Fund has enabled us to measure the impact on language in our school and provide NELI interventions to target disadvantaged pupils.</p> <p>Restorative approaches have been</p>

	shared with staff and are beginning to embed across the school.
Other	Attendance has declined. Attendance support will be a priority in 2020-21 from SLT via informal meetings and Fast track