

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Detail	Data
School name	Snape Primary School
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	Dec 15th 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Elaine Peasey
Pupil premium lead	Sarah Gallagher
Governor / Trustee lead	Elaine Peasey

### ***Funding overview:***

Detail	Amount
Pupil premium funding allocation this academic year	£ 15795
Recovery premium funding allocation this academic year	£ 5725
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	£21520

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF should be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no "one size fits all". We consider the needs of individual children at Snape Primary and offer a bespoke package to meet them. We also recognise that these have been many and varied during this challenging year.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. For all disadvantaged pupils in school to make or exceed nationally expected progress rates. To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils. Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Recognising that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating Pupil Premium funding following a needs analysis, which will identify priority classes, groups or individuals.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

Allocating a 'Pupil Premium' / 'Catch Up' - providing small group work focussed on overcoming gaps in learning and running learning skills, self esteem and nurture groups.

Ensuring that all teaching assistants are used effectively to support pupil premium children.

1-1 support

Additional teaching and learning opportunities provided for children.

Aiming at accelerating progress, moving children to at least age-related expectations.

Targeting able children on Free School Meals to achieve Age Related Expectations Supporting payment for activities, educational visits and experiences. Ensuring children have first-hand experiences to use in their learning in the classroom.

To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier.

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

Challenge number	Detail of challenge
1	Impact of school closure due to Covid-19 on pupil wellbeing and emotional support for all pupils, including those eligible for PP.
2	Closing attainment gap across Reading, Writing and Maths while ensuring that the broad curriculum is also fully inclusive for all children.
3	Missed / forgotten learning due to school closures could affect slower progress rates towards end of key stage expectations / attainment and generally across the school
4	Less talk and high level language being used during lockdown - more isolation and children taking part in solitary activities without having conversations.
5	Possible increases of absence due to potential self-isolation periods during the year and anxiety about health concerns (small no of families previously shielding).
6	Some children have challenges establishing friendships either since lockdown or due to the size of our school with some year groups having gender imbalances.

**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
Increase of KS1 and 2 attainment in reading, writing and maths– including catch-up provision. Closing gaps agenda for PP pupils.	Support groups planned, resourced and evaluated effectively to ensure that they have the maximum possible impact. Improve progress from Summer 21 data in PIRA, White Rose, Big Write and Yr 2/6 end of yr assessments.
TAs deployed effectively to support catch-up across the school. Training in place to enable effective provision: Numicon catch up training, ELSA supervision and SALT training	TA employed to support disadvantaged children, training in place for TAs on various intervention and Speech and Language programmes when needed.
More opportunities to read and talk about stories one to one. One to ones and Sp and Language sessions encourage conversation	Reading for understanding and comprehension progress can be evidenced in PIRA, reading records + daily interactions.
Increased well-being and emotional support for all pupils, including those eligible for PP	Support groups continued for PP children with trained TAs when required. Focus on mindfulness across school and raised awareness of everyone's mental health
Pupils' achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained.	Experiences and visits planned for children across the year, wide range of extra-curricular clubs. Pupil voice shows a greater understanding of the world around them, tolerance + respect for all

## 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: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant to deliver interventions, nurture and work with pupil premium children in KS2.</p> <p>£2017</p>	<p>EEF            “As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.”            We have analysed the needs of our PP cohort and have identified a number of children who would benefit from smaller group teaching and interventions this will allow us to increase the amount of attention each child will receive            Allocations of HLTA to ensure that each class has more time for Maths. TA delivery of Numicon Catch up 1 to 1. Extra TA support with children in study skills+spelling strategies.            Speech and Language 1 to 1s x2 a week.            x1 session with SALT per week</p>	1,2,3,4,5
<p>Extensive CPD for all staff in school – to create highly effective practitioners in all classrooms. Planned approach to CPD using staff meetings+regular feedback from courses. Time given to share good practice.</p> <p>Numicon training for a year £99            SALT training            ELSA supervision £150            Trauma Informed Training</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.            “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”            We have looked at the capacity of staff within the school and recognise that we need high quality CPD throughout all areas of teaching and learning. A full planned package is in place which includes support for delivering wellbeing eg supervision with the Mental Health Nursing Team.</p>	1,2,3

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

Budgeted cost: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to work with PP children on interventions KS1 and 2 targeted Maths and language support – resources funding from Autumn term recovery fund.</p> <p>SALT: £4000 + TAs and Teachers</p>	<p>EEF (+4)</p> <p>“Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher or TA to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.”</p> <p>Accelerated progress for children in receipt of interventions and other targeted support. Having analysed our cohorts we have identified groups of children that need support to address gaps.</p> <p>Teachers and TAs will be working with intervention groups.</p> <p>SALT working with 1 to 1s</p>	<p>1,2,3,4,6</p>

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved social and emotional wellbeing for PP children and other vulnerable pupils.  £3200	ELSA groups and 1 to 1s once a week. Regular liaising with class teachers to ensure no child missed. Well being 'catch ups' offered with member of staff known/most familiar with that child. Forest Schools once a week-confidence building+green well being	1, 7, 9
Subsidised visits/ visitors, experiences and extra curricular activities for PP children. (Where possible following Covid-19 guidance)  £600	PP pupils do not have access to as many activities which promote cultural capital. If visits and extracurricular activities are able to go ahead financial support can be provided to ensure children in receipt of PP are able to take part. Areas where PP pupils are supported: Transport to swimming lessons Residential visits where financial support may be offered to cover some costs. Visits out of school – fully supported Visitors in to school – fully supported Premier After School Club costs Before and After school Club costs. Incidentals for kit for residential/clothing	2,6
Staffing levels ensure plenty of opportunities to talk to children in small groups+1 to 1 to reassure+enhance well being.  £3,200	PP children settle into school life quickly and engage with their learning as a result of feeling valued and included. Attendance rates are good for PP pupils. Parents report that their children settle quickly and have a sense of belonging and want to engage in school.	2, 6

**Total budgeted cost: £ 19 500**

## **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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that some of the disadvantaged children were performing lower than non-disadvantaged children. Because of the disruption caused in the education of the children due to the pandemic, the outcomes for these children were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. Despite all being offered places back in school for the second lockdown Jan 21 places weren't taken up. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Although we mitigated this by offering both one to one and group interventions virtually this was sporadic amongst PP pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### **Further Information**

School provided home learning packs, art materials and stationary to each child during both lockdowns. Each child had a quality text book which the home learning topic was based on. Staff delivered all of these to homes based on geographical area and also delivered laptops to those who had no access including to larger families.

School delivered food parcels in both lockdowns, provided food vouchers during the holidays (Govt and then Suffolk scheme) and run a food 'larder' weekly from the school car park.

Regular door steps visits made, regular phone call checks ins made. Zoom assemblies held at the beginning of the week to 're group' with regular zoom sessions through out the week providing a mental health boost and to address learning issues swiftly.