

Pupil premium strategy statement 2024-25



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 | 82 |
| Proportion (%) of pupil premium eligible pupils | 40% (33 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/2025 to 2026/2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| 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 | £48,840 (£1480 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 | £48,840 |

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 | National and internal assessments indicate that attainment in writing among disadvantaged pupils is generally below that of non-disadvantaged pupils. |
| 2 | Assessments, observation and discussions with pupils indicate that under-developed oral language skills and vocabulary gaps are more prevalent among our disadvantaged pupils than their peers; particularly on entry to the Early Years in speech, language and communication. This is also having an impact on writing and spelling outcomes. |
| 3 | Our school is experiencing a higher prevalence of social, emotional and mental health related conditions among pupils. This can mean that some pupils may need additional support in order to access the curriculum. |
| 4 | Our disadvantaged pupils do not always have the same experiences as our non-disadvantaged pupils. Therefore, it is important that our school continues to offer a range of enrichment opportunities in order to ensure access, not only to extended provision e.g. drop in but also wider opportunities which are subsidised. |
| 5 | Some families find it difficult to engage and this can have an impact on the way in which they can support their child's learning/aspiration, including home reading, attending school events to find out how their child is progressing and workshops. |
| 6 | Attendance data at Snettisham Primary School over the last three years indicates that attendance among disadvantaged pupils has been consistently around 2% lower than for non-disadvantaged pupils. A proportion of our disadvantaged pupils have been persistently absent. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |

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"> Pupils achieve as highly in writing as they have in reading and mathematics, as teachers skilfully adapt provision and enable strong progress in grammar, spelling and punctuation. |

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| | <ul style="list-style-type: none"> • KS1/KS2 to continue to achieve EXS/GDS to meet their individual targets, with writing a particular focus. Regular pupil progress reviews and targeted support put in place as required. • Pupils will attain in line with non-disadvantaged pupils/national averages RWM %, PSC, MTC and GLD. • Pupils will attain in line with non-disadvantaged pupils/national averages RWM % (EXS/GDS) • Children will have accessed small group, in class support. |
| Children to have access to wider opportunities | <ul style="list-style-type: none"> • Children will take part in enrichment experiences, including trust events • The percentage of pupils eligible for PP participating in each of the extracurricular clubs will be monitored and SLT to take active steps to increase participation where appropriate. • Children will have music lessons • Children will experience school trips/residential experiences • Children will have accessed extracurricular activities (including drop in/after school clubs) which enhance the curriculum and support their future journey. |
| Improved parental engagement | <ul style="list-style-type: none"> • Parents/carers will have access to regular workshops • Communication via Class Dojo, newsletters, website and Twitter will enhance engagement. |
| Every teacher a teacher of SEND | <ul style="list-style-type: none"> • Adaptions are in place for all SEND pupils to support learning. |
| Improved % attendance | <ul style="list-style-type: none"> • Attendance lead will work closely with parents to support improved attendance through early intervention and support. • Attendance of disadvantaged pupils will be closely monitored. • Attendance aim – in line with national average – persistent absence is reduced. |

Activity in this academic year (2024-25)

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: £13,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Senior leaders design the CPD schedule and plan delivery in order to secure improved progress and attainment across the curriculum (with a particular focus on writing development – composition, grammar, spelling and handwriting). It supports the development of subject knowledge and aids in the recruitment and retention of new and existing staff.</p> <p>Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists.</p> | <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>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>Education Policy Institute, Evidence Review. https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students</p> | 1, 2 |
| <p>Snettisham support staff have access to regular training and support in the form of twilights, specific training days (e.g. RWInc), CPD videos and invites to staff meetings.</p> <p>This ensures that intervention compliments the quality first teaching and</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. (+4 months)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> | 1, 2 |

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| <p>consistency in teaching and learning across the school.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | |
| <p>High-quality, challenging texts pervade the curriculum library and classrooms. Reading passports promoted/showcased routinely and book spine (class texts) shared with staff during CPD session to promote 'Reading for Pleasure'. Peer reading sessions overseen by Reading Ambassador and English Lead at least twice every half term. CPD for Reading Ambassadors provided by English Lead.</p> | <p>Reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers. (DfE – Research Evidence on Reading for Pleasure) https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf</p> <p>Collaborative learning proven in EEF to raise standards. A collaborative approach involves pupils working together in group small enough for everyone to participate on a collective task that has been clearly assigned. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> | <p>1, 2, 4</p> |
| <p>Staff at Snettisham benefit from oracy and vocabulary CPD (with reference to the oracy toolkit), through INSET and additional CPD sessions, in order to enhance outcomes for pupils across the school in vocabulary, reading, writing and wider curriculum.</p> | <p>EEF Teaching and Learning Toolkit – Oral Language Interventions suggests that training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | <p>1, 2, 3, 4</p> |
| <p>Teachers and support staff will spend lessons prioritising feedback to pupil through live marking and assessment to celebrate success and to respond to misconceptions during the sessions.</p> | <p>Providing feedback is well-evidenced and has high impact on learning outcomes. It tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+7 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> | <p>1, 2</p> |
| <p>New staff, including ECT and pastoral and</p> | <p>The Early Career framework will provide additional support to Early Career</p> | <p>1, 2, 3, 5</p> |

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| <p>attendance lead, will benefit from a programme of CPD and support, including:</p> <ul style="list-style-type: none"> • Julian Teaching School HUB • Step Lab • EEF Supporting School Attendance - reflection and planning tool. • NCC Attendance Toolkit • NCC training and webinars | <p>Teachers (ECTs) during their first two years of teaching, which includes training, materials and a dedicated mentor who will support ECTs to develop.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support-online-teacher-developmentary</p> <p>The EEF state that improving attendance is a multifaceted mission, requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies. We have brought these principles together as evidence-informed themes, each drawing upon recommendations from the EEF's suite of guidance reports, to support school leaders in reflecting upon and developing strategies to tackle pupil absence and improve attendance.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/supporting_school_attendance_-_reflection_and_planning_tool</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Snettisham Primary School will further develop its reading/phonic strategy with support from RWInc specialist and The Wensum Hub to ensure all children can learn to read and read to learn. This will ensure that no child is left behind, including lowest 20%, raising achievement for all.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>1,2,4</p> |

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| <p>Teachers and TAs receive training and coaching to follow a structured programme and precision teach to pupil gaps through EYFS-KS2 on a daily basis: Read Write Inc Phonics (EYFS-LKS2) and Read Write Inc Fresh Start (UKS2). Parents will be provided with information, training and support.</p> | | |
| <p>Pupils at Snettisham Primary School will benefit from one-to-one, or small group, school led tuition. Precision teach to pupil gaps. Social and emotional support (pastoral lead).</p> | <p>On average, one to one tuition is very 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.</p> <p>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.</p> <p>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | <p>1, 2</p> |
| <p>All pupils to benefit from support in learning multiplication tables. Times Table Rockstars</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 & Zydny, 2005)</p> <p>https://www.cambridgemaths.org/images/espresso_1_learning_and_assessing_times_tables.pdf</p> | <p>1</p> |
| <p>Booster clubs/ sessions primarily for disadvantaged pupils in Reading, Writing, GPS and Maths.</p> | <p>EEF suggests that before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than</p> | <p>1, 2</p> |

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| | any other types of extended provision. Impact +3 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time | |
| Utilise teaching assistants to develop targeted writing intervention and support in class (composition, grammar and spelling) working with the guidance and support of the English Lead. | The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants John Hattie's Visible Learning – high effect size in relation to response to intervention. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ | 1, 2 |

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

Budgeted cost: £13,590

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Further enhance social and emotional provision through the recruitment of a new pastoral and attendance practitioner. Continue to fully utilise Farm School provision to support increased confidence, mental health for targeted pupils so they are ready to learn in the classroom. | 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 3, 4 |
| Maintain good links with agencies to support families and pupils, including: | EEF research suggests that interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months). | 3, 4 |

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| <p>Community and Partnership Team, Early Help and the SEMH Team</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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. This ensures that enrichment is maximised.</p> <p>Drop in/breakfast club, Music Tuition</p> <p>Trips/Visits, Arts participation, Extra-curricular clubs, Boosters, Sports events, Apprenticeship Day, Brilliant Club/ Scholars Programme</p> | <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention (+3 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts participation can have a positive impact on academic outcomes in other areas of the curriculum. (+3 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | <p>3, 4, 5</p> |
| <p>Ensure support is available for families in crisis.</p> <p>School led EHAP</p> <p>Early Help Referral</p> <p>Help Hub</p> <p>ECFS</p> <p>Signposting, e.g. Just One Number</p> <p>Parenting programmes, e.g. Triple P, Solihull, Freedom Programme and Circle of Security</p> | <p>Parental engagement has a positive impact on average +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Triple P can lead to improvements in children’s behaviour. It is believed that strategies within the programme could lead to improvements in children’s language development.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/level-4-group-triple-p-positive-parenting-program</p> | <p>3, 4</p> |
| <p>Continued targeted provision/early intervention in place for vulnerable pupils to support with mental health and wellbeing. This fosters positive</p> | <p>EEF suggests that effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> | <p>3</p> |

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| relationships and ensures that pupils are ready to learn. Nurture Space Mental Health Domestic Abuse Champion Anna Freud Wellbeing Toolkit Boxall Profiling | | |
| Effectively promote parental engagement in learning via regular workshops in school, and develop further through Class Dojo, Twitter, newsletters and the school website. Promote Learning with Parents. | Parental engagement has a positive impact on average +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 4 |
| The monitoring of attendance will follow the EEFs 6 evidence based themes as outlined in the evidence based research. Pastoral and Attendance Lead supported by SLT. Early Intervention will be put in place as required in line with NCC guidance. | The EEF suggest that improving attendance requires different approaches in different contexts. They state that there are, however, some common overarching principles that can inform attendance strategies. (6 evidence based strategies). 1.Build a holistic understanding of pupils and families, and diagnose specific needs.2.Build a culture of community and belonging for pupils3.Communicate effectively with families4.Improve universal provision for all pupils5.Deliver targeted interventions to supplement universal provision6.Monitor the impact of approaches https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance | 3, 4, 5 |

Total budgeted cost: £48,840

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 2023 to 2024 academic year.

Attainment

Attainment for 10 pupils in Y6 (all pupils) was in line with national averages; 60% attained EXS in RWM. The national average for 2024 was 61%.

This cohort has 1 pupil working at PKS so 6/9 attained EXS with this pupil removed. Two further pupils attained 99 in reading with 3 pupils close to 110 in maths. Outcomes for disadvantaged pupils was 40%, with each child accounting for 20% (within 1 child of all pupils and NA).

This cohort included 50% pupil premium, 30% SEND. Mobility since KS1 is also higher than average, 3 pupils joined in year 4 and 1 pupil joined the school at the end of year 5.

| All Pupils (10) | Read (NA-74%) | Write (NA-72%) | Maths (NA-73%) | RWM (NA-61%) |
|-----------------|---------------|----------------|----------------|--------------|
| EXS | 60 (74) | 60 (72) | 70 (73) | 60 (61) |
| EXS PP (5) | 60 | 40 | 60 | 40 |
| GDS | 30 | 20 | 0 | 0 |
| GDS PP (5) | 0 | 20 | 0 | 0 |

Outcomes in GLD and PSC in 2024 were above average for the second consecutive year with 77% (all) 100% (PP) reaching GLD and 95% (all) 83% (PP) PSC pass. Y4 MTC was also improved, reaching national average at 31% and average at 20.7.

Leaders remain resolute in continuing to raise standards for all pupils through rigorous monitoring and high expectations, regardless of disadvantage.

Next Steps:

- Small group intervention/boosters.
- Embed oracy, reading and spelling strategies to increase writing outcomes.
- Aim for RWM and MTC above national averages in 2024/25 with tables tutoring in Y5 to ensure progress in mathematical fluency.
- 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.

Communication and Language

Interventions have been provided by trained staff. Pastoral provision 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.

Access to wider opportunities

Pupils had access to a range of wider opportunities this academic year including: swimming lessons at Oasis in Hunstanton, whole-school Sports Day, Sports Council (including SSP meetings), a range of Cluster Events, e.g. cross country, tri-golf and Croydon Cup.

Life Skills taught have included: using a knife and fork, toileting, coats, getting dressed sandwiches, brushing teeth, making a bed, making a cup of tea and 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, Peterborough Mosque, Brilliant Club – Cambridge and West Norfolk Young Carer sessions.

Assemblies have included: Celebration assemblies every Friday and singing assemblies on Wednesdays. Monday assemblies have been taken from the Enrichment Map and have included: International Peace Day, World Animal Day, World Smile Day, World Kindness Day, Bonfire Night, Remembrance, Universal Children's Day, Go Green Week and Safer Internet Day. These have been complimented by No Outsiders assemblies.

Trust/school events and workshops have included: Mental Health Week, West Norfolk Academies Trust Music Concert, World Book Day, Soroptomists International Public Speaking Event at Springwood High School, Smithdon High School Year 3/4 Sports Festival, West Norfolk Academies Trust Dance Festival, West Norfolk Academies Trust Primary Maths Challenge, Apprenticeship Day, Spelling Bee and move up/stay up week.

Fundraisers have included: Christmas Jumper Day, a sponsored walk organised by the Friends, Red Nose Day and our annual Christmas fair.

Parental Engagement

Parental engagement continues to develop. Among others, events have included a phonics workshop, Poetry Recital, Christmas decorations, Nativity/Carol Concert, Website, Learning with Parents platform (Willow Class), Class Dojo, Twitter, Newsletters and Homework Challenges, parent's evenings. Knowledge organisers shared every half term via Class Dojo and a cake sale.

Attendance

Disadvantaged attendance 23/24 is 90.26% which remains in line with the previous year 22/23 – 90.39%. Attendance of all pupils 23/24 92.96% remains in line with national averages 92.8%.

Attendance remains a focus on our plan. Meetings will continue to support disadvantaged pupils with attendance in an effort to reduce the gap between those who are disadvantaged and all 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 Reading Quizzes | Accelerated Reader |
| Testbase | AQA |
| RWI Fresh Start | Read Write Inc |
| RWInc Phonics | Read Write Inc |
| <i>Wensum English Hub Support</i> | <i>Wensum Trust</i> |
| Learning With Parents Platform | Learning With Parents |
| Scholars Programme | The Brilliant Club |
| Times Table Rockstars | Maths Circle Limited |