

# Pupil premium strategy statement – Little Snoring Primary Community Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	October 2023
Date on which it will be reviewed	Termly until July 2024
Statement authorised by	Suzannah Hayes
Pupil premium lead	Suzannah Hayes
Governor / Trustee lead	Bruce Gordon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,920
Recovery premium funding allocation this academic year	£3,480
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38,400

# Part A: Pupil premium strategy plan

## Statement of intent

Little Snoring Community Primary Academy is part of the Diocese of Norwich Education and Academies Trust (DNEAT). This is a rural primary Academy with 77 children on roll (October 2023), aged from 4 to 11 years. The size of the Academy is below the national average. Due to small numbers in each year group, classes are vertically grouped – this can pose problems to curriculum development.

The aim of the Pupil Premium is to enable us to target pupil attainment to support pupils in making the best possible progress. To ensure that the additional monies have the maximum impact on the targeted pupils, we will, through thorough analysis of the pupils' academic progress against other pupil groupings in school and national data, monitor and evaluate the impact of each intervention. We use PiXL as the basis for this work.

We have used the EEF Pupil Premium Guide (updated September 2023) to ensure that the support we offer is targeted sufficiently through 'A Tiered Approach'. We have used this to define our priorities and ensure balance. Our tiered approach comprised of three categories:

1. High Quality Teaching and Learning through a broad and balanced curriculum
2. Targeted academic support
3. Wider strategies e.g. breakfast and after school club provision, enrichment opportunities.

At Unity Federation the child is at the centre of everything we do. Children are the heart of our village community with bright and hopeful futures. Our village school is 'home'; a safe place to start your journey of a lifetime. A place where you will be respected and know your opinion counts; a place to make mistakes and learn to take responsibility for your actions. We aim to prepare the children to become life-long learners in an ever-evolving world. Some pupils from disadvantaged backgrounds require additional support, therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant.

## Challenges

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

Challenge number	Detail of challenge
1	High proportion of children demonstrating lack of resilience and engagement.
2	Language Skills – including limited range of vocabulary linked to limited life experiences and availability of quality texts available in the home. More pupils entering EYFS have speech and language difficulties. This is then in line with slower progress in their writing.
3	Curriculum is still being fully embedded and hasn't been robust enough in the past in ensuring that it is fit for purpose for all pupils. Internal assessments indicate that writing attainment in particular among disadvantaged pupils is below that of non-disadvantaged pupils.
4	The attendance of our pupil premium pupils as a group is lower than that of the whole school. A proportion of our disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Many of our pupil premium pupils do not have the rich and varied experiences as non-pupil premium pupils seem to have, meaning knowledge of the world and vocabulary acquisition is limited.

## 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
Each child receiving extra support is profiled to identify any special educational needs or disability (if not already)	Assessments show that progress has been accelerated e.g. scores in phonics; any speech, communication and language needs; their attendance; time at the school, and previous teaching. Pupil premium pupils feel happy and safe in school and engage positively with their learning.
Children at risk of falling behind are identified within the first six weeks of their starting in their Reception year or as they join the school.	Completion of Reception baseline is used to identify a focus group of children. Sufficient support accelerates progress, including for new arrivals. Use of new arrivals policy to complete initial

	assessments and make initial observations.
A clearly defined curriculum extends children's language and vocabulary in all year groups and across all subjects.	Through monitoring (including by subject leaders) children are using more challenging vocabulary on a regular basis.
Effective procedures identify and support children with speech, language and communications needs from an early age.	SENCo has a clear understanding of the speech, language and communication needs and has a programme of support in place.
Ensure all relevant staff (including new staff) have received the correct training for delivering Read Write Inc effectively and support Talk 4 Writing project.	Targeted phonics teaching drives more pupils to achieving the required level in the phonics test.
For attendance of our Pupil Premium pupils to be no lower than the attendance for non-PP pupils. For attendance to be 'good' compared to national attendance (96%)	Pupil premium pupils have at least 95% attendance. Families understand the importance of regular attendance on pupil progress.

## 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: £12,600 - including TA time (£8000); CPD (£3000); access to RWI portal and further resources including training (£1100); e-book subscription Oxford Owls (£500)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	Upskilling staff through CPD is one of the key ways of making change and ensuring good progress. The CPD will be linked closely with our SCP.	2,3
To continue to ensure high quality consistent teaching of phonics and early reading	As a school, we want to ensure all our children develop an excellent understanding of phonics and leave our school as enthusiastic and competent readers. The school has adopted Read Write Inc so that all children experience a high quality and consistent phonics/reading teaching from the very start.  We are then developing the skills built up during early reading through our	2, 3

	Reading Rangers scheme. This provided the school with a consistent and focussed approach to teaching reading throughout KS2 to improve outcomes for all children in this area.	
To ensure each class has access to a general teaching assistant to increase the time for quality feedback for all pupils.	As a school we value the importance of this instant feedback in discussing a child's progress and next steps. It is predicted that quality and instant feedback can promote a child's learning by 8 months.	1, 2, 3
To continue to improve pupil attainment in writing	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively and support Talk4Writing.	2, 3, 5
To embed the new curriculum based on the Essentials Curriculum by Chris Quigley	Ensure all relevant staff (including new staff) have received training to implement the new curriculum and feel confident in their teaching of different subjects	2, 3, 5

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

Budgeted cost: £12,482 (including TA time for PiXL Interventions £5000; PiXL £2700; £1417 for NTP – this is the outstanding amount after deducting the separate 50% grant; Benjamin Foundation £1365; £1000 Nurture Group PE; £1000 Nurture Group Forest Schools)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop use of PiXL to target specific therapy groups.	PiXL Club aims to support the promotion of excellence for pupils. One of the strategic approach's PiXL promote within every day teaching is through effective use of data to sharpen the focus on the key gaps in students learning, and then the implementation of specific personalised intervention to enhance standards.	3
To use the National Tutoring Programme to provide additional teaching for pupil premium pupils identified as key marginals in terms of achieving the expected standard.	Due to the small size of cohorts, data can be misleading, so we have relied upon evidence gained from our own progress and attainment tracking, primarily based on PiXL, to identify specific skills and competencies that pupil premium pupils need to improve outcomes. Regular pupil progress meetings identify key pupils for whom	2, 3

	additional tutoring would support them in achieving expected levels of attainment.	
To employ other providers for social and emotional support – Benjamin Foundation	There will be clearly identified children who will have gaps in their learning and identified social and emotional needs.	1
To provide small nurture groups for targeted provision around PE and Forest Schools.	To provide opportunities for children to flourish beyond our academic curriculum. We provide additional time for children to carry out activities in the forest area and for PE. Here the children learn team building, life skills and are given an opportunity to succeed and feel proud of themselves.	1

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

Budgeted cost: £13,475 (including contribution to Pupil Support Advisor salary £4725; subsidise school trips £5000; breakfast club/after school provision £3500; learning café resources and consumables £250)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum	Children who are exposed to these have an enhanced knowledge and understanding of the world. Funding will be provided to support pupil premium pupils wanting to attend clubs or accompany visits. As a school, we value the importance of educational visits and the huge impact that this can have on a child's learning.	5, 1
To continue to make every effort to engage with and support, through planned school activities and the work of the Pupil Support Adviser, with all families of pupil premium children.	Pupils have increased self-esteem and recognise themselves as unique and valued individuals. Our PSA will work each day focussing on child well being, attendance and safeguarding.	1, 4
To ensure that we intervene as early as possible in any situation when attendance is below 93%.	Informal support through family meetings to avoid having to move to more formal processes. We know that when we develop trusting relationships with parents and carers, based upon recognising we are all working to support the children, we can achieve	4

	rapid and sustained improvements in attendance.	
To ensure all pupils have access to breakfast and after school club provision.	Regular meetings with parents to ensure full access and to help support financially as needed. Our aim is to provide the school community with an effective breakfast and after school club. Each child who attends the club will be provided with a breakfast to ensure that they are sufficiently ready for learning.	1, 5
Parental engagement	Parental engagement is an instrumental factor in attainment and we need to make sure the parent-school links are as strong as possible.	1, 3, 5

**Total budgeted cost: £38,557**

### Externally provided programmes

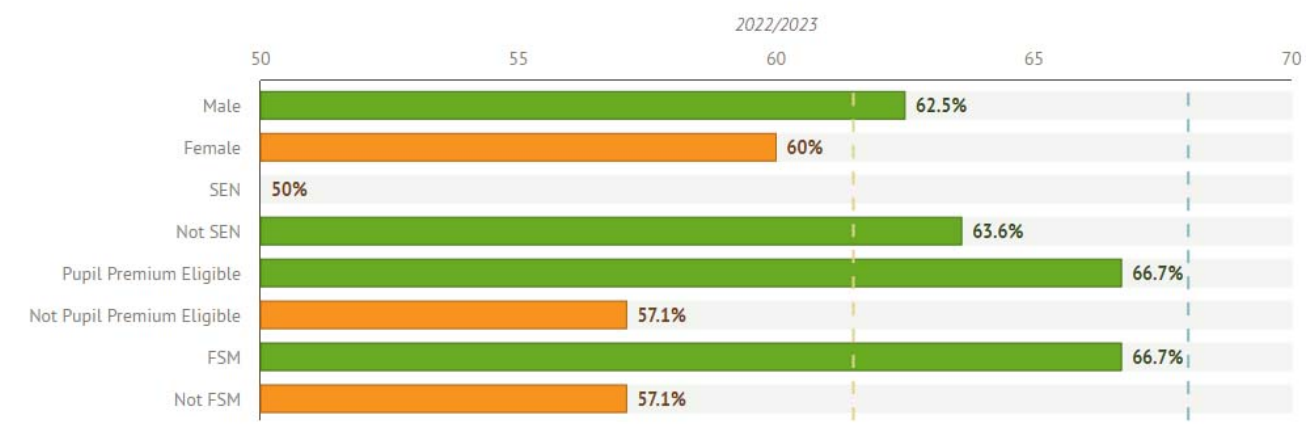
<b>Programme</b>	<b>Provider</b>
Read Write Inc	Wensum Hub, Oxford Owl, RWI Portal
Times Tables Rockstars	TT Rockstars
Talk 4 Writing	Training through Talk 4 Writing projects
Maths Mastery	East Angles Maths Hub

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

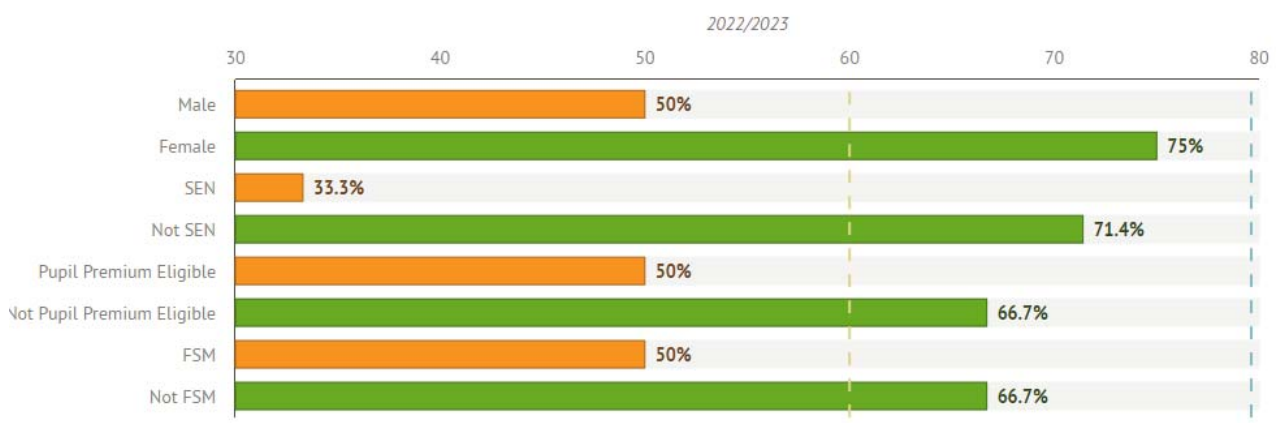
July 2023 EYFS Data

EYFS	Good Level of Development	National Average
(13 Pupils)	61.5%	68%



July 2023 Phonics Data

		National Average
Year 1 (10 pupils)	60%	79.6%
Year 2	75%; Cumulative = 83%	

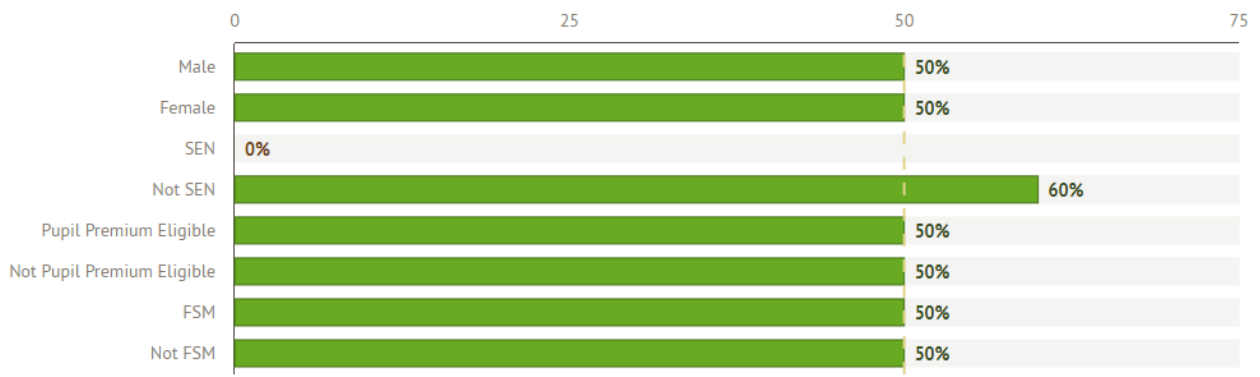




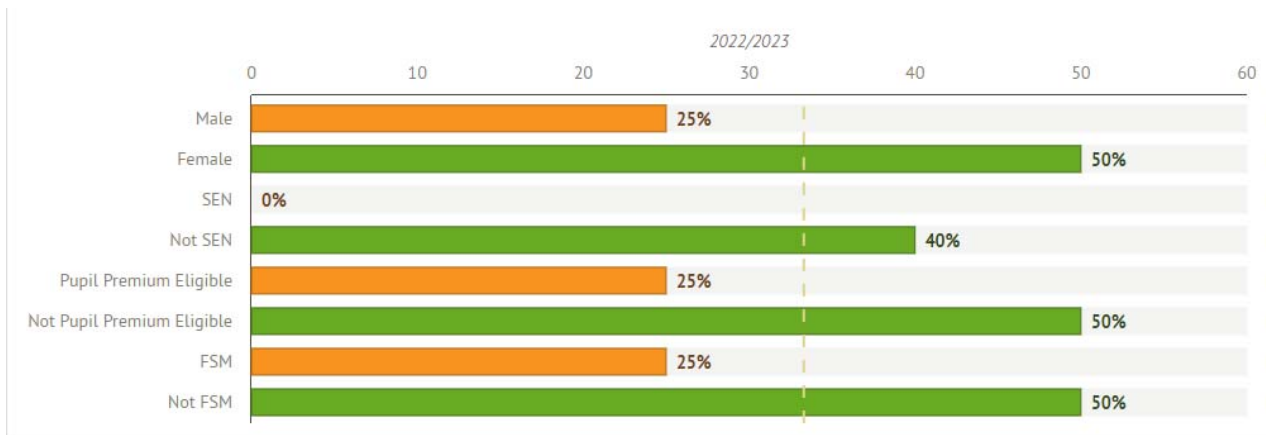
### July 2023 Year 2 Data

6 Pupils	Expected Standard	Greater Depth
Reading	50%	16.7%
Writing	33.3%	0%
Maths	66.7%	16.7%
Combined	33.3%	

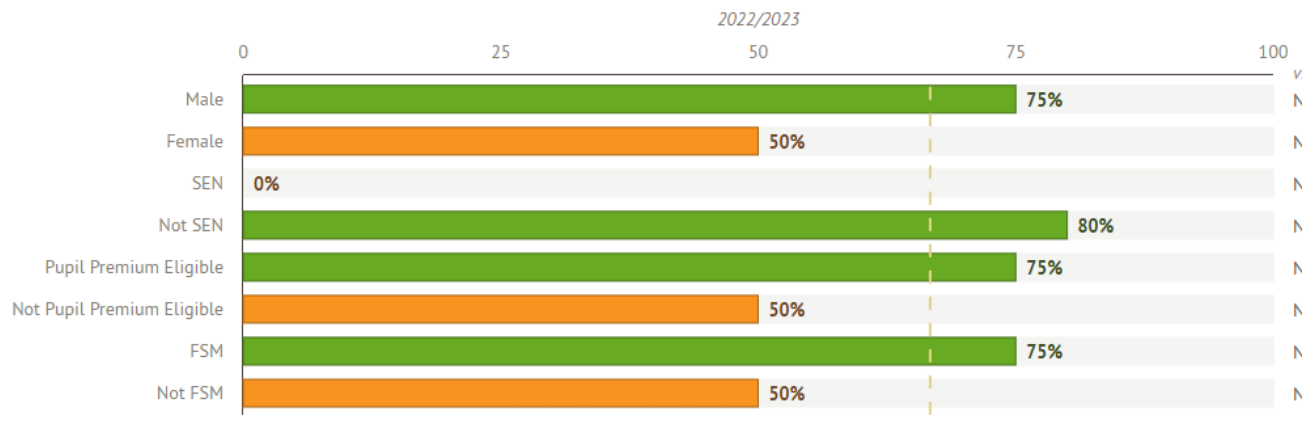
#### Reading:



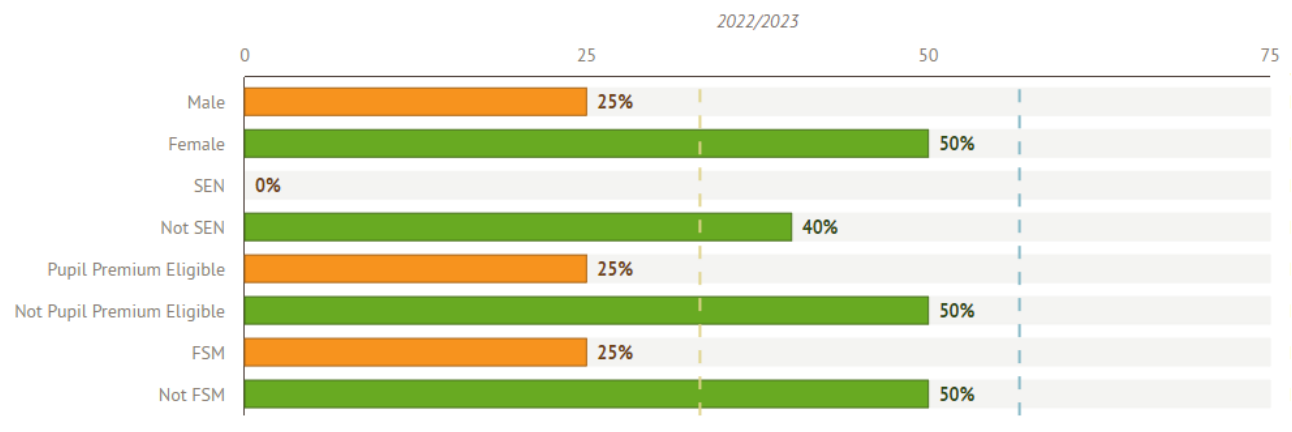
#### Writing:



Maths:



Combined:



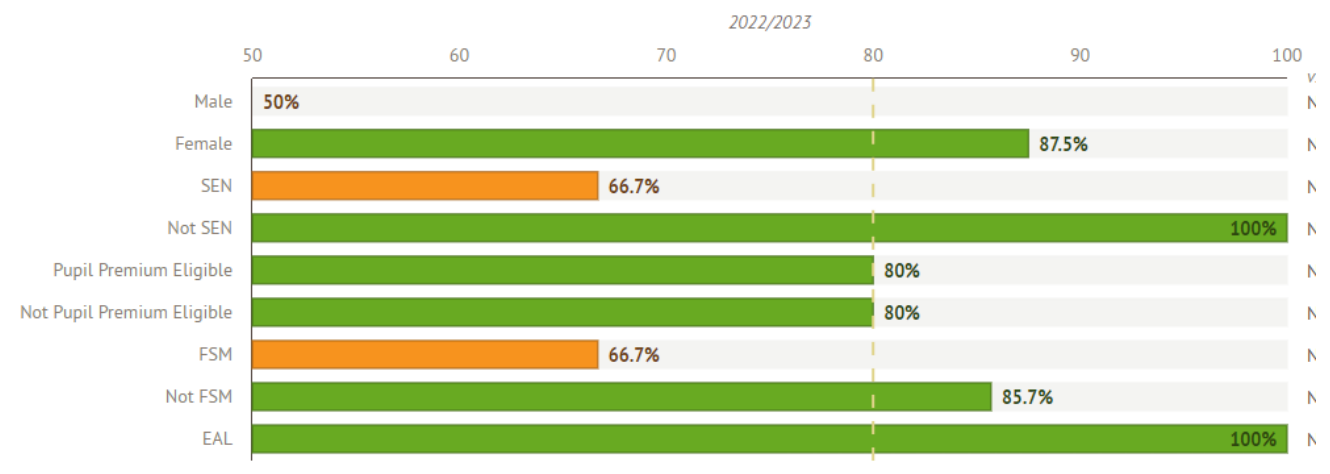
**July 2023 Year 6 Data**

10 Pupils	Expected Standard	National Average	Higher Standard	National Average		Average Scaled Score
<b>Reading</b>	80%	73%	30%			108.5
<b>SPaG</b>	80%	72%	40%			108.25
<b>Writing – Teacher Assessment</b>	70%	71%	20%			-
<b>Maths</b>	60%	73%	40%			106.88
<b>Combined</b>	60%	59%	20%			-

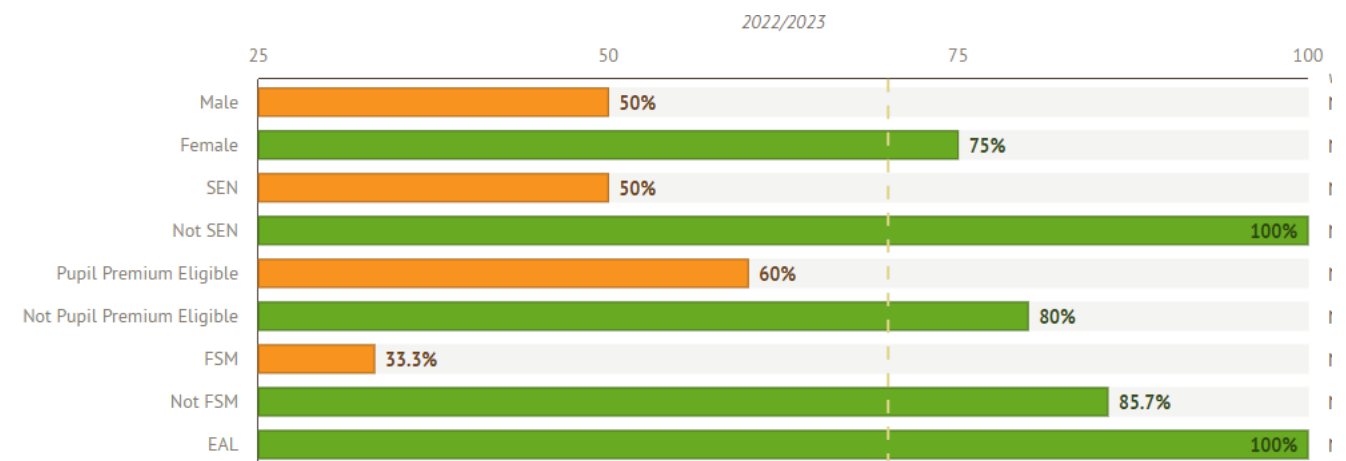
## Reading:



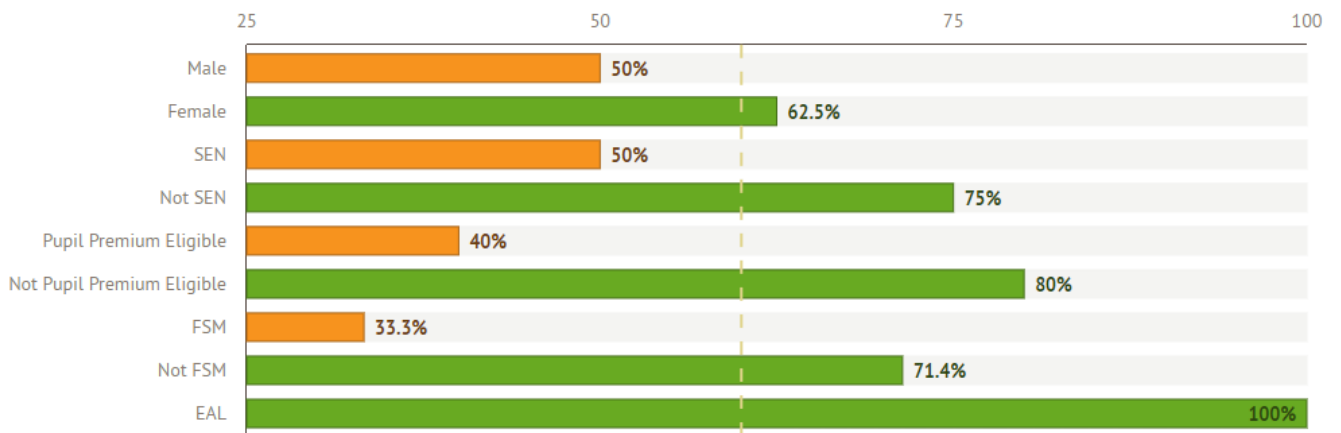
## SPaG:



## Writing:



## Maths:



## Combined:

