Pupil premium strategy statement – Little Snoring Community Primary Academy

This statement details our school's use of pupil 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	69
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026 - 2029
Date this statement was published	October 2026
Date on which it will be reviewed	Termly until July 2027
Statement authorised by	Suzannah Hayes
Pupil premium lead	Suzannah Hayes
Governor / Trustee lead	Jo Davenport

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,200
Pupil premium funding carried forward from previous years	£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*	£37,200

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 69 children on roll (October 2026), 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	SEND - A significant proportion of disadvantaged pupils have additional needs. Ensuring high-quality provision, targeted interventions, and inclusive practice is essential to secure progress and close gaps.
2	Attendance and punctuality – Disadvantaged pupils are more likely to have lower attendance and punctuality, which impacts learning time, continuity and progress.
3	Motivation and Aspiration – Some disadvantaged pupils require additional support to sustain motivation and develop resilience, so they can achieve highly across all areas of the curriculum.
4	Oracy and Communication – Limited vocabulary and poor oracy skills restrict learning, self-express, and confidence. Developing spoken language is a priority to unlock wider attainment.
5	Wider Curriculum Access – Financial and social barriers can limit disadvantaged pupils' participation enrichment, cultural capital, and wider curriculum opportunities, reducing equity of experience.

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
SEND – provision for disadvantaged pupils with SEND is closely monitored and adapted to ensure good progress.	● Rigorous plan, do, review cycle in place. ● Engagement in Trust-led projects ensures consistency and SMART targets using the 7Cs learning portfolio. ● Staff pro-actively seek support from SEND services, in partnership with families, in order to support provision at home and school from when barriers to learning first appear. ● External SEND services accessed as required. ● Monitoring and tracking of interventions is robust, with clear evidence of impact.

Attendance and Punctuality – Disadvantaged pupils achieve attendance of 95% or above and are motivated to attend school regularly.	• Children report enjoying school, feeling part of their school community, and feeling ready to learn. • Parents confirm their children enjoy attending. • Robust attendance interventions lead to sustained improvement. • Positive attitudes to learning evident in pupil voice and engagement, sustained over time.
Motivation and aspiration – Disadvantaged pupils make expected (or better) progress and attainment in reading, writing and maths, and develop resilience as learners.	• Teachers use diagnostic tools (e.g. PiXL, NELI, Wellcome) to identify and address gaps. • Children participate actively in assessment and can articulate their learning. • Pupils understand and can vocalise their targets and next steps. • Teaching assistants enable pupils to become more resilient and independent. • Interventions are delivered promptly and effectively where gaps are identified.
Oracy and Communication – Disadvantaged pupils acquire, retain and apply early phonics and reading skills at the same pace as peers.	• Early identification strategies used to intervene promptly. • Children actively engage in phonics and reading lessons and make good progress. • All disadvantaged pupils pass the Year 1 phonics check. • Initiatives foster a love of reading. • Improved vocabulary and confidence in spoken language evident across the curriculum.
Wider Curriculum Access – All disadvantaged pupils can access the wider curriculum and enrichment opportunities.	• School trips funded to ensure equity, including the residential trip. • Participation in enrichment activities tracked, with disadvantaged pupils represented fully. • Opportunities offered reflect pupil voice, e.g. Federation Fifteen.

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: £18,200 - including staff time (£13250) and CPD (£1000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to RWI Portal (£600) and Development Day (£650)	Ensures consistently high-quality teaching of phonics across the school. EEF evidence shows that phonics approaches have a moderate impact (+5 months progress) for very low cost, based on extensive evidence. Phonics is particularly effective for younger reading (aged 4 – 7) especially those at risk of falling behind.	1 (SEND), 3 (Motivation and Aspiration), 5 (Wider Curriculum Access)
Subscription to PiXL Primary (£2700 including extensive CPD and diagnostic tools)	Provides diagnostic assessment tools to track progress and attainment of disadvantaged pupils. Offers specific strategies and resources to	1 (SEND), 2, (Attendance and Punctuality), 3 (Motivation and Aspiration), 4 (Oracy and Communication)
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 (SEND), 3 (Motivation and Aspiration), 4 (Oracy and Communication)
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.	1 (SEND), 3 (Motivation and Aspiration), 4 (Oracy and Communication)

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

Budgeted cost: £3210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention Groups for Reading, Writing and Maths (£2600)	Delivered to pupils identified with specific gaps through PiXL assessments and teacher judgement. EEF evidence on Small Group Tuition shows that targeted support can lead to an average of +4 months' progress, particularly when sessions are structured, linked to classroom learning, and delivered by trained staff.	1 (SEND), 3 (Motivation and Aspiration)
To employ other providers for social and emotional support –	There will be clearly identified children who will have gaps in their learning and identified social and emotional needs.	1 (SEND), 2 (Attendance and Punctuality), 3

Benjamin Foundation and ShineTime (£250)		(Motivation and Aspiration)
Embedding ELSA (Emotional Literacy Support Assistant) Intervention (£360)	The ELSA programme builds capacity in schools to support pupils' emotion literacy needs (e.g. understanding and regulating emotions, self-esteem, friendship skills, coping with loss). This targeted intervention helps children develop resilience and emotional wellbeing. EEF evidence on Social and Emotional Learning (SEL) shows that such interventions can add +3 months progress on average, for very low cost, based on moderate evidence. SEL approaches improve pupils' interactions with others and their self-management of emotions, supporting both wellbeing and academic outcomes.	3 (Motivation and Aspiration), 4 (Oracy and Communication)

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

Budgeted cost: (including contribution to support staff salary £4725 for wellbeing; learning café resources and consumables £650)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum (£5500 including residential trips)	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. EEF evidence on Arts Participations states: "Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting or sculpture." On average, arts participation adds +3 months progress for pupils, at very low cost, with moderate evidence. The EEF also highlights the intrinsic value of arts education and the importance of ensuring disadvantaged pupils access a rich and stimulating curriculum.	5 (Wider Curriculum Access)

To continue to make every effort to engage with and support, through planned school activities and the work of support staff, with all families of pupil premium children.	Pupils have increased self-esteem and recognise themselves as unique and valued individuals. Our support staff will work each day focussing on child well being, attendance and safeguarding.	2 (Attendance and Punctuality), 3 (Motivation and Aspiration), 5 (Wider Curriculum Access)
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 processed. 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 rapid and sustained improvements in attendance.	2 (Attendance and Punctuality)
To ensure all pupils have access to breakfast and after school club provision (£2500 + funding through DfE Breakfast Club + funding through Gregg's for ASC)	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.	2 (Attendance and Punctuality), 4 (Oracy and Communication), 5 (Wider Curriculum Access)
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.	2 (Attendance and Punctuality), 4 (Oracy and Communication), 5 (Wider Curriculum Access)
Funding for music tuition (£2500)	School funds musical instrument tuition for disadvantaged pupils to ensure equity of access. EEF evidence on Arts Participations states: "Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting or sculpture." On average, arts participation adds +3 months progress for pupils, at very low cost, with moderate evidence. The EEF also highlights the intrinsic value of arts education and the importance of ensuring disadvantaged pupils access a rich and stimulating curriculum.	5 (Wider Curriculum Access)

Total budgeted cost: £37,285

Externally provided programmes

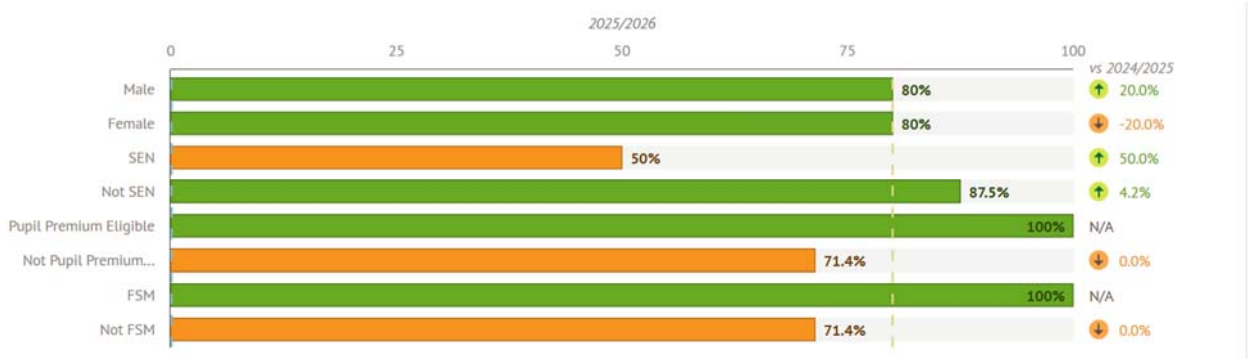
Programme	Provider
Read Write Inc	Wensum Hub, Oxford Owl, RWI Portal
Tackling Tables	Tackling Tables
Talk 4 Writing	Training through Talk 4 Writing projects
Maths Mastery	East Angles Maths Hub
Language Support	NELI

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

July 2026 EYFS Data

EYFS	Good Level of Development	National Average
(10 Pupils; of whom 3 pupils were PP)	80%	68.3%



July 2026 Phonics Data

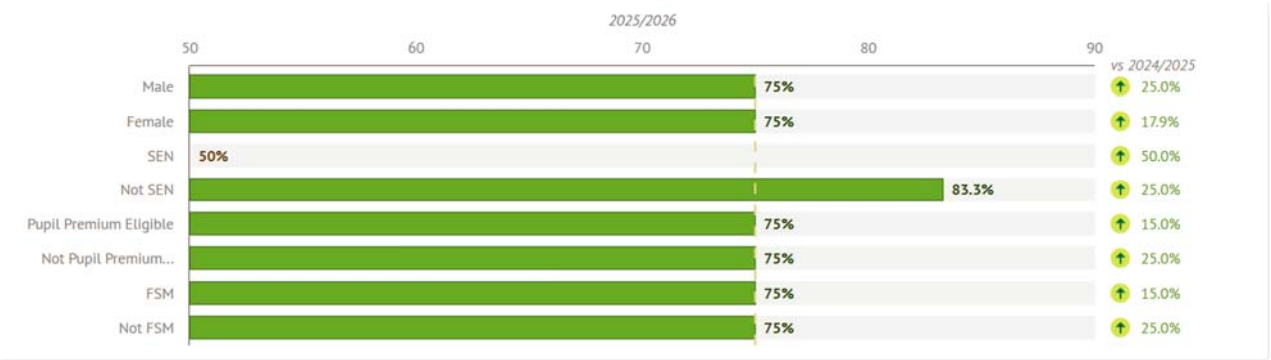
		National Average
Year 1 (7 pupils; of whom 1 pupils were PP)	86%	80%



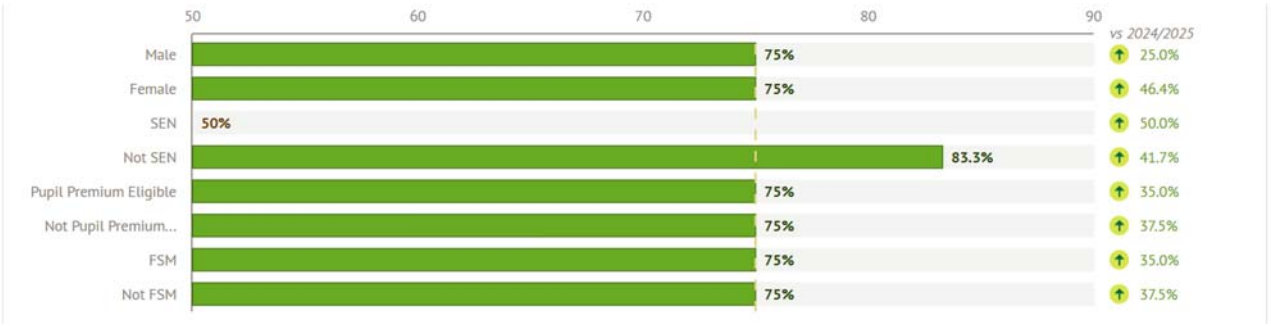
July 2026 Year 6 Data

YEAR 6 8 Pupils (of whom 4 were PP)	School Expected Standard	National Average	School Higher Standard
Reading	75%	75%	38%
SPaG	75%	74%	25%
Writing – Teacher Assessment	88%	73%	13%
Maths	75%	75%	25%
Combined	75%	63%	13%

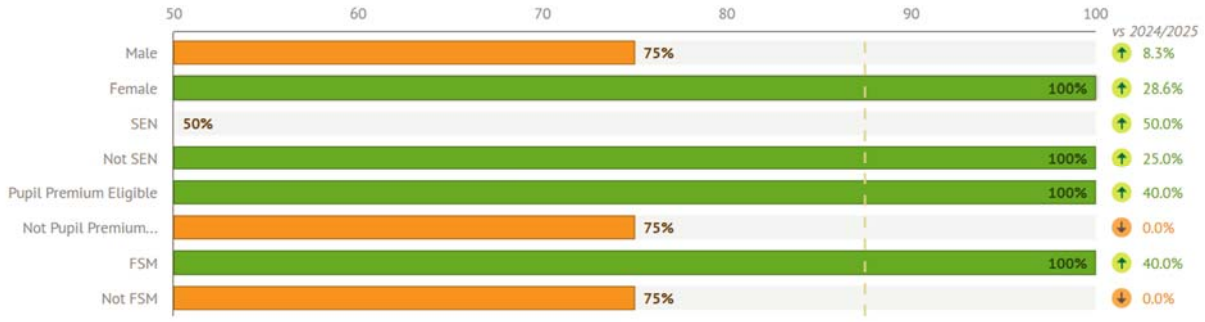
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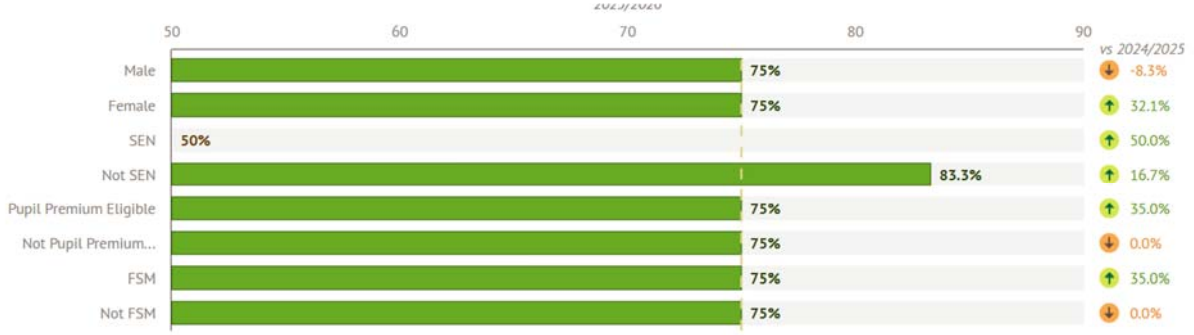
SPaG:



Writing:



Maths:



Combined:

