

Pupil premium strategy statement - Snodland Church of England Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Holley Hunt, Headteacher
Pupil premium lead	Daniel Pring, Deputy headteacher
Governor	Charlene Davies, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174 225
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£174 225

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve that because we believe that all children are entitled to excellent teaching and learning opportunities that meet the needs of all learners.

High-quality teaching is at the heart of our approach because it is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Our approach will be responsive to common challenges and individual needs that face our disadvantaged children: speech and language, early literacy and maths skills, opportunities and expectations. Intervention will be based on both common challenges and individual needs which we are acutely aware of due to robust assessments and knowledge of our children.

To ensure the approaches are effective we will:

- ensure everyone has high expectations of disadvantaged pupils and the outcomes they can achieve
- ensure all children are challenged in the work that they're set
- act early to intervene at the point need is identified and adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment in Reading, Writing and Maths Combined</p> <p>Assessments, observations, and discussions with pupils suggest that a significant proportion of disadvantaged pupils have greater difficulties with Reading, Writing and Maths than their peers. The impact of this is that the gap in attainment narrows by a smaller margin between disadvantaged and non-disadvantaged pupils by the end of KS2 in reading, writing and maths combined when compared with the narrowing of the gap in individual subjects. Although attainment for disadvantaged pupils at our school is close to average over the last 3 years when compared to disadvantaged pupils nationally, the gap is wider than in any individual subject when compared with non-disadvantaged pupils. Pupils being able to achieve in each of these core subjects are a key indicator to future academic success as they move on to their next stage of education.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Attainment in Reading</p> <p>Assessments, observations, and discussions with pupils indicate that a significant proportion of disadvantaged pupils upon entry to our Reception class have greater difficulties with reading than their peers.</p> <p>In 2025, outcomes for disadvantaged children in EYFS in Reading was 46% compared to 85% for those who were non-disadvantaged. Over time, this gap narrows and in 2025 the gap between disadvantaged and non-disadvantaged children diminished to 34%</p>
3	<p>Attainment in Writing</p> <p>Assessments, observations, and discussions with pupils indicate that a significant proportion of disadvantaged pupils upon entry to our Reception class have greater difficulties with reading than their peers.</p> <p>In 2025, outcomes for disadvantaged children in EYFS in Writing was 46% compared to 85% for those who were non-disadvantaged. Over</p>

	time, this gap narrows and in 2025 the gap between disadvantaged and non-disadvantaged children diminished to 19%
4	<p>Emotional Regulation and Mental Health Needs</p> <p>A number of pupils require support with emotional literacy, wellbeing, self-regulation, and coping strategies, affecting readiness to learn.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high. 106 pupils (43 of whom are disadvantaged) currently require additional support with social and emotional needs.</p> <p>Analysis of internal data and observations indicate that disadvantaged pupils are more at risk of becoming dysregulated, particularly at break and lunch times.</p>
5	<p>Speech and Language difficulties upon entry to Reception</p> <p>Current Year R:</p> <p>32% of the cohort, 11% of which are FSM, failed on one or more area of the Infant Language Link assessment. All identified children are receiving an intervention and 15% of the cohort have moderate or severe Language and Communication Needs (LCN) impacting on their understanding of language and after intervention, may be referred to S&L.</p> <p>28% of the cohort, 9% of which are FSM, failed in one or more areas of the Speech Link assessment and as a result the children are receiving an intervention.</p>

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
To continue to improve attainment in reading, writing and maths combined among disadvantaged pupils.	Percentage of disadvantaged children achieving an expected level in reading, writing and maths combined at the end of KS2 will be in line or higher with non-disadvantaged children nationally.
To continue to improve reading attainment among disadvantaged pupils.	Percentage of disadvantaged children achieving an expected level in reading at the end of KS2 will be in line or higher with non-disadvantaged children nationally.

To continue to improve writing attainment among disadvantaged pupils.	Percentage of disadvantaged children achieving an expected level in writing at the end of KS2 will be in line or higher with non-disadvantaged children nationally.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To continue to improve speech and language opportunities and outcomes for children.	Decrease in the attainment gap between those children with poor speech and language on entry to school, compared to those with good speech and language skills on entry to school.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £97929

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Approaches from the menu:</p> <ul style="list-style-type: none"> - Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of the pupils. - Technology and other resources that support high-quality teaching 	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3,

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Approaches from the menu:</p> <ul style="list-style-type: none"> - Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of the pupils. - Professional development to support implementation of approaches - Technology and other resources that support high-quality teaching 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3, 5</p>
<p>Little Wandle support package: Training for all staff on the delivery and assessment of the scheme to ensure phonics teaching is high-quality and consistent across the school.</p> <p>Regular release time for the Phonics leader to be able to monitor and support staff across the school in delivering high-quality lessons.</p> <p>Approaches from the menu:</p> <ul style="list-style-type: none"> - Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of the pupils. - Professional development to support 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Little Wandle is a DfE validated systematic synthetic phonics teaching programme.</p>	<p>2</p>

<p>implementation of approaches</p> <ul style="list-style-type: none"> - Technology and other resources that support high-quality teaching 		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Approaches from the menu:</p> <ul style="list-style-type: none"> - Professional development to support implementation of approaches 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4
<p>Leadership time for the staff to complete an NPQ in order to raise standards and consistency across the school.</p> <p>Approaches from the menu:</p> <ul style="list-style-type: none"> - Supporting the recruitment and retention of teaching staff 	<p>Teacher-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2, 3, 4, 5
<p>Develop the quality of teaching pedagogy to enhance student engagement and achievement across all year groups.</p> <p>Approaches from the menu:</p> <ul style="list-style-type: none"> - Professional development to support implementation of approaches 	<p>1. High-quality teaching EEF</p> <p>The Evidence and Rationale Behind Steplab</p>	1, 2, 3,
<p>To regularly deliver teaching assistant training, support and development based upon the</p>	<p>Deployment of Teaching Assistants EEF</p>	

<p>EEF (Education Endowment Fund) Guidance Report: Making Best Use of Teaching Assistants.</p> <p>Approaches from the menu:</p> <ul style="list-style-type: none"> - Professional development to support implementation of approaches 		
<p>Provide mentoring and coaching opportunities for teachers</p> <p>Approaches from the menu:</p> <ul style="list-style-type: none"> - Mentoring and coaching for teachers 	<p>Research: how can coaching lead to school improvement? (schoolsweek.co.uk)</p>	<p>1, 2, 3</p>
<p>Implement the Morrells handwriting programme from EYFS to Year 6 to:</p> <ul style="list-style-type: none"> - Support the development of the foundational knowledge and skills of writing <p>Approaches from the menu:</p> <ul style="list-style-type: none"> - Developing high-quality teaching and assessment 	<p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>The reading framework - GOV.UK</p> <p>The writing framework - GOV.UK</p>	<p>1, 2, 3</p>
<p>To continue to raise standards in Writing through the implementation of Pathways to Write.</p>		<p>1, 2, 3</p>

Targeted academic support

Budgeted cost: £28875

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub through the implementation of Keep up and Rapid Catch up sessions.</p> <p>Approaches from the menu:</p> <ul style="list-style-type: none"> - Targeted interventions to support literacy - Teaching assistant deployment and interventions 	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3</p>
<p>Trained Teaching Assistants to provide reading fluency sessions for targeted pupils to improve their reading fluency.</p> <p>Approaches from the menu:</p> <ul style="list-style-type: none"> - Targeted interventions to support literacy - Teaching assistant deployment and interventions 	<p>Fluency: a bridge to reading success EEF</p>	<p>1, 2</p>
<p>Speech, language and assessment (SLA) TA 3 days a week to support children with speech and language needs and to carry out assessments to identify barriers to learning in children across the school.</p> <p>Approaches from the menu:</p> <ul style="list-style-type: none"> - Targeted interventions to support language development and literacy - Teaching assistant deployment and interventions 	<p>Oral language interventions EEF</p> <p>Communication and language approaches EEF</p> <p>Language Interventions & Speech Interventions for Schools</p>	<p>5</p>
<p>Subscription to whole screening assessments to identify potential barriers to learning (e.g. Rapid, Language Link)</p>		<p>1, 2, 3, 5</p>

Approaches from the menu : - Targeted interventions and resources to support language development and literacy		
Targeted writing groups	Improving Literacy in Key Stage 1 EEF	1, 3
Approaches from the menu : Targeted interventions to support language development and literacy	Improving Literacy in Key Stage 2 EEF The writing framework - GOV.UK	

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

Budgeted cost: £88555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified ELSA TA employed 5 days a week to support children with social and emotional needs Approaches from the menu : - Supporting pupils' social, emotional and behavioural needs	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Evaluation Reports – ELSA Network	1, 2, 3, 4
Play Therapist employed 1 day a week to help children find healthier ways of communicating, develop fulfilling relationships, increase resiliency and facilitate emotional literacy. Approaches from the menu : - Supporting pupils' social, emotional and behavioural needs		1, 2, 3, 4
Full time Inclusion Manager to support families with	Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK	1, 2, 3, 4

attendance, wellbeing, financial difficulties etc. Approaches from the menu : - Supporting pupils' social, emotional and behavioural needs		
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Total budgeted cost: £215359

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated the following:

EYFS:

65% of pupils achieved a Good Level of Development (GLD), a 7% decrease on the previous year. 46% of disadvantaged children achieved a GLD which was a 12% decrease on the previous year and 5% below National disadvantaged outcomes.

Phonics:

Year 1

73% of pupils passed the Phonics Screening Check (PSC), a 9% increase on the previous year. 60% of disadvantaged children passed the PSC standard which was a 14% increase on the previous year and 7% below National disadvantaged outcomes.

Year 2

50% of pupils passed the Phonics Screening Check (PSC), a 17% increase on the previous year. 40% of disadvantaged children passed the PSC standard which was a 15% increase on the previous year and 7% below National disadvantaged outcomes.

Year 6:

61% of pupils achieved the combined expected standard, a 5% increase on the previous year. 29% of disadvantaged children achieved the combined expected standard which was a 11% decrease on the previous year and 18% below National disadvantaged outcomes.

Reading

78% of pupils achieved the expected standard, a 1% increase on the previous year. 47% of disadvantaged children achieved the expected standard which was a 28% decrease on the previous year and 16% below National disadvantaged outcomes.

Writing

73% of pupils achieved the expected standard, a 6% increase on the previous year. 59% of disadvantaged children achieved the expected standard which was a 9% increase on the previous year and in line with National disadvantaged outcomes.

Maths

78% of pupils achieved the expected standard, a 4% decrease on the previous year. 53% of disadvantaged children achieved the expected standard which was a 27% decrease on the previous year and 7% below National disadvantaged outcomes.

GPS

68% of pupils achieved the expected standard, a 3% decrease on the previous year. 53% of disadvantaged children achieved the expected standard which was an 8% increase on the previous year and 7% below National disadvantaged outcomes.

The data demonstrates that although there are some successes with our data, we strive to continue to improve outcomes for all children so that they are at least in line with National.

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations, and we are at present *not on course* to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that although improvements were made and outcomes were generally positive, we need to ensure that there is consistency in the delivery of all intended outcomes.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Language Link/Speech Link	Speech Link
Rapid/LASS	GL assessment
Number Stacks	Number Stacks
TTRS	Maths Circle
Pathways to Write, Read and Spell	The Literacy Shed
Maths Mastery	Ark Curriculum
Language Link/Speech Link	Speech Link
Rapid/LASS	GL assessment

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Securing high quality first teaching through engagement with ECT Programme and Induction
- Further adapting and refining our approaches to monitoring within all curriculum subjects alongside subject leaders to ensure that the progress of all pupils, with a particular focus on disadvantaged pupils, is assessed and evidenced through conversations with pupils, learning walks, reviewing evidence in books, conversations with teachers, reviewing planning
- Regularly reviewing the progress of all pupils, with a focus on disadvantaged pupils, during termly pupil progress meetings and subject leader meetings.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.