

Pupil premium strategy statement – Snodland Church of England Primary School

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	407
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Holley Hunt, Headteacher
Pupil premium lead	Dan Pring
Governor lead	Victoria Ryder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182040
Recovery premium funding allocation this academic year	£0 (withdrawn for 24-25)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£0
Total budget for this academic year <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>	£182040

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure our disadvantaged children achieve in-line with non-disadvantaged children and make good progress regardless of their starting points. 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 disadvantaged 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>Speech difficulties on entry to Reception:</p> <p>Current Reception: 17% of the current cohort need a speech intervention based on Speech Link assessment.</p> <p>Current Year 1: 25% of the current cohort need a speech intervention based on Speech Link assessment in Reception.</p> <p>Current Year 2: 22% of the cohort needed a speech intervention based on Speech Link assessment in Reception. 3% of the cohort have been referred to Speech and Language after intervention. 15% of the current cohort are accessing a speech intervention.</p>
2	<p>Language difficulties on entry to Reception:</p> <p>Current Year R: 47% of the cohort 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>

	Current Year 1: 39% of the cohort failed on one or more area of the Infant Language Link assessment. All identified children are receiving an intervention and 16% 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.
3	Disadvantaged children achieve less well in reading, writing and maths at the end of Reception compared to non-disadvantaged children. 2024 data showed 64% PP children achieved GLD compared to 73% non-pp children in EYFS. The KS2 assessments showed 75% PP children achieved EXS+ compared to 78% non-pp in Reading. In Writing, 45% PP children achieved EXS+ compared to 78% non-pp and in Maths 80% PP children achieved EXS+ compared to 84% non-pp.
4	Disadvantaged children achieve less well in the Year 1 phonics screening, impacting on their development as readers. Current Year 2: 63% of children passed the Phonics Screening check in Year 1 and this then rose to 85% after the retakes. 45% of PP children passed the Phonics Screening in Year 1 compared to 67% non PP Current Year 3: 80% of children passed the Phonics Screening check in Year 1 and this then rose to 85% after the retakes. 60% of PP children passed the Phonics Screening in Year 1 and this then rose to 67% compared to 82% non PP in Year 1 and 88% after the retakes Current Year 4: 70% of children passed the initial Phonics Screening in Year 1 and this then rose to 85% after the retakes. 42% of PP children passed the Phonics Screening in Year 1 and this then rose to 67% compared to 83% in Year 1 and 91% after the retakes.
5	Some disadvantaged children have exposure to less opportunities outside of school, hindering the development of their cultural capital compared to some of their peers.

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
Improved 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.
Increase in the percentage of disadvantaged children passing the phonics screening at the end of Year 1/KS1, ensuring more	Percentage of disadvantaged children passing the phonics screening will be in line with non-disadvantaged children nationally.

disadvantaged children leave KS1 as fluent readers.	
Increase in the percentage of disadvantaged children achieving an expected level of development in literacy and numeracy at the end of Reception, better preparing them for KS1 and KS2.	Percentage of disadvantaged children achieving a good level of development will be in line with non-disadvantaged children nationally.
Increase in the percentage of disadvantaged children achieving an expected level in reading, writing and maths at the end of KS1 and KS2.	Percentage of disadvantaged children achieving an expected level in reading, writing and maths will be in line with non-disadvantaged children nationally.
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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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed Little Wandle SSP throughout the school. Annual training for all staff to ensure phonics teaching is high-quality and consistent throughout the school.	Phonics EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Trained Reading Leader to lead and manage the implementation of Little Wandle and provide necessary support where required.		
Leadership time for the staff to complete an NPQLL in order to raise standards in	Teacher-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3, 4

literacy across the school.		
Relevant CPD opportunities for all staff to enhance teaching and learning.		
Leadership time for Curriculum Leader to ensure consistency in standards across the curriculum		
Develop the quality of teaching pedagogy to enhance student engagement and achievement across all year groups.	The Evidence and Rationale Behind Steplab	3, 4
Mentoring and coaching for teachers	Research: how can coaching lead to school improvement? (schoolsweek.co.uk)	
To raise standards in Writing through the implementation of Pathways to Write.	Telling the Story: the English education subject report (OFSTED, March 2024) - The Literacy Company	3
To raise standards in Maths through the implementation of Maths Mastery.	Ark Mathematics Mastery EEF	3
Forest School lessons for all children throughout the year, led by a qualified Forest School teacher.	30357_Pages (forestresearch.gov.uk)	2, 5

Targeted academic support

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Oral language interventions EEF (educationendowmentfoundation.org.uk) Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk) Nuffield Early Language Intervention (NELI) Project - Nuffield Foundation	1, 2, 3, 4
Subscription to whole screening assessments to identify potential barriers to learning (e.g. Rapid, Language Link)	Talk Boost speech and language interventions (ican.org.uk)	1, 2, 3, 4
Implement the Little Wandle Rapid Catch-up programme for identified children	Phonics EEF (educationendowmentfoundation.org.uk)	
Tuition	One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Pathways to Progress to be used to support writing outcomes for children working below age related expectations	Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

Wider strategies

Budgeted cost: £

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	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.		1, 2, 3, 4
Hummingbird councillor employed 1 day a week to help children find healthier ways of communicating, develop fulfilling relationships, increase resiliency and facilitate emotional literacy.		1, 2, 3, 4,
Full time Inclusion Manager to support families with attendance, wellbeing, financial difficulties etc.		All
Implement the Zones of Regulation across the whole school	Research & Evidence Base - THE ZONES OF REGULATION: A SOCIAL EMOTIONAL LEARNING PATHWAY TO REGULATION	1, 2, 3, 4
Breakfast club for children entitled to benefits-related free school meals.	National School Breakfast Programme EEF (educationendowmentfoundation.org.uk)	All

Embed the new attendance policy to further improve attendance for disadvantaged children	Supporting attendance EEF	All
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Total budgeted cost: £

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 that 40% of disadvantaged pupils in Year 6 achieved the expected standard in reading, writing and maths compared to 46% of disadvantaged pupils nationally.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that the gap between the disadvantaged pupils and the non-disadvantaged pupils does diminish as children reach the end of Year 6 at our school.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the robust assessment systems in place help to identify areas of support needed for children and the wider strategies in place are helping to diminish the difference.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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