

Pupil premium strategy statement – Snitterfield Primary School *Reviewed and updated November 2025*

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 (11.11.25) | 99 |
| Proportion (%) of pupil premium eligible pupils (11.11.25) | 20 |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025-26 to 2027-28 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Rowena Silk (Headteacher) |
| Pupil premium lead | Rowena Silk (Headteacher) |
| Governor / Trustee lead | Charlotte Morgan (Chair of Governors) |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year (2025-26) | £34,845 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year | £34,845 |
| <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> | |

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils are:

- That the attainment gap between disadvantaged and non-disadvantaged pupils is closed in terms of national, regional and internal school data.
- That disadvantaged pupils make at least nationally good rates of progress.
- That, by full engagement in the curriculum, disadvantaged children can develop their curiosity and love of learning, raise their personal resilience and beliefs in their abilities.

The key principles of our strategy plan and the way in which we aim to achieve our objectives are:

- To deliver high quality inclusive teaching and learning
- To develop a language and communication rich environment
- Maintain high expectations of all pupils in school
- Develop the use of data internally to ensure the effectiveness of interventions and where they are ineffective adjust our approach
- To develop consistent pedagogical approaches to teaching key skills across phonics, reading, writing and maths to enable pupils to build on prior learning
- Prioritise spending towards improving attainment in English and Maths. This may be through pre-teaching, quality teaching and learning or interventions or a combination of all three
- Ensure that disadvantaged pupils can access the broad and balanced curriculum school has developed
- To develop independence in learners through metacognition and cognitive load

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Overcome the barriers associated with Special Educational Needs and Disabilities (SEND) which impact on the ability of pupils to access the learning, reach age related expectations or make at least good progress in reading, writing and maths |
| 2 | Inconsistent parental support at home |

| | |
|---|---|
| 3 | To narrow the attainment gap across reading, writing and maths between all pupils |
| 4 | Overcome social, emotional and mental health issues which may impact pupils' ability to develop resilience and positive learning behaviours |
| 5 | Lack of participation in full curriculum for financial reasons (inability to fund school trips, music lessons etc) |

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 |
|--|--|
| <ul style="list-style-type: none"> That the attainment gap between disadvantaged and non-disadvantaged pupils is closed in terms of national, regional and internal school data. | <ul style="list-style-type: none"> End of Key Stage data shows reduced gap in attainment between disadvantaged and non-disadvantaged pupils (national and regional data) Internal tracking data will demonstrate a reduced gap in attainment between disadvantaged and non-disadvantaged pupils Using pupil progress meetings early support and interventions will be put in place to support learners to close the gap |
| <ul style="list-style-type: none"> That disadvantaged pupils make at least nationally good rates of progress. | <ul style="list-style-type: none"> Internal tracking data will demonstrate that disadvantaged pupils make good progress. Early support and intervention put in place for those not making good progress from their starting point. |
| <ul style="list-style-type: none"> That, by full engagement in the curriculum, disadvantaged children can develop their curiosity and love of learning, raise their personal resilience and beliefs in their abilities. | <ul style="list-style-type: none"> Children will be supported financially to access a broad curriculum. Additional activities will be funded (as necessary) for children to be able to fully participate and experience opportunities Disadvantaged children will have the same resilience and belief in their abilities as non-disadvantaged children |

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 14,531.24

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>All pupils with SEND will have a termly Personalised Learning Plan (PLP) to highlight targeted interventions in place to close gaps in attainment and progress</p> <p><i>Costs: 35% SEND Supported SLA £1617.84</i></p> <p><i>Educational Psychologist: £1085</i></p> <p><i>20% of general TA in class support budget £10,373.95</i></p> <p>Subtotal: £13,076.79</p> | <p>EEF guide to pupil premium – tiered approach – teaching is the top priority.</p> <p>EEF SEN in mainstream schools</p> <p>EEF – teaching assistant interventions (+ 4 months)</p> <p>EEF – small group tuition (+ 4 months)</p> <p>EEF – social and emotional learning (+ 4 months)</p> | 1, 3 |
| <p>Quality first teaching in place. Access to broad range of CPD through membership of National College.</p> <p><i>Costs: Membership fee 20% of £793.42 £158.69</i></p> | EEF guide to pupil premium – tiered approach – teaching is the top priority. | 1,3,4 |
| <p>Quality first teaching in place. Jan Dubiel training – <i>Closing the Gap</i></p> <p>Costs: £1,140</p> | EEF guide to pupil premium – tiered approach – teaching is the top priority. | 1,3,4 |
| <p>Quality first teaching in place. Deliver CPD in relation to teaching phonics consistently across school including in KS2 where phonic knowledge is not secure.</p> | <p>EEF guide to pupil premium – tiered approach – teaching is the top priority.</p> <p>Phonics EEF +5 months progress</p> <p>EEF Preparing for Literacy – developing children's early reading</p> | 1, 2, 3 |

| | | |
|--|--|--|
| <p><i>Cost to support training and implementation:</i> <i>Cost: 20% of annual subscription and training</i> £155.76</p> | | |
|--|--|--|

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

Budgeted cost: £ 16,158.28

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>TAs employed across school in afternoons to deliver targeted interventions</p> <p><i>Cost: 5 afternoons for two TAs total of 22.5 hours a week</i></p> <p><i>1 afternoon for 1 TA per week at 2.25 hours total of 24.75 hours per week</i></p> <p>£16,158.28</p> | <p>Small group tuition EEF +4 months progress</p> <p>TA responsible for targeted interventions via small groups for reading, spelling and maths across KS2 supporting PP children</p> | 2, 3 |

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

Budgeted cost: £ 4,194.24

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>PP pupils access full broad and balanced curriculum</p> <p><i>School trips subsidy approx. £16.25 per trip per pupil, 2 trips annually £650</i></p> <p><i>Residential School trip £250 per child 8 children £2,000</i></p> | <p>EEF – Arts participation +3 months progress</p> <p>EEF – Physical Activity +1 months progress</p> | 4 |

| | | |
|--|--|---|
| <p><i>Peripatetic music lessons £136.12 per child (2 pupils) £272.24</i></p> <p><i>Whole school panto trip (20 pupils £14 each) £280</i></p> <p><i>Transport to swimming lessons (20x£31.60) £632</i></p> <p>Subtotal: £4106.5</p> | | |
| <p>1:1 mentoring provided by external mentors</p> <p><i>Cost: 6 sessions of 1 hour delivered for 2 children at £30 per session</i></p> <p>Total £360</p> | <p>EEF - Social and emotional learning +4 months progress</p> <p>Interventions which aim to improve the social and emotional interactions and relationships of pupils rather than focusing on the academic aspect of learning.</p> | 4 |

Total budgeted cost: £ 34883.76

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has published key stage 2 school performance data for 2024.

| Year group | Reading | Writing | Maths |
|------------------|---|----------------------------------|----------------------------------|
| Reception | | | |
| Child A | ELG Achieved | ELG Achieved | ELG Achieved |
| Child B | ELG Not achieved | ELG Not achieved | ELG Not achieved |
| 1 | | | |
| Child C | EOY SS NFER test 94 38 on Phonics test | Teacher Assessment WTS | EOY SS NFER test 88 |
| 2 | | | |
| Child D | 2023 OPTIONAL SATS 113 | Teacher Assessment EXS | 2023 OPTIONAL SATS 111 |
| Child E | 103 | EXS | 107 |
| 3 | | | |
| Child F | EOY SS NFER test 121 | Teacher Assessment EXS | EOY SS NFER test 132 |
| Child G | Pre KS Standard 4 | Pre KS Standard 2 | Pre KS Standard 3 |
| Child H | 107 | WTS | 118 |
| Child I | 104 | EXS | 108 |
| 4 | | | |
| Child J | EOY SS NFER test 128 | Teacher Assessment GDS | EOY SS NFER test 125 |
| Child K | 99 (Y3 paper) | Pre KS Standard 5 | 98 |
| Child L | 104 (Y3 paper) | Pre KS Standard 5 | 98 |
| Child M | 115 | EXS | 110 |
| Child N | 110 | EXS | 109 |
| Child O | 93 | WTS | 87 |
| 5 | | | |
| Child P | EOY SS NFER test 136 | Teacher Assessment EXS | EOY SS NFER test 125 |
| Child Q | WTS | Pre KS Standard 6 | WTS (Y4) |
| Child R | Pre KS Standard 5 | Pre KS Standard 5 | Pre KS Standard 5 |

| | | | | |
|--|--|--|---|--|
| Child S Child T | Pre KS Standard 4 108 | Pre KS Standard 5 EXS | WTS (Y4) 99 | |
| 6 Child U Child V Child W | 24-25 KS2 SATS 117 2 111 | Teacher Assessment GDS WTS EXS | 24-25 KS2 SATS 107 80 103 | |

55% (11/20) of the pupils who qualified for pupil premium funding met end of year ARE combined across reading, writing and maths, **increased compared to 42% the previous year**.

65% (13/20) of the pupils who qualified for pupil premium funding met end of year ARE in reading, **increased compared to 54% the previous year**.

60% (12/20) of the pupils who qualified for pupil premium funding met end of year ARE in writing **increased compared to 46% the previous year**.

65% (13/20) of the pupils who qualified for pupil premium funding met end of year ARE in maths **increased compared to 61% the previous year**.

The progress of pupils across school was monitored closely and assessment points used at the end of each term. Scaled scores were used to assess reading through NFER tests. Maths was assessed using NFER tests. At the end of the year end of key stage SAT papers were used.

School used the expertise of Send Supported through a SLA and visiting educational psychologists to support the assessment of pupils with specific learning difficulties and the development of procedures and routines to support their inclusion and maximise their progress and attainment.

Wellbeing and emotional support was given to the pupils who were in need. Each class followed the Kapow PSHE programme to encourage pupils to talk and understand their reactions to the situations they found themselves in. Where additional support was required local mentors and staff known to the pupils (including the Mental Health leader) supported individuals and small groups of pupils.

There has been an improvement across all outcomes and so the strategy will remain as it is for the next year at least as it appears to be effective.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| N/A | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

This is all included in the figures above to support those children too.

The impact of that spending on service pupil premium eligible pupils

These pupils' data is included in the statements above.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.