

# Pupil premium strategy statement - Snowsfields

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Snowsfields primary school
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	48% (90/186)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	22/9/2023
Date on which it will be reviewed	1/9/2024
Statement authorised by	Kate Wooder
Pupil premium lead	Jo Cranmer
Governor / Trustee lead	Lara Stacey & Ali McCulloch

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 110,580
Recovery premium funding allocation this academic year	£ 12,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£122,605

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas relative to their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve well. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' 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 September 2021.

Challenge number	Detail of challenge
1	Low oracy and listening skills. Assessments and observations show that children enter the school well below the age expected level in communication and language (42% in Reception and 31% in Nursery.) Across the school, of the children who are on the SEN register, 83% have speech, language and communication needs.

2	Low attainment in reading, writing and maths. Assessments and observations show that across the school, fewer pupil premium children achieve the expected level for reading, writing and maths than their non disadvantaged peers. This gap begins to close as the children move through the school but they do not achieve as well as their non disadvantaged peers. 67% of children with an EHCP are disadvantaged.
3	Emotional wellbeing and resilience. Following the Covid 19 pandemic, all children's emotional wellbeing and resilience has been affected. More children have been referred by parents, teachers or support staff for learning mentor group or individual social emotional support both during and following the academic year 20-21. Support needs to be in place for all children, including those disadvantaged to help with this.
4	Achieving Greater Depth. Fewer disadvantaged children achieve greater depth than their non disadvantaged peers, only 15% achieved GD in reading, 10% in writing and 16% in maths. School time missed due to Covid 19 pandemic impacted the number of children who were able to reach greater depth due to lost learning.
5.	Catch up curriculum - all year groups (Nursery to Year 6.) Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures following Covid 19 to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. The curriculum needs to be carefully planned and resourced and children supported so that gaps are filled and children are able to catch up
6	Poor attendance and parents' understanding of the importance of regular school attendance and punctuality. Attendance of pupil premium children is 4% lower than their non disadvantaged peers.
7	Parents not reading regularly with their children at home. We recognise that children who are supported with reading (for both learning and pleasure) at home achieve better in school. We have noted that many of the children who do not read regularly at home are disadvantaged.
8	Parental lack of engagement with school communications. Many parents, in particular those whose children are disadvantaged do not read school newsletters or communications but rely on staff reminding them in person. We want to develop their independence and use of school communications so that their children participate fully in school life.

## 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
1. Targeted children develop their oracy and listening skills to access and broad and balanced curriculum	Assessments and observations indicate significantly improved language and listening skills among disadvantaged pupils (CLL in Nursery and Reception). This is also evident through book looks (though green pen children's feedback in lessons,) discussions at pupil progress meetings and observations of children's engagement in lessons.
2. Targeted children make at least expected progress in reading, writing and maths.	Pupil premium children make progress in line with their non disadvantaged peers. Pupil premium children make at least the expected progress in reading, writing and maths.
3. Targeted children develop their emotional resilience and wellbeing and can identify a trusted adult in school.	Feedback from children's questionnaires indicates that children feel safe and happy in school and know who they can talk to if this is not the case.

	Learning mentor observations during group and individual work shows improved emotional well being and social skills amongst children taking part.
4. Targeted children have access to teaching that challenges and deepens their understanding in all curriculum areas and more children achieve greater depth.	More pupil premium children reach greater depth in reading, writing and maths (increase in % from 15% R, 10% W, 14% M June 2021) Targeted pupil premium children (identified during termly progress meetings - see progress notes) achieve greater depth in reading, writing and maths due to targeted intervention, both as part of the whole class and small group teaching.
5. Targeted children are supported to catch up and close the gap (following school closures Covid 19)	Target of 85% of children are at age related for reading, writing and maths Pupil premium are able to make expected progress and reach age related expectations July 2022, July 2023, July 2024.
6. All children attend school at the nationally expected level of 97%.	Whole school attendance improves - target of 97% Attendance for pupil premium children improves and is in line with non pupil premium children (close/ reduce the gap of 4% 2021) Persistent absentees are supported to improve attendance through a range of strategies and their attendance improves to be above 90% Increased numbers of children receive a wristband for 100% attendance and punctuality each term.
7. To develop parents confidence to support their children with reading at home	Parents are informed and able to ask for help with their children's reading at home Parents attend 'Reading cafes' More children are entered into the reading Raffle each week for reading at home More children are able to talk to LT about the books they are reading at home
8. To develop parents knowledge and access to school communication systems	Increased numbers of parents have access to the Scholapak App September 2021 - 78 contact 1/s More parents use the App to report their child's absence. Fewer parents ask questions about things on the gate/call the school office and access the information from the school newsletter.

## 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: £ 58036.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching - Observation and drop in schedule, pupil progress meetings, book looks and tracking meetings to support teachers. PP children identified and highlighted in bold.	LT go to approach supports teachers to identify their areas of improvement and improves quality of teaching and learning - staff appraisal information, lesson observations and book looks over time provide evidence for this.	2, 5
Co-Head of School and Curriculum Team Leaders support teachers to plan and resource to deepen children's knowledge. Book looks, pupil progress meetings  More able and talented children identified across the curriculum	Support from curriculum leaders and specific subject leaders enables teachers to identify ways to support children achieve greater depth across a range of subjects. Book looks, learning walks and lesson observations show children being challenged across the curriculum.  Identifying children's strengths and talents enables them to be targeted for specific enrichment activities, extracurricular events and additional support both in and out of class to help them to achieve greater depth.	4
Speech and language therapist in school weekly - trains staff in EYFS, KS1 and KS2 to run intervention groups, staff increase their knowledge and skills to identify, and develop children's speech and language skills.  SLT developing and monitoring progression of vocabulary and skills across all curriculum areas on unit posters and knowledge organisers.  Communicate in print is used to support vocabulary development.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (education endowment foundation.org.uk)</a>  A consistent whole school approach to developing vocabulary, supports children's use of vocabulary in context.  Progress data for children in early years whose communication and language skills are specifically assessed show that the majority of children make good progress in this area due to targeted intervention groups (70% in Nursery and 96% in Reception.)	1
22-23 Training for Nursery and Reception Nursery Nurses on	<a href="https://literacytrust.org.uk/programmes/early-words-together/">https://literacytrust.org.uk/programmes/early-words-together/</a>	1, 2, 5

the Early Words Together programme	<b>Programme impact</b> <ul style="list-style-type: none"> <li>Families who started the programme with the lowest levels of reading enjoyment showed 77% increase in enjoyment of sharing and reading books</li> <li>Families who started with lowest frequency of book sharing showed a 91% increase in reading frequency</li> <li>Parents reported talking more to their child and encouraging them to talk</li> <li>Measured against a standardised pre-school language scale, on average, participating children increased their vocabulary by over five standardised points. This indicates that the children's vocabulary levels were developing faster than we would predict from normal maturation.</li> </ul>	
21-22 Training for Reception, Year 1 and Year 2 teachers o Mastering Number programme run by London South East Maths Hub (cover for teachers to participate in training)	21-22 NCETM feedback on mastering number programme: "The rekenrek looks like a simple piece of equipment, but it can be very powerful. Used by skilful, trained teachers it can help children move away from counting in ones to start doing basic mental calculations. We call this 'number sense', and research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects."	
Quality first teaching - Observation and drop in schedule, pupil progress meetings, book looks and tracking meetings to support teachers. PP children identified and highlighted in bold.	LT go to approach supports teachers to identify their areas of improvement and improves quality of teaching and learning - staff appraisal information, lesson observations and book looks over time provide evidence for this.	2, 5

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

Budgeted cost: £ 9905.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching every day.  Small phonics groups daily in year 1 and year 2 (2 x additional teachers), half termly assessments  Reading groups daily in year 1 (additional teacher)	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	2, 5

<p>SEN reading group 3 x weekly in Y5/6 (additional teacher)</p> <p>Targeted support in year 5 (additional teacher)</p> <p>Targeted support in year 6 (additional teacher)</p> <p>LT reading with individual children in go to classes once a week</p> <p>Year 6 booster classes x 1 weekly (1 day LT)</p> <p>Storytelling/oral language group in Reception and Nursery (2 groups - additional teacher)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, including in small groups</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>NELI is a <a href="#">Nuffield Foundation</a> initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.</p> <p><a href="https://www.teachneli.org/what-is-neli/">https://www.teachneli.org/what-is-neli/</a></p>	
<p>Phonics baseline in EYFS, y1 and y2</p> <p>Tests once children have settled in KS2 to establish baseline and Gaps</p> <p>Teachers plan and target support to close the gaps and make links to prior learning.</p>	<p>Accurate assessment of the children's current levels informs teaching and gaps to be filled.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	5
<p>Booster/small group support from LT for greater depth children</p>	<p>School data shows that children targeted for greater depth are more likely to achieve it. This has however been greatly impacted by school closures due to the pandemic and the necessity to now close the gap for so many children.</p>	4
<p>Class working walls include key vocabulary.</p> <p>A teaching assistant in every class to run targeted groups and also to question, clarify, remodel, explain language to target children during lesson time</p> <p><a href="#">Learning Mentor weekly training 1 x day a week (Autumn 2022) from Trained Dyslexia Teacher to run word meaning and spelling intervention.</a></p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (education endowment foundation.org.uk)</a></p> <p>TAs run interventions and provide in class support for targeted children which improves children's outcomes (evidence from class tracking and progress notes)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice (including strategies outlined below)</p> <p>Half termly rainbow wristbands for perfect attendance and punctuality</p> <p>Attendance and punctuality cups and medals shared in assembly and also in the school newsletter</p> <p>Termly TAS meetings with Family Early Help service including a SEWO (Senior Education Welfare Office)</p> <p>Weekly tracking of children who are persistent absentees (below 90%) and warning letters home</p> <p>Attendance phone calls to parents whose children are persistently absent to identify reasons and offer support</p> <p>No term time leave authorised unless exceptional circumstances</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attending school regularly supports better outcomes for children.</p> <p>Children are highly motivated by the wristband, medals system</p> <p>Parents request resources to use at home to support attendance and punctuality at school.</p>	8
<p>Parents encouraged to use the Scholarpak App at pupil review meetings</p> <p>Support available for parents struggling to use the App (technical)</p> <p>Parents encouraged to read the newsletter by LT on the gate</p>	<p>Research shows that parental engagement has a positive impact on children's learning and progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Children feel happier and more supported if their parents are engaged in the school community and have a good relationship and contact with the school</p>	6



<p>Phonics books sent home with questions in for parents to ask their children</p> <p>Children to have one reading for pleasure book and one book at the correct phonic level to take home</p> <p>LT reading with children in each class weekly to ensure correct books are going home</p> <p>Weekly reading raffle for children who read regularly at home</p> <p>Reading cafes for each year group to support parents</p> <p>Children who are not reading regularly at home are identified and supported with reading intervention in school</p>	<p>Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops.</p> <p>Children are motivated by the reading raffle - opportunities to win a storybook of their choice.</p> <p>Children who are supported with reading at home, including those who are read to regularly by their families, achieve better than those who do not.</p> <p>Guidance from Ofsted and the DfE states that children in Rec, Year 1 and Year 2 should read books that are matched to their phonic ability which will enable them to achieve and make progress.</p> <p>Evidence shows that children who are read to or are able to read at home become committed and enthusiastic readers which in turn will enable them to make good progress in reading.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf</a></p>	7
<p>Learning mentor support for targeted children with emotional well being and resilience</p> <p>Learning Mentor ELSA training (Autumn 2022) to run ELSA intervention programme,</p>	<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><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5, 3
<p>Learning mentor support for targeted children with emotional well being and resilience</p>	<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><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5, 3
<p>P4C sessions</p> <p>PSHE lessons</p> <p>Whole school/ class sessions with the Police</p> <p><a href="#">NSPCC virtual sessions</a></p> <p><a href="#">Safer Internet virtual assemblies/ sessions 22-23</a></p> <p><a href="#">Prevent radicalisation virtual sessions/ assemblies 22-23</a></p> <p>iRead, iWrite, iStory - emotional literacy group and Express Yourself sessions</p> <p>Talk and Draw</p>	<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><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>P4C provides structure to children's speaking, listening and thinking skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Highly quality virtual assemblies/ sessions support children's knowledge, skills and confidence.</p> <p>Young carers are a vulnerable group and children are able to share how valuable they find the young carers group.</p>	3

Young carers group 1:1 sessions Daily mile Access to the wave project Emotions boards in classes Zones of regulation Life skills groups Social skills groups Balance Bike training course London Mini Marathon	Daily mile increases confidence and allows valuable movement and increases fitness and wellbeing, children and adults run together. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>          Developing fitness and skills for life. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	
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Budgeted cost: £58434.95

**Total budgeted cost: £ 126,377.32**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Success criteria	Review
1. Targeted children develop their oracy and listening skills to access and broad and balanced curriculum	Assessments and observations indicate significantly improved language and listening skills among disadvantaged pupils (CLL in Nursery and Reception). This is also evident through book looks (though green pen children's feedback in lessons,) discussions at pupil progress meetings and observations of children's engagement in lessons.	<p><b>22-23</b></p> <p><b>NELI resources were used with identified children in Reception and continued to have a positive impact.</b>  <b>Little Wandle phonics had a positive impact on vocabulary and literacy skills in EYFS and year 1.</b></p> <p><b>The speech and language therapist continues to support, monitor and train staff to implement special time, attention, autism talking tables, vocabulary and grammar groups with targeted children from nursery to year 6.</b></p> <p><b>Nursery: Baseline September 2022</b>  <b>At ARE:</b> PSED 21%, Communication and Language 21%, Literacy 14%,  <b>June 2023:</b>  <b>At ARE:</b> PSED 47%, Communication and Language 53%, Literacy 42%  <b>*5 New Arrivals Jan 2023, 1 New Arrival Apr 2023</b></p> <p><b>Reception: Baseline September 2022</b>  <b>At ARE:</b> PSED 52%, Communication and Language 74%, Literacy 43%  <b>June 2023:</b>  <b>At ARE:</b> PSED 80%, Communication and Language 77%, Literacy 77%  <b>GLD: 77%</b>  <b>* 2 New Arrivals Oct 2022, 1 New Arrival Jan 2023 1 New Arrival Apr 2023</b></p> <p><b>21-22</b>  <b>Children were identified in Reception to take part in NELI sessions using the programme and resources introduced in 19-20. This continued to have a positive impact on the children's speaking and listening skills.</b></p> <p><b>The speech and language therapist continues to support, monitor and train staff to implement special time, attention, autism</b></p>

		<p>talking tables, vocabulary and grammar groups with targeted children from nursery to year 6.</p> <p><b>Nursery: Baseline September 2021</b>  <b>At ARE: PSED 50%, Communication and Language 31%, Literacy 6%,</b>  <b>June 2022:</b>  <b>At ARE: PSED 63%, Communication and Language 69%, Literacy 50%</b></p> <p><b>Reception: Baseline September 2021</b>  <b>At ARE: PSED 29%, Communication and Language 42%, Literacy 25%</b>  <b>June 2022:</b>  <b>At ARE: PSED 84%, Communication and Language 76%, Literacy 76%</b></p>
2. Targeted children make at least expected progress in reading, writing and maths.	<p>Pupil premium children make progress in line with their non disadvantaged peers.</p> <p>Pupil premium children make at least the expected progress in reading, writing and maths.</p>	See Pupil premium data in table below.
3. Targeted children develop their emotional resilience and wellbeing and can identify a trusted adult in school.	<p>Feedback from children's questionnaires indicates that children feel safe and happy in school and know who they can talk to if this is not the case.</p> <p>Learning mentor observations during group and individual work shows improved emotional well being and social skills amongst children taking part.</p>	<p><b>Targeted children are supported by our CAMHS practitioner (6 sessions) and our Learning Mentors through 1:1 or small groups. The vocabulary 'trusted adult' is reinforced and checked through assemblies, the curriculum and when speaking 1:1 with children.</b></p> <p><b>February 2023 pupil questionnaire:</b>  <b>Staff are friendly and I can talk to them 98.9%</b>  <b>I feel safe at school 97.1%</b>  <b>I know what to do if someone is unkind to me 96%</b>  <b>Adults in school deal with children who are being unkind 97.1%</b></p> <p><b>February 2022 pupil questionnaire:</b>  <b>Staff are friendly and I can talk to them 98%</b>  <b>I feel safe at school 94%</b>  <b>I know what to do if someone is unkind to me 98%</b>  <b>Adults in school deal with children who are being unkind 97%</b></p>
4. Targeted children have access to teaching that challenges and deepens their understanding in all	<p>More pupil premium children reach greater depth in reading, writing and maths (increase in % from 15% R, 10% W, 14% M)</p> <p>Targeted pupil premium children (identified during termly progress meetings - see progress notes) achieve greater depth in reading, writing and maths due to targeted intervention, both as part of whole class and small group teaching.</p>	<p><b>Pupil premium continue to be targeted through pupil progress meetings by teachers and leaders to access challenges throughout the curriculum. Identified in reading, writing and maths. The percentage of Greater depth children who are pupil premium has increased.</b></p> <p><b>22-23</b>  <b>Reading 45%</b></p>

curriculum areas and more children achieve greater depth.		<b>Writing 50%</b> <b>Maths 50%</b>  21-22 Reading 18% Writing 33% Maths 45%
5. Targeted children are supported to catch up and close the gap (following school closures Covid 19)	Target of 85% of children are at age related for reading, writing and maths  Pupil premium are able to make expected progress and reach age related expectations July 2022.	<b>All staff continue to provide and teach a rich and engaging curriculum to support all children to close the gap.</b> <b>See pupil premium data in point 2.</b> <b>22-23</b> <b>Y1 R 71% W 81% M 81%</b> <b>Y2 R 58% W 62% M 65%</b> <b>Y3 R 74% W 74% M 81%</b> <b>Y4 R 61% W 65% M 65%</b> <b>Y5 R 75% W 71% M 71%</b> <b>Y6 R 83% W 83% M 79%</b>  21-22 Y1 R 66% W 59% M 72% Y2 R 63% W 63% M 67% Y3 R 68% W 68% M 72% Y4 R 62% W 62% M 62% Y5 R 73% W 69% M 77% Y6 R 79% W 71% M 82%
6. All children attend school at the nationally expected level of 97%.	Whole school attendance improves - target of 97% Attendance for pupil premium children improves and is in line with non pupil premium children (close/ reduce the gap of 4%) Persistent absentees are supported to improve attendance through a range of strategies and their attendance improves to be above 90%  Increased numbers of children receive a wristband for 100% attendance and punctuality each term.	<b>22-23</b> <b>Improvement in attendance data, systems are in place and are showing a positive impact, there is progress from 21-22, but the gap needs to further close.</b> <b>Whole school attendance 94%</b> <b>Pupil Premium children: 92.1%</b> <b>Non Pupil premium children: 96%</b>  21-22 Ongoing target, covid-19 continued to impact on whole school attendance 92% and attendance of pupil premium children in 21-22.89.87% Non pupil premium in 21-22 93.81%  Attendance meetings which were being carried out by phone are now taking place face to face.
7. To develop parents confidence to support their children with	Parents are informed and able to ask for help with their children's reading at home Parents attend 'Reading cafes'	<b>February 2023</b> <b>Teachers and teaching assistants are approachable and make me feel welcome 100%</b>

<p>reading at home</p>	<p>More children are entered into the reading Raffle each week for reading at home</p> <p>More children are able to talk to LT about the books they are reading at home</p>	<p><b>The Leadership Team are approachable and make me feel welcome. They are available to speak with if I need to 100%. The school helps me to support my child's learning 100%.</b></p> <p><b>Parents enjoyed coming into school for maths and reading cafes, class assemblies, EYFS and KS1 shows, EYFS graduation and Y6 end of year assembly and production.</b></p> <p>February 2022 Parent Survey: Teachers and teaching assistants are approachable and make me feel welcome 99%</p> <p>The Leadership Team are approachable and make me feel welcome. They are available to speak with if I need to 100%. The school helps me to support my child's learning 100%.</p> <p>Reading cafes were the first opportunity for parents to come into school face to face. Face to face in school opportunities continue into 22-23.</p>
<p>8. To develop parents knowledge and access to school communication systems</p>	<p>Increased numbers of parents have access to the Scholarpack App September 2021 - 78 contact 1/s</p> <p>More parents use the App to report their child's absence.</p> <p>Fewer parents ask questions about things on the gate/call the school office and access the information from the school newsletter.</p>	<p><b>September 23</b></p> <p><b>75% of families are accessing the scholarpack app. This is a decrease,, reminders to download and use the app are put on the newsletter.</b></p> <p><b>Parents continue daily to speak to staff on the gate and this is encouraged.</b></p> <p><b>A poll of parents identified that parents read and like receiving weekly information through the newsletter.</b></p> <p><b>A poll also suggested that the functionality of the current app could be improved.</b></p> <p>September 22</p> <p>92% families accessing scholarpack app.</p> <p>Parents are increasingly using the app to report absence.</p> <p>Parents continue to speak to staff on the gate and this is encouraged.</p>

July 2023 Attainment at ARE	PP Reading	Non PP reading	PP Writing	Non PP writing	PP Maths	Non PP maths
N (12)	3/12 25%	6/9 67%	5/12 42%	6/9 67%	4/12 33%	6/9 67%
R (12)	9/12 75%	11/14 79%	9/12 75%	11/14 79%	9/12 75%	11/14 79%
Year 1 (8)	4/8 50%	11/14 79%	4/8 50%	11/14 79%	4/8 50%	13/14 93%
Year 2 (16)	9/16 56%	7/11 64%	8/16 50%	8/11 73%	8/16 50%	9/11 82%
Year 3 (16)	13/16 81%	7/11 64%	12/16 75%	8/11 73%	14/16 88%	9/11 82%
Year 4 (7)	2/7 29%	12/16 75%	2/7 29%	12/16 75%	2/7 29%	13/16 81%
Year 5 (15)	11/15 73%	7/9 78%	10/15 67%	7/9 78%	11/15 73%	6/9 67%
Year 6 (12)	10/12 83%	10/12 83%	10/12 83%	10/12 83%	10/12 83%	9/12 75%

**Intended outcome 2:**

**22-23 The Number and percentage of Pupil Premium children increased slightly from 46% July '22 to 50% July '23**  
**Taking into account the number of pupil premium children with EHCPs**  
**Throughout KS2 Pupil Premium children close the gap and attain well.**  
**PP children at ARE Reading 62%, Writing 61%, Maths 63%**  
**Non PP at ARE Reading 77%, Writing 76% , Maths 79%**

July 2022 Attainment at ARE	PP Reading	Non PP reading	PP Writing	Non PP writing	PP Maths	Non PP maths
N (8)	3/8 38%	5/8 63%	4/8 50%	7/8 88%	6/8 75%	6/8 75%
R (10)	7/10 70%	12/15 80%	7/10 70%	13/15 87%	7/10 70%	14/15 93%
Year 1 (15)	8/15 53%	11/14 71%	8/15 53%	9/14 64%	9/15 60%	12/14 86%
Year 2 (16)	9/16 56%	5/8 63%	10/16 63%	5/8 63%	9/16 56%	5/8 63%
Year 3 (8)	3/8 38%	15/17 88%	2/8 25%	15/17 88%	2/8 25%	16/17 94%
Year 4 (13)	8/13 62%	8/13 62%	8/13 62%	8/13 62%	8/13 62%	8/13 62%
Year 5 (12)	10/12 83%	9/14 64%	10/12 83%	8/14 57%	10/12 83%	10/14 71%
Year 6 (11)	7/11 64%	15/17 88%	7/11 64%	15/17 88%	6/11 55%	17/17 100%

**Intended outcome 2:**

**From July 2021 to July 2022 the number of PP children has remained stable at 45-46%**

Taking into account the number of Pupil Premium children with EHCPs and at SNS support at Snowfields then the Pupil premium children's attainment is broadly in line with the non pupil premium children. Of the 23 children with EHCP 16 are pupil premium and within that figure of the 14 resource base children 11 are pupil premium. The is full package of support through the additional support grid which includes Learning Mentor support 1:1 and in groups (SEMH), speech and language support and reading support.



