

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	181
Proportion (%) of pupil premium eligible pupils	49.7% (90/181)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1/10/2024
Date on which it will be reviewed	1/10/2025
Statement authorised by	Kate Wooder
Pupil premium lead	Jo Cranmer
Governor / Trustee lead	Lara Furse & Ali McCulloch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 130,240
Recovery premium funding allocation this academic year	£ 3,226
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£133,466

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 2024.

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 (45% in Reception and 8% in Nursery.) Across the school, of the children who are on the SEN register, 75% have speech, language and communication needs.

2	Lower attainment in reading, writing and maths. Assessments and observations show that across the school, pupil premium children achieve lower than 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. 79% of children with an EHCP are disadvantaged.
3	Emotional wellbeing and resilience. Due to the cost of living crisis children's emotional wellbeing and resilience has been affected. More children have been referred by parents, teachers or support staff for learning mentor groups or individual social emotional linked to children's anxiety and emotional regulation/. 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.
5.	Supporting parents with school readiness - Nursery and Reception Our assessments and observations indicate that the education, well being and life skills of many of our disadvantaged pupils are lower than their non disadvantaged peers. These findings are supported by national studies. The EYFS curriculum needs to be carefully planned and resourced and children supported so that gaps are filled and children are able to catch up in PSED, CL. PD and toileting skills
6	Poor attendance and parents' understanding of the importance of regular school attendance and punctuality. Attendance of pupil premium children is 1.5% lower than their non disadvantaged peers. Persistent absence of pupil premium children is 4.5% higher 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.

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	More pupil premium children reach greater depth in reading, writing and maths.

understanding in all curriculum areas and more children achieve greater depth.	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 and their families are supported to develop the skills to become school ready and access the curriculum.	Targeted children make accelerated progress in the prime areas of learning (PSED, PD and CL).
6. All children attend school in line with national data. (98% and above)	<p>Whole school attendance improves - target of 98%</p> <p>Attendance for pupil premium children improves and is in line with non pupil premium children (close/ reduce the gap of 1.5 % in 23-24)</p> <p>Persistent absentees are supported to improve attendance through a range of strategies and their attendance improves to be above 90%</p> <p>Persistent absence of pupil premium children 23-24 at 18.4% reduces.</p> <p>Increased numbers of children receive a wristband for 100% attendance and punctuality each term.</p> <p>Half termly hamper raffle as an incentive for families for children's whose attendance is 98% or over during each half term period.</p>
7. To develop parents confidence to support their children with reading at home	<p>Parents are informed and able to ask for help with their children's reading at home</p> <p>Parents attend 'Reading cafes'</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>

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: £ 83962.33

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: Oral language interventions EEF (education endowment foundation.org.uk) 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
Nursery and Reception Nursery Nurses run the Early Words Together programme	https://literacytrust.org.uk/programmes/early-words-together/	1, 2, 5

<p>21-22 Training for Reception, Year 1 and Year 2 teachers Mastering Number programme run by London South East Maths Hub (cover for teachers to participate in training)</p>	<p>Programme impact</p> <ul style="list-style-type: none"> • Families who started the programme with the lowest levels of reading enjoyment showed 77% increase in enjoyment of sharing and reading books • Families who started with lowest frequency of book sharing showed a 91% increase in reading frequency • Parents reported talking more to their child and encouraging them to talk • 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. <p>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."</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7605.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching every day.</p> <p>Small phonics groups daily in year 1 and year 2 (2 x additional teachers), half termly assessments</p> <p>Reading groups daily in year 1 (additional teacher)</p> <p>Reading group year 2, 2 x a week (1 additional teacher)</p> <p>Targeted support in year 5 (additional teacher)</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 5</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>Staff trained in NELI Programme</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>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>NELI is a Nuffield Foundation 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>https://www.teachneli.org/what-is-neli/</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</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 support EHCP children, run targeted groups and also to question, clarify, remodel, explain language to target children during lesson time</p> <p>Learning Mentor weekly training 1 x day a week (Autumn 2022) from Trained Dyslexia Teacher to run word meaning and spelling intervention.</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>Oral language interventions EEF (education endowment foundation.org.uk)</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</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 Improving School Attendance advice (including strategies outlined below)</p> <p>Half termly rainbow wristbands for perfect attendance and punctuality</p> <p>Attendance Hamper half termly for children whose attendance is 98% or above..</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>Friday Fun weekly Learning Mentor group for identified children with long standing persistent absence.</p> <p>Enrichment clubs pupil premium children receive one free club per term.</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>	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>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>	7

<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>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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf</p>	
<p>Learning mentor support for targeted children with emotional well being and resilience</p> <p>Learning Mentor ELSA running 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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5, 3
<p>P4C sessions</p> <p>PSHE lessons</p> <p>Whole school/ class sessions with the Police</p> <p>NSPCC virtual sessions Safer Internet virtual assemblies/ sessions 22-23</p> <p>Prevent radicalisation virtual sessions/ assemblies 22-23</p> <p>iRead, iWrite, iStory - emotional literacy group and Express Yourself sessions</p> <p>Talk and Draw</p> <p>Young carers group</p> <p>1:1 sessions</p> <p>Daily mile</p> <p>Access to the wave project</p> <p>Emotions boards in classes</p> <p>Zones of regulation</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>P4C provides structure to children’s speaking, listening and thinking skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</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> <p>Daily mile increases confidence and allows valuable movement and increases fitness and wellbeing, children and adults run together.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3

Life skills groups Social skills groups The Nest termly	Developing fitness and skills for life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
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Budgeted cost: **£41909.88**

Total budgeted cost: £ 133,477.29

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 2023 to 2024 academic year.

Intended outcome	Success criteria	Review
1 For targeted children to develop oracy and listening skills to access a 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>The team focused on the prime areas and also early identification of SEND particularly around social communication. The Autism Support team reviewed the provision which was seen as exemplary.</p> <p>Nursery children entered with 27% at ARE across the curriculum and by July this had increased to 63% on track.</p> <p>The reception children entered with 29% at ARE across the curriculum and by July this had increased to 62% on track.. This cohort had a high percentage of children with high needs with 5 children having an EHCP.</p> <p>Our speech and language therapist supported 31 pupil premium children across the year at an individual or targeted level.</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>	<p>Please see the data from the Head's report below (Disadvantaged groups)</p> <p>The number of children entitled to Pupil Premium increased by 3% across the school year from 50-53%. High numbers of our pupil premium children also have an EHCP or SEN which impacts whether they are working at age related expectations. 79% of our EHCP children are in receipt of pupil premium funding. 63% of our children at SEND Support are also pupil premium.</p> <p>In KS2 in years 3,4, and 6 Pupil Premium children perform in line with their non-pupil premium peers, however in year 5 there is a wide gap largely due to 5 children in the cohort who are disadvantaged also having an EHCP.</p>
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.	The children's surveys dated Feb 22 show that 94.4% of children felt safe at school. 97.8% of children said that staff were friendly and that they could talk to them. 96.4% of

	<p>Learning mentor observations during group and individual work shows improved emotional well being and social skills amongst children taking part.</p>	<p>children know what to do if someone is being unkind.</p> <p>Over 20 children regularly attended the lunch club run by the learning mentor on a daily basis.</p> <p><i>"Great school, I would recommend to every parent. "</i></p>
<p>4 Targeted children have access to teaching that challenges and deepens their understanding in all curriculum areas and more children achieve greater depth.</p>	<p>More pupil premium children reach greater depth in reading, writing and maths.</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 the whole class and small group teaching.</p> <p>Pupil premium children have access to clubs that enables them to build confidence in all areas of the curriculum.</p>	<p>This year children entitled to pupil premium have accessed the following clubs for one club per term for free: Jewellery, Athletics, Choir, Chess, Mindful colouring, Gardening, Basketball, Gymnastics, Games, 33 children pupil premium children accessed these clubs.</p> <p>Links with the Marlborough Sports Garden enabled pupil premium families to access term time sports sessions: 13 disadvantaged children</p> <p>Links with the Marlborough Sports Garden enabled pupil premium families to access holiday clubs for free. October holiday club: 5 disadvantaged children Easter holiday camp: 5 disadvantaged children May holiday camp: 5 disadvantaged children Summer holiday camp: 10 disadvantaged children</p>
<p>5 Targeted children are supported to catch up and close the gap (following school closures Covid 19)</p>	<p>Target of 85% of children are at age related for reading, writing and maths</p> <p>Children who receive pupil premium are able to make expected progress and reach age related expectations July 2022.</p>	<p>Please see the data from the Head's report below (Disadvantaged groups)</p>
<p>6 All children attend school at the nationally expected level of 97%. -families understand the importance of regular attendance and punctuality</p>	<p>Whole school attendance improves - target of 97%</p> <p>Attendance for pupil premium children improves and is in line with non pupil premium children.</p> <p>Persistent absentees are supported to improve attendance through a range of strategies and their attendance improves to be above 90%</p> <p>Increased numbers of children receive a wristband for 100% attendance and punctuality each term.</p>	<p>Please see the data from the Head's report below (Attendance)</p> <p>Attendance has improved for all children and groups from 22-23 to 23-24. Pupil premium children's attendance has improved from 92.1% to 94.06%</p> <p>Persistent absence for pupil premium children has improved from 27.9% to 18.8%</p> <p>The attendance gap has closed between pupil premium and non pupil premium children.</p>
<p>7 To develop parents confidence to support their children with reading at home</p>	<p>Parents are informed and able to ask for help with their children's reading at home</p> <p>Parents attend 'Reading cafes'</p> <p>More children are entered into the reading Raffle each week for reading at home</p>	<p>Please see table below for responses from the parent/carer questionnaires February 2024.</p> <p>Parent surveys Feb 2022-100% of the 126 parents who returned their surveys agreed with the following statements:</p> <ul style="list-style-type: none"> • <i>The school helps me to support my child's learning</i> • <i>The office staff are approachable and</i>

	<p>More children are able to talk to LT about the books they are reading at home</p>	<p><i>make me feel welcome</i></p> <ul style="list-style-type: none"> • <i>The Leadership Team are approachable and makes me feel welcome. They are available if I need to speak to them</i> • <i>My child enjoys school.</i> • <i>My child feels safe at school.</i> • <i>My child is learning and making progress.</i> • <i>I would recommend this school to another parent.</i> <p>Reading cafes, Maths cafes and The Nest mental health workshops were well attended and families really enjoyed learning with their children. Weekly stay and play in EYFS and Early Words Together Programmes also were well attended with positive engagement.</p> <p>The children were enthused by the reading raffle and this was a regular item in the weekly celebration assembly.</p> <p>Children who were not reading regularly at home were identified by staff, encouraged and supported to read with their children at home. Identified children were supported by reading volunteers.</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 - 64 parents have downloaded the app so far.</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>136 parents are now accessing the scholarpack app and absences are on a daily basis being reported through the app.</p>

SNS July 24	PP R	Non PP R	PP W	Non PP W	PP M	Non PP M
N (8) 1E	4/8 50%	5/8 63%	4/8 50%	5/8 63%	5/8 63%	4/8 50%
R (13) 2E	7/13 54%	9/13 69%	7/13 54%	9/13 69%	9/13 69%	9/13 69%
Year 1 (13) 1E	8/13 62%	12/13 92%	9/13 69%	12/13 92%	9/13 69%	12/13 92%
Year 2 (10) 2E	5/10 50%	11/13 85%	5/10 50%	11/13 85%	4/10 40%	11/12 92%
Year 3 (15) 2E	9/15 60%	8/13 62%	9/15 60%	8/13 62%	9/15 60%	8/13 62%
Year 4 (15) 2E	12/15 80%	6/8 75%	11/15 73%	6/8 75%	11/15 73%	7/8 88%
Year 5 (8) 5E	3/8 38%	12/14 86%	3/8 38%	12/14 86%	3/8 38%	12/14 86%
Year 6 (16) 3E	12/16 75%	7/9 78%	12/16 75%	7/9 78%	12/16 75%	7/9 78%

SNS Attendance	22-23	23-24
Whole school	94%	94.8%
Girls	94.8%	94.82%
Boys	93.2%	94.77%
Pupil premium	92.1%	94.06%
Non pupil premium	96%	95.54%
SEN Support	90.8%	93.78%
EHCP	92.9%	93.66%

SNS Persistent absence	22-23	23-24
Whole school	16.9%	16.2%
Girls	11.9%	14.81%
Boys	21.7%	17.81%
Pupil premium	27.9%	18.8%
Non pupil premium	5.9%	14.29%
SEN Support	35%	20%
EHCP	35%	17.65%

Snowsfields Parents	Feb 24 126
The office staff are approachable and make me feel welcome	100%
Teachers and Teaching Assistants are approachable and make me feel welcome	99.2%
The Leadership Team are approachable and make me feel welcome. They are available if I need to speak to them	100%
My child enjoys school	100%
My child is safe at school	100%
I think that behaviour in the school is good	99.2%
My child is learning and making progress	100%
The school helps me to support my child's learning	100%
I would recommend this school to another parent	100%