

Sneinton St. Stephen's C of E Primary School

Pupil Premium Strategy Statement

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	Sneinton C of E Primary School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	31% (72 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mark Lowe
Pupil premium lead	Alice Wilby
Governor / Trustee lead	Matt Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,779.30 £2,710 EYFS PP funding
Recovery premium funding allocation this academic year	£0
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	£107,489.30

Part A: Pupil premium strategy plan

Statement of Intent

Sneinton C of E Primary School mission statement:

Developing a passion for life-long learning, exploring life in all its fullness with hope and aspiration, through a world class education.

At Sneinton C of E, we have a continual drive to enhance the opportunities and outcomes for the children in our care; we want them to flourish in all that they set out to achieve. **Disadvantage is not a barrier to achieving excellence** for our pupils. The school's motto is **TOGETHER WE CAN ACHIEVE** which is shared amongst our school community.

Sneinton C of E Primary School is located within the City of Nottingham. Nottingham ranks 6th out of the 326 districts in England of Income Deprivation Affecting Children. Nottingham is the most deprived of all the Core Cities, including cities such as Manchester (5th) and Liverpool (8th). The school's IDACI is 0.29. This means that 30% of pupils may be experiencing family income deprivation in comparison with 34.5% of pupils for Nottingham overall and 21% Nationally.

- 31.78% of Sneinton St Stephen pupils reside in the most deprived 10% of those nationally.
- 88.14% of Sneinton St Stephen pupils reside in the most deprived 30% of those nationally.
- 67% of children in Nottingham are living in poverty and children living in these areas are 11 times more likely to end up on Child Protection Plan.

Barriers impacting upon disadvantaged pupils are families' circumstances including: homelessness, alcohol misuse, drug misuse, gang and knife crime in the local area; low aspiration and high unemployment. The area has above average levels of crime in all categories, and particularly high levels of anti-social behaviour, shoplifting and violence/sexual offences (taken from police data, 2020). Domestic violence in the local area is also high – the Dales ward has a domestic incident rate of 20.9 per 1000 population. This is the 7th highest rate in the region. A number of families are unsettled as a result of their current immigration status and adequate housing – either space within property, or having access to a property that can be called home – is an issue. Children often attend school without having an adequate breakfast to start the day.

Our ultimate objectives for disadvantaged pupils are in line with our school development plan, and can be summarised into the following objectives:

1. To narrow the attainment gap between disadvantage and non-disadvantaged pupils, particularly within writing.
2. For all pupils to make or exceed nationally expected progress for further success at secondary school and beyond.
3. For all pupils to be courageous advocates of the future through an enriching, exciting educational experience.
4. For all pupils to be digital citizens of the future through accessibility and innovation of the curriculum.

Our objectives will be met through an inclusive, tiered approach that ensures all disadvantaged pupils are able to overcome challenge and make good progress, regardless of background. At the heart of this, is high quality teaching, which focuses on pupils whom need the most support, and our creative curriculum design. At Sneinton, our curriculum is designed around a 'learning loop' which is a continuum of seven different processes for learning and ultimately aims for knowledge to be deepened to a mastery level.

It is important to note an increase in poverty as a result of the cost-of-living crisis has been evident within our school community. As a result, we recognise that not all pupils who are socially disadvantaged qualify for free school meals, therefore we allocate funding to support any pupil or groups of pupils that the school has identified as being disadvantaged. This includes pupil who have a social worker, or are receiving support from external services to ensure their safety outside of school.

Challenges

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

Challenge number	Detail of challenge
1	<u>Language development and communication</u> The starting points of pupils in EYFS are significantly low on entry to school, and often, pupils display poor language and communication skills. We have observed a distinct lack of pupils' ability to use a range of vocabulary upon entry to school. This can include limited English language acquisition, making it difficult for children to access the curriculum on entry to school. In the baseline to F2 in 2022/23, only 36% of Sneinton pupils were assessed at the expected level for speaking on entry to school. 30% of pupils at Sneinton are identified as speaking English as an additional language (22% nationally).
2	<u>Attainment</u> Whilst our disadvantaged pupils achieve above national average data for both disadvantaged and all pupils nationally at the end of KS2, the percentage of disadvantaged pupils reaching the expected and greater depth standard in reading, writing and maths is lower than their school peers in some year groups. There is still an in-school gap in writing attainment between disadvantaged and non-disadvantaged pupils and this gap is more significant than in reading and maths.
3	<u>Attendance and punctuality</u> Attendance for disadvantaged pupils in the academic year 22/23 was 95.11%, which is in-line with previous academic years. This figure is above the national average of 94% but there is a gap of around 1-2% between disadvantaged and non-disadvantaged pupils' attendance. Pupils who are in receipt of pupil premium funding or FSM also had a higher rate of persistent absence in 22/23 (18.2% v 9%).
4	<u>Pastoral need (including mental health and wellbeing)</u> Due to the context of which Sneinton St. Stephen's C of E is located, the pastoral support needed for pupils is vast. Currently, there is a distinct need to provide breakfast due to many children not receiving sufficient food at home, which has been exasperated by the cost-of-living crisis. In addition to this, our families face a significant challenge of lack of funds for school uniform, trips, residential and many other aspects which significantly contribute to a child's personal development and mental health and wellbeing.
5	<u>Enrichment, life experiences and aspirations</u> Despite being a school located on the edge of the city centre, life experiences and enrichment opportunities are limited for our pupils outside of school. Many families have limited finances to support their children to experience enrichment opportunities. Many families also have limited experience of further education and opportunities for our children to see the breadth of opportunities beyond Sneinton.

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
Improvement in Oracy skills and language development, including use of vocabulary among disadvantaged pupils	Vocabulary progression is embedded and having significant impact from F2-Y6 to support development of language on entry to school. % of disadvantaged and non-disadvantaged pupils meeting the GLD has increased from last academic year. CPD on teaching of Oracy and implementations of strategies is embedded and used by all staff Triangulation of monitoring indicates that there is a significant improvement in oral language.
Improvement in attainment for disadvantaged pupils reaching the expected standard in writing is in-line or above their peers, at the end of KS2. % of disadvantaged pupils reaching the expected and greater depth standard in reading and maths in in line or above their peers.	Outcomes for disadvantaged pupils reaching the expected standard or higher in writing will have increased from the starting point by 2025/2026. Outcomes for disadvantaged pupils reaching the expected standard or higher in reading and maths have increased by 2025/2026. % of disadvantaged pupils reaching combined standard at the end of KS2 has increased. The gap between PP and non-PP has continued to close by the end of KS2 each academic year.
To sustain attendance of disadvantaged pupils to consistently above the national average.	High attendance is sustained through: - Attendance of disadvantage pupils being maintained at 96% termly, or if not, action is taken immediately to provide support/targeted intervention to the family. - Attendance for disadvantaged pupils at the end of the academic year is at least 96%. - The % of pupils who are persistently absent is below the national average
To increase enrichment opportunities for all pupils in order to provide a broad, balanced and aspiration curriculum.	Opportunities are accessed, tracked and monitored by all disadvantaged pupils across the academic year, resulting in a significant increase in enrichment opportunities by disadvantaged pupils. Qualitative data from disadvantaged pupils, parents and teachers demonstrates the impact of enrichment opportunities on their learning journey during their time at school.
Full access to the curriculum and wider life of school is enabled through effective pastoral support.	Effective pastoral support can be seen through: - Quantitative data from Leuven scale wellbeing and involvement assessments, and internal intervention to support an improvement in mental health and wellbeing - Disadvantaged and vulnerable families are being provided with appropriate support (e.g. uniform, breakfast, books, support with funds for educational visits and residentials) - Triangulation of data and pupil/parent voice, plus any additional data through external agency

	support – Nottingham City Mental Health team • A reduction in the number of referrals being made for services to support mental health and wellbeing • Positive behaviour for learning is consistently role modelled throughout school
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £29,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority and significant CPD is provided to ensure high-quality teaching approaches of vocabulary, writing and language development. This will be achieved through: - CPD and resources for teaching and learning of oracy, communication and language development. - CPD and resources for linking power of talk development of reading and writing skills. - CPD for staff for grammar, spelling and punctuation through the Writing Revolution resources - Resources and CPD for teaching of writing and handwriting – CPD for using letterjoin - EYFS-specific training - Writing moderation with trained moderator - Widgit subscription - Grammar and Spelling subscriptions services	Supporting the attainment gap of disadvantaged pupils stresses the significance of quality first teaching being especially important for pupils from disadvantaged backgrounds – including setting expectations, monitoring performance, tailoring teaching and support to suit pupils needs, and sharing best practice. Research completed by the Sutton Trust states “<i>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.</i>” Improving the impact of teachers on pupil achievement in the UK – interim findings There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Communication and language approaches in the Early years has low cost and high impact. On average, the EEF has found that pupils who engage in communication and language approaches make 6+ months additional progress and it has been seen to have slightly larger effects for children from disadvantaged backgrounds.	1, 2
Further embed high-quality teaching of early reading. This will be achieved through: - Continued purchase of subscription of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. - Parental workshops on phonics and early-reading strategies - Literacy Association membership - Mentoring and coaching	Research from the EEF has shown teaching of Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2

for staff by reading lead focusing on effective reading instruction - Parental workshops to support reading at home		
Reading for pleasure practice is exemplary and significantly supports learners to become confident, fluent and world-class readers. This will be achieved through: - Reading for Pleasure Accreditation Award - Reading Lead CPD for all staff - Teaching staff's engagement with TRG from RfP offer	UKLA/OU Quality Mark research states: 'Achieving the <i>UKLA/OU Quality Mark</i> will position your school as a centre of excellence for nurturing young readers who choose to read widely and frequently within and beyond school. https://ukla.org/news/ukla-ou-quality-mark/#:~:text=The%20UKLA%2FOU%20Quality%20Mark,on%20young%20people%27s%20recreational%20reading. DfE states: 'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status' (2022) https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf	1, 2, 6
High-quality texts support and enhance curriculum progression This will be achieved through: - ELS subscription - Purchase of books from curriculum book spines - Purchase of books to support disadvantaged families	CLPE (Centre for Literacy in Primary Education): 'The use of high quality books within the reading curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers. If teachers and those who work in schools know about the best children's literature available they will be able to share that with the children they teach and encourage them to be inspired as readers and motivated to read for themselves.' https://clpe.org.uk/blog/choosing-and-using-quality-texts	1, 2, 5, 6
Further embed a mastery approach in maths This will be achieved through: - Continued use of Power Maths to support consistency and in teaching and learning in maths for a mastery approach using high-quality resources - Maths leader providing CPD for all staff on challenging more able disadvantaged pupils in maths	EEF - Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. On average mastery learning approaches are effective, leading to an additional five months' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Pearson (2022): 'Power maths covers the three key areas of fluency, reasoning and problem solving...and very effectively provides a progression for mastery learning.' https://www.pearson.com/content/dam/one-dot-com/one-dot-com/international-schools/pdfs/primary-curriculum/power-maths/Power-Maths-Case-Study.pdf	2
Technology and other resources are used to support high quality teaching and learning This will be achieved through: - Access to 1:1 iPads Y2-Y6, 2:1 iPads for F2 and Y1. Class set for EYFS. - iPad updates and re-purchase of infrastructure - New iPads (18 for 1:1 across whole school) - Access to Showbie – portfolio of online learning for Y2-Y6 –	The Educational Development Trust have researched on the digital device and how ensuring access to technology is especially important for disadvantaged pupils, particularly for remote learning. Bridging the digital divide – Education Development Trust https://www.educationdevelopmenttrust.com/our-researchand-insights/commentary/bridging-the-digital-divideevidence-and-advice-on Scottish Government conducted a review into the impact on Digital Technology on raising attainment was particularly evident in primary settings: https://www.gov.scot/publications/literature-review-impactdigital-technology-learning-teaching/pages/4/ The review found conclusive evidence that digital equipment, tools and	1, 2, 6

- Other apps to support teaching and learning such as Times Tables Rockstars, Spelling Shed, Tapestry for EYFS and other new apps ;	resources can, where effectively used, raise the speed and depth of learning i science and mathematics for primary and secondary age learners. There is indicative evidence that the same can be said for some aspects of literacy, especially writing and comprehension. Digital technologies appear to be appropriate means to improve basic literacy and numeracy skills, especially in primary settings.	
Robust assessment practices across the curriculum identify gaps and inform high-quality first teaching to ensure that children know more and remember more - Evolved marking and feedback policy - NTS tests used to on a termly basis - Teaching and Learning Lead to provide staff CPD - Further embedding of use of TAPS assessment approach for all curriculum subject area assessment - Mentoring and coaching by curriculum lead	EEF's review of assessment procedures found that (2022): Effective assessment procedures and pupils receiving effective marking and feedback can increase pupils' progress by up to 8 months. https://educationendowmentfoundation.org.uk/education-evidence/using-the-toolkits Dylan William in his book 'Embedding Formative Assessment' (2011) states the there are five effective assessment approaches to support pupils to be effective learners: 1. Clarifying, understanding, and sharing learning intentions 2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning 3. Providing feedback that moves learners forward 4. Activating students as learning resources for one another 5. Activating students as owners of their own learning	1, 2
Mentoring and coaching for teachers around curriculum, and assessment procedures is high-quality and directly impacts pupils' outcomes This will be achieved through: - Curriculum lead coaching	Maxwell (2018) in the Chartered College of Teachers review of mentoring and coaching: Mentoring research shows benefits such as mentoring having a positive impact on mentees, their learning, classroom practice and their wellbeing. https://chartered.college/2023/02/17/recognising-the-power-of-mentoring-for-teacher-development/#:~:text=Mentoring%20research%20shows%20benefits%20such,et%20al.%2C%202008).	1, 2

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

Budgeted cost: £155,408.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of learning support assistants for in class and small group intervention support This will be achieved through: - Employment of LSAs, who carry out targeted intervention in class - LSAs carrying out targeted interventions to ensure 'keep up and not catch up'	Additional capacity to support learning ensures that we are meeting the needs of the most vulnerable learners, and to ensure that targeted intervention can be provided to prevent missed or lost learning. Evidence from the EEF suggests that teaching assistants can provide a largely positive impact on learning outcomes, however, how the teaching assistant is deployed is key. The EEF also suggests that investing in professional development for teaching assistants to deliver intervention is a cost-effective approach to improving learner outcomes (eg Switch On Reading). The research has also found that teachers and teaching assistants working together effectively can also lead to increased attainment.	1, 2, 5, 6
Pupils receive high-quality pastoral support across school This will be achieved through: - Employment of learning mentors - Targeted 1:1 and small group interventions to support emotional wellbeing and mental health	The University of Cumbria's research found: 'learning mentors were effective in promoting student motivation and thereby positively affecting outcomes of attainment, confidence, homework and focus in lessons. Findings also suggested that participants viewed mentoring positively; it produced beneficial relationships.' https://ojs.cumbria.ac.uk/index.php/step/article/view/375#:~:text=Key%20findings%20indicated%20that%20learning,positively%3B%20it%20produced%20beneficial%20relationships.	1, 2, 5, 6
Mental health and wellbeing of the community is supported through services in school through: - Allocated Nottingham City MHST worker for 1 day a week for targeted 1:1 or small group interventions	Supporting the attainment gap of disadvantaged pupils states schools that have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families The pandemic has disrupted education like never before and the road to recovery will require robust strategies. The pressure is intensified as pupil premium spending must cover <u>social, emotional and mental health (SEMH)</u> needs, as well as <u>supporting disadvantaged children</u> by contributing to catch-up opportunities. Place2Be Research Children with mental health problems have poorer academic attainment, greater school absences, and an increased risk of school exclusion compared to their mentally healthy peers European Child & Adolescent Psychiatry 2021	1, 2, 5, 6
Pupils are receiving high-quality reading interventions to ensure disadvantaged pupils make accelerated progress This will be achieved through: - Reading Recovery specialist - targeted support for disadvantage pupils who require further reading and phonics support. - Daily interventions to ensure pupils are keeping up in phonics and not catching up	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics I Toolkit Strand Education Endowment Foundation EEF Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	1, 2

Targeted support for pupils who speak English as an additional language This will be achieved through: - EAL CPD for all staff - Use of the Bell Foundation framework to provide CPD to staff	The Bell Foundation, alongside the DfE have found one of the key recommendations for schools when considering the rate of progression in learning the English language is to continually assess and record the proficiency of English for all EAL learners, and provide support strategies tailored to individual need. This will have overall impact on linguistic proficiency, and allowing full access to the National Curriculum. The Bell Foundation EAL Research Programme EEF research about teaching assistants has also found that teachers and teaching assistants working together effectively can also lead to increased attainment.	1, 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. This will be achieved through: - SEL approaches will be embedded into routine educational practices and taught through whole school approaches, whole class approaches through Jigsaw PSHE lessons and targeted individual support - ELSA trained learning mentor support for targeted individual pupil need - Learning mentor providing CPD for staff	There is extensive evidence associating childhood social and emotional skills with Emotional improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Learning.pdf(educationendowmentfoundation.org.uk) Supporting the attainment gap of disadvantaged pupils states schools that have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families	1, 2, 5
A clear, robust and graduated approach to sustaining high attendance This will be achieved through: - Employment of attendance officer and attendance incentives	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 5
Embedding our school ethos through the use of high-quality behaviour management and anti-bullying approaches This will be achieved through: Continued use of PSHE scheme: Jigsaw PSHE enrichment	NFER research What are the most effective ways to support disadvantaged pupils' achievement identifies that one of the building blocks needed for success is addressing behaviour and respond quickly to provide strong social and emotional support, including working with families. This can improve disadvantaged pupils' attainment. Supporting the attainment gap of disadvantaged pupils suggests more successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 4, 5
Enrichment opportunities are high quality and enrich our children's life experiences. This will be achieved through: - Nottingham Music Hub – music lessons for Year 4, 5 and 6, access to area band, and additional Y6 tuition	In 'An Unequal Playing Field: Extra-Curriculum Activities, Soft Skills and Social Mobility', data showed that extra curricular activities give young people the confidence to interact socially with others, extend social networks and provide new skills, abilities important for long-term career aspirations. The report also found a strong link between extra-curricular activities and educational outcomes, as well as other positive outcomes.	4, 5, 6

- Enrichment days – mental health awareness week, curriculum themed days, STEM projects - Extra-curricular activities are funded by school and at no cost to families/children's leadership roles - Support with funds for curriculum enrichment visits		
A clear, robust transition programme enables pupils to make positive steps when transitioning to a new year group. This will be achieved through: - Whole school transition programme lasting two weeks in July - Parental workshops during this period	UCL and The Nuffield Foundation found in research completed about transition between Primary and Secondary school that there were several areas for consideration when moving into a new year group: • academic/behavioural adjustment • school belonging indicators of transition such as self-control and learning motivation. • child transition concerns, parent transition concerns and parent warmth. The results from the research suggest a 'whole school approach to supporting transition.'	2, 3, 5, 6
Provide effective pastoral support to enable all children to flourish. This will be achieved though: - Breakfast provision access to daily breakfast for all pupils - Funds for school uniform - Providing contacts and links to wider organisations to support families with food, clothing, emotional support, etc.	The National Library of Medicine cited a significant connection between positive learning outcomes with diet quality, micronutrient intake, weight status and lifestyle factors. Breakfast has been proven to positively affect learning in children in terms of behaviour	2, 3, 5, 6
Parental engagement is embedded and parents have access to high-quality support. This will be achieved through: - activities through the course of the academic year, including weekly Inspire parent support group - Learning mentor support	The Review of Best Practice in Parental Engagement states an outward facing strategy is needed in schools, involving not only the views of parents, but the evidence and expertise of other schools and services in the community. Equally, the transfer of knowledge and understanding should be part of a two way process: not only from school to home but from home to school. In relation to family based and community support, programmes should be targeted at particular groups of parents, showing sensitivity to cultural norms and expectations, and including specific, detailed and directive advice and guidance.	2, 5, 6
Teaching and learning of domestic violence and healthy relationships is high quality and enables our children to know what a healthy relationship is This will be achieved through: Delivery of the Great Project PSHE scheme: Jigsaw	Statutory Health and Relationship Education guidance from Gov.uk states that one of the aims of teaching these subjects to pupils is for them to "make good decisions about their own health and wellbeing...enable them to recognise what is normal and what an issue is in themselves, and when issues arise, know how to seek support as early as possible from appropriate sources." The Great Project curriculum map demonstrates how the teaching of domestic abuse links directly to the PSHE national curriculum and SEAL objectives. Starting in Schools – a report by Refuge, domestic violence charity	5, 6

	states the need to ensure that children and young people need to feel confident and safe in order to learn effectively, but for those exposed to domestic violence, it is unlikely this will be the case.	
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Total budgeted cost: £235,233.28

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.

School overview

Detail	Data
School name	Sneinton C of E Primary School
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 21
Date on which it will be reviewed	December 2023
Statement authorised by	Kelly Lee/Mark Lowe
Pupil premium lead	Julie Doyle
Governor / Trustee lead	Matt Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,140 £960 EYFS PP funding
Recovery premium funding allocation this academic year	£10,005
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	£105,105

Progress against intended outcomes

Intended outcome	Strategies used	Impact for academic year 22/23
Improvement in Oracy skills and language development, including the use of vocabulary amongst disadvantaged pupils	• CPD and resources for teaching and learning of oracy, communication and language development shared with staff • CPD and resources for linking power of talk development of reading and writing skills shared with staff. • Staff training for the teaching of writing (including writing for pleasure) and handwriting (new scheme) • Writing moderation with trained moderator • Purchased a DfE validated systematic synthetic phonics programme and trained all staff (including new ECTs) in its implementation • Deployment of LSAs in KS1 focused on phonics and reading interventions • Enabled access to technology, including 1:1 iPads, Showbie and other learning app to support teaching and learning of vocabulary and writing • Promotion of reading for pleasure across school through themed days and staff training • Investment in new books and widened range of books available in the school library • Engaged in EYFS staff training and programme of Theraplay • EYFS staff training with the Sheffield EYFS team focused on early language development and creating enabling environments • Allocation of learning support assistants for in class and small group intervention • Reading recovery specialist targeted support for disadvantaged pupils who required further support in reading and phonics • EAL learning support assistant supported pupils with EAL in KS2 and trained all LSAs in using the Bell Foundation EAL research programme to profile all pupils who speak English as an additional language.	• The PP peer review identified and celebrated our vocabulary rich curriculum and environment. • PP peer review - Displays, big book and pupil voice evidenced the impact of a broad, rich and varied enrichment offer to support personal development of PP Pupils • PP peer review - It was evident from every classroom, shared areas, the library, the curriculum and pupil voice and the opportunities on offer that Sneinton is a reading school. • Curriculum knowledge maps from EYFS to Year 6 explicitly state the vocabulary progression expected. • Adults in EYFS targeting positive adult interactions with modelled language. Support for pupils with English as an additional language through quality first teaching, digital provision and appropriate resourcing. Engagement of interpreters to support parent access. Class Dojo translate tool used in all communications • EYFS data shows significant improvement of oracy, communication and language from low entry point. 36% of PP pupils at expected standard for speaking on entry. End of year data = 67% of PP pupils achieve EXS in speaking. • Adopted the Rocket Phonics scheme – all staff trained so that the children are receiving a consistent approach. Targeted intervention for PP pupils if needed. • Movement and Story Telling (MAST) introduced to develop language through movement – Sneinton is a pilot school in partnership with the University of Nottingham. • Significant investment in diverse, quality text to nurture a love of reading from the early years and beyond. Carefully selected texts so that children can identify with the characters and role models. • Classroom learning environment display key vocabulary and a dual coding approach is applied as part of the lesson design. • Immersive learning environments so that children can apply their language through play and social interactions. • Assessment for learning is applied during adult interactions to support a tiered approach to the application of vocabulary.

Improvement of attainment for disadvantaged pupils reaching the expected standard in writing is in line or above their peers, at the end of KS2.

KS2 data

21/22 % of disadvantaged pupils reaching the expected standard in writing = 78%. PP outperformed non-PP in writing.

22/23 % of disadvantaged pupils reaching the expected standard in writing = 78%. There is a small gap of 2% between PP and non-PP.

22/23 % of disadvantaged pupils reaching the expected and greater depth standard in reading and maths is in line with peers

Reading =

Y6	PP	Non-PP
EXS+	79	87
GDS	50	47

Y1-Y6	PP	Non-PP
EXS+	83	86
GDS	35	38

PP pupils % in both EXS and GDS is very close to non-PP in Y1-6 (3% gap).
In Y6, PP pupils outperformed non-PP pupils in reading.

Maths =

Y6	PP	Non-PP
EXS+	86	80
GDS	7	27

Y1-Y6	PP	Non-PP
EXS+	80	86
GDS	12	29

PP pupils outperformed non-PP at EXS+ in maths in Year 6.

In Years 1-6, non-PP outperform PP at EXS+ and GDS.

There is a smaller gap between EXS+ (6%).

PP at GDS in maths will be a focus for the rest of the academic year.

- Writing has been a whole-school priority for the last two academic years. There has been significant staff CPD and investment in improving outcomes. This is evident in the end of key stage outcomes.
- Assessment for learning is an embedded strategy across the school. Following end of term NTS Assessments, rigorous pupil progress meeting support teachers to identify pupils requiring a pre teach or adaptation to meet curriculum outcomes. This is reflected in planning by both teachers and teaching assistants.
- Last academic year, national tutoring programme enabled PP pupils to make significant progress following disruption caused by the pandemic.
- SHINE gap analysis tool purchased – this provides bespoke intervention to enable disadvantaged pupils to keep up with their peers.
- Pupil Premium attendance is improving as a result of an effective curriculum, attendance officer and teacher relationships with families, learning mentor provision.

To sustain attendance of disadvantaged pupils to consistently be in line with the national average (96%)	- Attendance officer has rigorously monitored and acted upon attendance data. - Attendance incentives used throughout the year - Pupil attendance officers have raised the profile of attendance in merit workshops on a weekly basis - Case studies have been completed to monitor and evaluate the impact of attendance incentives - Whole-school transition programme took place in July for 2 weeks. During this period, there were regular parent and carer meetings to introduce families to their new teaching staff team.	- At the end of the academic year, overall school attendance was 95.83%. - Disadvantaged attendance was 95.11% for last academic year. <table><tr><td></td><td>21/22</td><td>22/23</td><td>23/24 YTD</td></tr><tr><td>Non-PP</td><td>95.41%</td><td>96.23%</td><td>95.88%</td></tr><tr><td>PP</td><td>96.58%</td><td>95.11%</td><td>97.28%</td></tr></table> - There is a small gap between PP and non-PP attendance. - PP attendance is well above the national average for disadvantaged attendance. - Year 2 and Year 5 had lowest attendance last year. These have been target classes. - Junior attendance officers selected from Year 3 to champion attendance and reward offered for beating school attendance target at the end of Autumn Term. Year 3 attendance last year: 93.91% YTD Attendance: 97.12% - Year 6 attendance last year: 94.32% YTD Attendance: 96.39% - Attendance officer has been instrumental in reducing PP PAs and improving overall attendance of PP pupils. - Attendance rewards including trips, visits, hampers, prizes and medals have supported positive incentives for PP pupils. - Daily breakfast for all children. - Weekly family breakfast and books has supported punctuality and attendance at the start of the week.		21/22	22/23	23/24 YTD	Non-PP	95.41%	96.23%	95.88%	PP	96.58%	95.11%	97.28%
	21/22	22/23	23/24 YTD											
Non-PP	95.41%	96.23%	95.88%											
PP	96.58%	95.11%	97.28%											

To increase enrichment opportunities for all pupils in order to provide a broad, balanced and aspiration curriculum.	• The learning mentor received ELSA training and delivered ELSA sessions to support individual pupils with emotional and wellbeing • Increased learning mentor capacity with focus of targeted behaviour support • SEL approaches will be embedded into routine educational practices and taught through the whole school approaches, whole class-approaches through Jigsaw PSHE lessons and targeted individual support • Significant and effective enrichment opportunities for all pupils	• Rich and varied offer provided to increase opportunities and experiences accessed by all disadvantaged children. • 98% of PP pupils accessed after school clubs last academic year. We have an extensive after-school club and enrichment offer, which pupils eligible for PP funding have priority to. • PP peer review: PP children are active and valued pupil leaders across school and engaging in World Class School competition and activities. • PP peer review pupil voice: Pupils could talk in depth about the enrichment on offer during lessons, educational visits, visitors and opportunities, residential and the extracurricular enrichment they can access. They were able to articulate easily how these opportunities impact positively on their social, physical, emotional and mental development. • PP peer review: Community room for parent groups and parent access to the pupil leadership room to use washing facilities was celebrated. • Enrichment tracker used to identify which children are accessing which opportunities and experiences and used to ensure that all disadvantaged children access a broad range. Targeted invitations are made where and when required. Enrichment tracker shows that 98% of PP children access extracurricular enrichment • Pupil progress meetings and ongoing professional dialogue ensure there is a collective and shared responsibility for pupil premium children between support staff and class teachers. • Promotion of the enrichment offer on newsletter and digital platforms to communicate school's offer to parents of disadvantaged children. • Engagement of parents through additionality, provided by school, e.g., books and breakfast, story time activities, parent support groups and coffee mornings. • Opportunities to develop talent, for example, attendance and engagement with World Class Symposia and events, speaking at Church conferences, Pupil Parliament, external STEM opportunities, drama and music opportunities. • Opportunities, visits and resources provided and facilitated by local partnerships with businesses, individuals and community groups for pupil premium children • PP funding used to ensure all children can access paid opportunities such as residential. Pupil voice: • "I like being a sport's leader because I like helping with the little ones. This school is great because I spend time with my friends and I like learning. We have just started to learn about the planets. I go to football club which I love because I am a good footballer. I used to go to Art club too but that has come to an end. You get lots of opportunities at this school." • "I love school and I love all the opportunities I get to do such fun stuff like dance and drama." • "I love multi sports club and want to join Eco club next because I am interested in recycling. I hope there is cricket or tennis club in the summer. I enjoy school, sometimes I argue with my friends about football, but Miss Pruszek is helping me control my anger. I like learning and the teacher, my partner and the iPads help me if I get stuck."
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To improve the mental health and wellbeing for all pupils in school.	• The learning mentor received ELSA training and delivered ELSA sessions to support individual pupils with emotional and wellbeing • Increased learning mentor capacity with focus of targeted behaviour support • SEL approaches will be embedded into routine educational practices and taught through the whole school approaches, whole class-approaches through Jigsaw PSHE lessons and targeted individual support • Significant and effective enrichment opportunities for all pupils • Behaviour management and anti-bullying approaches with the aim of embedding our school ethos and sustaining behaviour across school • Enrichment opportunities across the whole curriculum including: Nottingham Music Hub – music lessons for Year 4, 5 and 6, access to area band, and additional Y6 tuition • Allotment project work • Enrichment days – mental health awareness week, curriculum themed days, STEM projects • Extra curricular activities are funded by school and at no cost to families/children's leadership roles • Fostered effective links with the community to enhance our curriculum and ensure our pupils are flourishing • Attendance officer and attendance incentives • Whole school transition programme • Magic Breakfast provision • Parental engagement activities including the weekly inspire parent group • Teaching and learning of domestic violence and healthy relationships through the Great Project	• Leuven scale assessments in wellbeing and involvement completed each term during assessment cycle. End of academic year 22/23: • 83% of pupils assessed to be at levels 4 or 5 on the Leuven scale for wellbeing • 82% of pupils assessed to be at levels 4 or 5 on the Leuven scale for involvement Wellbeing: PP 83% 4 or 5 v non-PP 83% 4 or 5 Involvement: PP 83% 4 or 5 v non-PP 82% 4 or 5 • PP peer review = Displays, big book and pupil voice evidenced the impact of a broad, rich and varied enrichment offer to support personal development of PP Pupils • Pupil and parent/carer voice always notes the impact of enrichment and pupils' wellbeing at the heart of Sneinton's curriculum design and provision. • Transform Trust Safeguarding review November 2023: recognised and celebrated the improvement of wellbeing at Sneinton and the increase in the Leuven Scales • MHST support pupils across school with additional emotional and wellbeing packages • ELSA programme delivered by trained staff, targeting pupil premium children where required. • Mental health and wellbeing taught explicitly throughout the Jigsaw PSHE scheme and is having a positive impact of pupils' understanding of mental health and how to keep themselves mentally and physically well. • Access to regular timetabled bespoke Learning Mentor sessions. • Weekly Forest Schools sessions to support emotional wellbeing. • Regular sessions to work in the school allotment. • Mental Health and Well Being Days regularly celebrated in school, raising the profile of mental health and wellbeing across school. • HoS's engagement with Mental Health First Aid Training has resulted in increased staff engagement with wellbeing schemes and increased access to schemes available to pupils in Nottingham City.
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Pupil Premium Review meeting with Transform Trust peer reviewer -

Identified best practice:

- During learning walk evidence of the environment who evident to support language acquisition, (working walls, library, displays and continuous provision areas in EYFS) along with evidence of iPads to support with this.
- Engagement with research and other partners, Nottingham Trent University and EEF to support us in meeting our identified targets
- Enrichment Tracker
- Broad and varied enrichment offer supporting personal growth
- Personal development display and big books
- iPads to ensure discreet bespoke scaffold and stretch
- Use of learning loop and spiral curriculum to support lifelong learning
- RfP embedded across school. RfP used as a tool to close disadvantage gap drawing from international research
- In all classrooms during learning walk, children were engaged and able to explain their learning.
- PP children as valued and enthusiastic pupil leaders

Key findings from review activities:

- Are we sure we have PP parental voice?
- How successful are we at communicating our PP offer to parents?
- Are we confident that every member of staff is aware of PP barriers? (not just class teachers)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£0
What was the impact of that spending on service pupil premium eligible pupils?	We currently have no service pupil premium eligible pupils in school.