



Smannell and Enham CE (Aided) 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	Smannell and Enham CE (Aided) Primary School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	9.1% - FSM 2.3% - Service Children Total: 11.83%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2024-25
Date this statement was published	October 2022 October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Peter Shaw (2022) Emma Jefferies (July 2024)
Pupil premium lead	Headteacher
Governor / Trustee lead	James Cumpsty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11244
Recovery premium funding allocation this academic year	£1000
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	£12244

Part A: Pupil premium strategy plan

Statement of intent

At Smannell and Enham Primary School we recognise children prosper in a safe and nurturing environment. We understand that all children make progress when engaging with high quality inclusive teaching. An essential part of this is effective assessment identifying specific needs that are then planned for appropriately. Teachers at Smannell and Enham Primary School are skilled at meeting these needs and recognise that factors, among others, such as adaptations to the learning environment, meeting social and emotional needs or physical needs all have a part to play in successful outcomes for our children.

As a Church of England Aided Primary School we aim to provide an education of the highest quality for all children established upon Christian beliefs and incorporating our Christian Values of Love, Courage and Reverence. Our ethos is to value and nurture each child. We encourage and support them to become the best they can be. We aim to instil in them an excitement to learn and the confidence to take on future challenges. Within school we equip them with the skills and attributes, that enable them to lead happy, healthy, fulfilling lives and make a positive contribution to society.

The school leadership team ensures that Pupil Premium Funding and provision has an impact upon achievement, health and well-being, and attendance. The Headteacher and Governors regularly monitor the provision and outcomes compared to other children in the school to ensure that there are good outcomes for all groups of children.

Within this document there are details about the amount of funding available to us and how we prioritise the spending of that funding. The rationale for our spending is:

- Target academic attainment and progress
- The social and emotional wellbeing of our pupils
- The meeting of basic needs
- Enrichment opportunities
- Nurturing and adopting personalised approaches for children
- Ensuring that staff are trained to meet specific identified needs of children
- Raise the attendance of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest that some of our disadvantaged pupils have greater difficulties with phonics and early literacy skills than most of their peers. This negatively impacts their development as readers.
2	Assessments and observations suggest that some of our disadvantaged pupils have greater difficulties with spelling and transcription than their peers. This negatively impacts their development as writers.
3	Assessments indicate that outcomes in maths for disadvantaged children is lower than their comparable peers
4	Assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some of our disadvantaged pupils. These challenges often have an impact on attainment.
5	Our attendance data indicates that a small proportion of our disadvantaged pupils have been 'persistently absent' or late compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting at least one of these pupils' progress.
6	Well being challenges, including activity and participation in enriching activities – this prevents children from engaging in a broad and balanced curriculum.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment among identified pupils, including improved phonic skills.	Reading outcomes at end of each year show that disadvantaged pupils make accelerated progress. By the end of 2025, our disadvantaged pupils should be achieving in line with their peers. Salford, Phonics Screen, Little Wandle assessments.
Spelling & transcription	Outcomes in spelling are comparable with more advantaged peers and children's transcription skills do not negatively impede their ability to record ideas.

<p>Maths</p>	<p>Outcomes in maths are comparable with more advantaged peers.</p> <p>Children are on track to achieve their end of year multiplication tables milestones meaning that they are well prepared for the next year group expectations.</p> <p>Number and basic arithmetic data from testing demonstrates them regularly scoring in line with ARE.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • reduction in children requiring adult support to self-regulate • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • ELSA & nurture provide positive outcomes across school life. Children are able to reflect on success, making use of 'tools' including their pupil passport. • Sustained positive feedback from parents/carers particularly relating to well being and mental health.
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Effective strategies are in place to support school attendance and punctuality • Successful engagement with parents/carers regarding attendance and punctuality.
<p>Disadvantaged children are able to have a greater sense of wellbeing as they participate in enriching activities</p>	<ul style="list-style-type: none"> • Sustained improvement in wellbeing • Disadvantaged children have been able to participate in enriching activities including residentials, trips and clubs which all add value to a child's cultural capital.

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: £ 10744

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support</i>	EEF – small groups/TA interventions	1,2
<i>ELSA and nurture professional support</i>	EEF – social and emotional learning	4
<i>Introduction of NfER tests to ensure a reliable way of tracking pupil progress is in place.</i>	NfER research	2, 3
<i>Time to craft a new curriculum which incorporates a thematic approach with visits, visitors and specialists to ensure children have a broad and balanced curriculum.</i>	'The Monkey Proof Box' by Jonathan Lear Chris Quigley Curriculum design	1,2,3,4,6
<i>Re-introduction of Little Wandle and guided reading materials associated with the scheme. Resources to enable us to split KS1 and Year R into 8 small groups to focus teaching</i>	DfE phonics guidance EEF English development	1
<i>Purchase of Spelling scheme for KS2 to build on a strong phonic foundation.</i>	KS2 Literacy EEF guidance	2
<i>Purchase of TT Rock Stars to allow children to practice times tables remotely from school</i>	EEF 'Improve maths teaching for 7-14 year olds'	3

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School-led additional support</i>	EEF – small group/ TA interventions	1,2,3
<i>Structured Interventions</i>	EEF – phonics/language interventions EEF -reading comprehension EEF – small group interventions	1,2,3

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment – opportunities for children to go on visits and residential – remove financial barrier if this exists.</i>	EEF – social and emotional learning	4,5, 6
<p><i>Attendance- ensuring good punctual attendance as per DfE guidelines- Improving School Attendance</i></p> <p><i>Termly attendance monitoring letters sent to persistent absentees</i></p>	The DfE guidance has been informed by engagement with schools whose actions have significantly reduced levels of absence and had an impact on persistent absenteeism.	5

Total budgeted cost: £ 12244

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 2023-24 academic year.

Challenge 1:

Phonics outcomes for all children were double that of 2022-23 with 66.2% passing the phonics check and 90% of children in Year 2 passing their resit. Disadvantaged children in Year 1 did not pass BUT scored significantly higher – 17-28 marks than they had at the beginning of the year. With similar paced catch up in Year 2, these children should achieve the pass mark by Christmas 2024. Books are matched to need as witnessed in our recent OfSTED inspection.

Challenge 2:

Spelling scheme has been introduced and is being followed in Years 3/4 and 5/6. Year 2 have been working on Little Wandle to solidify their foundation in phonics. 90% passed their resit. SPellig intervention involving 3 children in receipt of PP has been running for Spring and summer terms and is having a positive impact on spelling outcomes. Handwriting programme also in place for all children underperforming in writing from Year 3 onwards.

Access to a laptop for 2 upper KS2 PP children has resulted in their ideas being able to be captured – both achieved ARE and scaled scores of over 100 in their Y6 SATs.

Challenge 3:

TTRS purchased this year and last. Only 1 PP child took their MTC this year but use of TTRS this year has set 3 PP children up for success in their check next year.

Challenge 4:

SEMH support and intervention occurred between February 2024 and Summer 2024 in dedicated small groups and included children with social workers. Effective at ensuring children were regulated enough to be learning in classroom but this will require further continuation next year and will need to allocate £1600 to THRIVE training or training up a new ELSA as the current one is leaving and there will be no dedicated SEMH support.

Team also to access the DfE Mental Health First Aider grant to train another member of staff up.

Challenge 5:

Attendance for disadvantaged children is now monitored throughout the year on monthly headteacher's reports. Governors are aware of those persistently absent and checks are done to ensure that this is not prolonged.

Attendance for disadvantaged children is improving. In 2022-23, attendance for the FSM Ever6 group was 87.76%. It is now (14.06.24) 92.52% and, although this is still behind the Non-FSM figure of 95.66%, the gap is narrowing (was 8.69% and is now 3.14%).

Challenge 6:

Engagement is high by all groups of children with any sort of disadvantage in the school. We have initiated a new curriculum in the spring and summer terms of 2024 and all children have attended clubs and residential. Children in receipt of PP have attended trips to places like the Roman Baths, Liddington activities centre, garden

centres, pet shops, and local walks. Finance is not a barrier and we have made provision in the budget for PP families to receive financial support through the PE Premium for residential visits going forwards so that finance does not limit opportunity.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle rapid catch up books	Big Cat Collins
NfER assessment materials	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	