

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	The Snaith School
Number of pupils in school	780
Proportion (%) of pupil premium eligible pupils	17.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Heather Yates
Pupil premium lead	Ian Williams
Governor / Trustee lead	The Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 161,495
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	£ 161, 495

Part A: Pupil premium strategy plan

Statement of intent

- 1. We will offer an ambitious curriculum that develops the powerful knowledge and skills our students need in order to lead successful lives and make a positive contribution to their communities. Our school delivers a curriculum that has at its heart the intention to support all students to be their 'best self' by removing barriers and ensuring social equality. This is underpinned by a culture that places high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment.*
- 2. We will ensure all students have access to the same opportunities regardless of need, background, or circumstance and where a need is identified, we will supplement strong core teaching with time limited interventions.*
- 3. We understand that high quality teaching and learning is the bedrock of our curriculum, and ensure our students experience lessons that are motivating, engaging and challenging. Our dedicated staff set high expectations and expect all students to have high aspirations.*
- 4. We place a high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. We use a range of diagnostic assessments on transition to the secondary setting to identify cognition and learning needs of all students. These results are used to identify individual needs and inform targeted academic interventions that contribute to the attainment of students from disadvantaged backgrounds.*
- 5. We strongly believe that students should study a balanced curriculum that places equal importance on moral, spiritual, emotional and physical development. Our curriculum is therefore complimented and supported by our APEX program that focuses on aspects of personal, social, health and economic education and includes impartial careers information advice and guidance. The school's assembly programme and form time activities compliment the APEX curriculum ensuring we effectively prepare students effectively for life beyond school.*
- 6. We offer a variety of extra-curricular opportunities to our students and encourage them to take part in a wide range of activities and clubs outside of timetabled lessons. We are passionate about providing memorable and life-changing experiences away from the classroom that support students' academic success as well as their personal development.*
- 7. We will use our assessment information carefully to ensure that wider academic needs of our disadvantaged students are addressed consistently, including through vocabulary, reading and wider literacy.*
- 8. We wider challenges, such as attendance, and ensure that school leaders and teachers have an in depth understanding of the challenges that disadvantaged students face., which may sometimes impact on their academic attainments.*
- 9. We will work with families to identify any barriers to student and parent/carer engagement and provide appropriate support to improve attendance and/or behaviour and well-being and to extend the partnership work already established to increase levels of student attendance across all student groups.*
- 10. Our robust pastoral system ensures that students are supported effectively with behaviour and social and emotional support. Our pastoral care includes a bespoke 'Be Well' offer where students can access support for mental health above what is provided in house through our strong pastoral team.*

Challenges

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

Challenge number	Detail of challenge																		
1	Students need to be able to access a high quality, challenging curriculum, appropriately scaffolded and delivered by experts. This is important for all students but even more crucial for Pupil Premium students.																		
2	Low literacy, particularly reading comprehension and limited vocabulary has an impact on students' ability to fully access the curriculum.																		
3	Low prior attainment means that some students have significant gaps in their knowledge when joining the school. If these gaps are not addressed early, the gaps can widen as students' progress through school.																		
4	Poor behaviour choices which results in sanctions which exacerbate challenges 1, 2, 3 and 7.																		
5	Socio economic disadvantage – 17.3% of students are PP but with the cost-of-living crisis hitting families, the % of students experiencing hardship is likely to be significantly higher. This means less students may be able to access trips, visits, music lessons etc																		
6	Poor parental engagement can affect attendance, aspirations, attitude to school and limit academic progress.																		
7	Attendance over previous years indicates that our disadvantaged students have higher absence than our non-disadvantaged. Please see table below for 2022-23 <table border="1" data-bbox="336 1099 1008 1400"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>90.4</td> <td>94.4</td> </tr> <tr> <td>8</td> <td>86.8</td> <td>93.9</td> </tr> <tr> <td>9</td> <td>87.8</td> <td>91.9</td> </tr> <tr> <td>10</td> <td>88.8</td> <td>92.5</td> </tr> <tr> <td>11</td> <td>85.8</td> <td>94.0</td> </tr> </tbody> </table>	Year	PP	Non-PP	7	90.4	94.4	8	86.8	93.9	9	87.8	91.9	10	88.8	92.5	11	85.8	94.0
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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
Increase the % of students achieving basics at 4+, 5+ and 7+	% of students achieving 4+/ 5+ and 7+ in English and Maths is above national average.
Improve achievement	The progress gap between disadvantaged and non-disadvantaged students decreases by more disadvantaged students achieving in line with all students nationally.
Increase EBacc entry	% of disadvantaged students studying Ebacc is more in line with non-disadvantaged students.
Improve reading comprehension among disadvantaged students across KS3	Regular testing of students demonstrates improved comprehension skills and a reduced disparity between disadvantaged students and their non-disadvantaged peers
Improve attendance	Attendance for disadvantaged pupils is in line with the national average and increasing towards the school target of 96%
Sustain strong destination data (NEETs)	% figure in line with other pupils – 99%+
Sustained positive behaviour in an and out of lessons	Number of suspensions for disadvantaged students is reduced and working towards below national and local averages for all students.

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Professional development within subjects – developing a domain-specific expertise in all classroom-based staff</i></p>	<p>Having experts in every classroom is the most effective method of ensuring that every child is effectively challenged and supported to achieve to their potential.</p> <p>This academic year we will continue to support teachers with high quality CPD which focuses on our curriculum golden threads: retrieval practice, tier 2 and 3 vocabulary, developing reading strategies across the curriculum, promoting reading across the school and teaching to the top.</p> <p>In addition, subject experts will be defining the instruction strand of the teaching charter for their subject.</p> <p>We will also ensure subject leaders have opportunities to plan curriculum and share best practice across our trust schools.</p> <p><i>2016 Professional Development standards</i> <i>EEF Guide to Metacognition and Self-Regulated Learning</i> <i>EEF Guide to the Pupil Premium</i> <i>John Hattie – Visible Learning meta-analysis supports professional development as a large effect-size (+0.51) on pupil outcomes</i></p>	<p>1, 2, 3</p>
<p><i>Literacy training for teaching staff and teaching assistants – focusing on vocabulary acquisition and guided reading techniques.</i></p> <p><i>Training of TAs in Thinking Reading Programme.</i></p>	<p>A focus on tier 2 and 3 vocabulary and explicit vocabulary instruction across subjects will develop a more consistent understanding across the PP cohort of both subject-specific language and academic language more broadly. The training of TAs will allow them to provide higher quality support for those PP pupils who are in need of TA support, with more focus on guided reading and scaffolding to improve literacy.</p> <p>CPD delivered to all staff focusing on guided reading techniques and scaffolding.</p> <p><i>EEF Guidance Report on Literacy at KS3/4</i> <i>An increase of staff delivering the Thinking Reading Programme will allow a greater number of pupils to reach their parity between their reading age and chronological age.</i></p>	<p>2</p>

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

Budgeted cost: £33,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve the achievement of disadvantaged students in maths and English through targeted academic support tailored to their specific needs and opportunities to access learning experiences and curriculum enrichment.</i></p> <p><i>Plan and coordinate a series of activities and experiences that build teams, raise aspirations and develop the cultural capital of disadvantaged students.</i></p> <p><i>Plan and deliver additional tutoring in English and maths to address gaps in learning for disadvantaged students, keeping parents/carers informed of progress and promoting parental/carer engagement.</i></p>	<p>EEF, Guide to Pupil Premium (Tier 2: targeted academic support)</p> <p>EEF, Moving forward, making a difference: a planning guide for schools</p> <p>EEF, Special Educational Needs in Mainstream Schools</p>	<p>2,3,4,5</p>
<p><i>School-Led Tutoring Programme. PP and other disadvantaged students</i></p>	<p>Tuition is most beneficial when it is explicitly linked to classroom teaching and students' specific needs with high quality and individualised feedback. engagement can be increased by building good relationships between tutors, pupils and families.</p>	<p>1, 5, 7</p>
<p><i>Literacy interventions KS3, Y10 groups. Foster and promote a love of reading through subjects, Read Wide...Discover More and the school library.</i></p>	<p>Literacy interventions strategies allowing students to read fluently, accurately and foster a love of reading including the Thinking Reading programme and increased testing that improves student literacy through embedded intervention. Programmes</p>	<p>1, 2, 3, 4</p>

<p><i>Use Key Stage 2 SATS, Cognitive Ability Tests (CATS), New Group Reading Test (NGRT) and New Group Spelling Test (NGST) to inform literacy and reading interventions at KS3, prioritising disadvantaged students.</i></p>	<p>and interventions to support specific needs are tailored to the students who have been identified through NGRT, CATS, teacher referral, information from primary phase.</p> <p>EEF, Guide to Pupil Premium (Tier 2: targeted academic support) EEF, Special Educational Needs in Mainstream Schools Hart & Risley's '30 million word gap' study</p>	
<p><i>Y11 targeted intervention</i></p> <ul style="list-style-type: none"> • <i>Tutor time revision programme</i> • <i>Close monitoring of pupils</i> • <i>Period 6 lessons</i> • <i>Series of revision event with parents/carers shared with parents.</i> • <i>Use of regular low-stakes assessment/recall/retrieval practice</i> 	<p>Based on sound diagnostic assessment – a short-term, focused intervention has been shown to have impact with the pupils who need it most. This was seen in the previous school year as a useful and effective method for addressing missing content due to the impact of Covid-19. Activities also included teaching the pupils a metacognitive approach to revision and use of technology to chunk pieces of key content.</p> <p>English and maths weekend residential study programme has proven successful in previous years.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £39,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CEIAG programme that signposts routes into further and higher education to ensure pupils are not NEETS and have clear direction for the next stage of education.</p> <ul style="list-style-type: none"> • Post 16 information sessions • Personalised sessions for pupils where needed 	<p>Onsite careers lead - Access to high quality careers advice and guidance should form a key part of the curriculum for less advantaged students, particularly in terms of enabling better decision making and involving parents and carers.</p> <p>ASCL Blueprint: A Great Education for Every Child</p> <p>“Disadvantaged students are currently less likely than their better-off peers to receive careers guidance. This may be particularly detrimental, as disadvantaged young people may lack social networks with the knowledge and contacts to replace guidance officered in school.”</p> <p>Education Policy Institute Annual Report 2018 Literature Review</p>	6
<p><i>Strong, highly trained, pastoral team.</i></p>	<p>Strong and effective pastoral systems that are simple and consistent are proven to support the behaviour, attendance and well-being of students.</p> <p>Use of attendance officer to improve attendance.</p> <p>Purchase of minibus to aid in improving attendance.</p> <p>EEF Improving behaviour in schools</p>	4,6,7
<p><i>Raise attendance of disadvantaged students to at least 96% by:</i></p> <p><i>Embedding the principles of good practice set out in DfE’s Improving School Attendance</i></p> <p><i>Re-establishing whole school attendance processes post pandemic</i></p> <ul style="list-style-type: none"> • <i>Our School Attendance Officer will prioritise disadvantaged</i> 	<p>The DfE guidance has been informed by engagement by schools that have significantly reduced persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	6,7

<p><i>students by: Carrying out first calling/home visits Engaging hard to reach parents</i></p> <ul style="list-style-type: none"> • <i>Ensuring intervention is quickly targeted</i> • <i>Utilising the skills of others such as the pastoral team, SEND team or multi-agency partners to develop robust attendance plans</i> 		
<p><i>Provide opportunities for students to develop social and emotional skills and improve resilience through a range of interventions. Swift identification and priority access to interventions provided through the Be Well programme (whole school mental health programme).</i></p>	<p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood, as set out in the document below.</p> <p><u>Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk)</u></p>	

Total budgeted cost: £56,025

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	Programme Provider
ELSA	
Life Skills Hub	East Riding of Yorkshire
Behaviour Support Team	East Riding of Yorkshire
Alternative Provision	Balance/Action to Change

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 2021 to 2022 academic year.

	2024	
	All	Disadv
Basics 4+ %	62	40
Basics 5+ %	46	16
<i>Progress 8*</i>	<i>0.12</i>	<i>-0.18</i>
Attainment 8	47.5	36.8