Pupil Premium Strategy Statement

Strategy for 2025-28

Review for 2024-25

School overview

Detail	Data
School name	Federation of Snape Community & Thornton Watlass CE Primary Schools
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/26 to 2028/29
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	J. Wood (EHT) Approved by GB 26/11/25
Pupil premium lead	J. Wood (EHT)
Governor / Trustee lead	Jen Holt - governor lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5423
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£5423

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 high attainment across all subject areas. The focus of our pupil premium strategy is to ensure equity to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

All of our children in receipt of a Pupil Premium Grant are prioritised for additional focus and support. However, we recognise that not all pupils who are socially disadvantaged will be registered for free school meals, recognising that vulnerability is wider reaching.

We consider the challenges faced by vulnerable pupils, such as those who have had involvement with a family and children's worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Ultimate objectives for disadvantaged pupils:

- All disadvantaged pupils will access consistently excellent teaching that secures strong foundations in speaking, phonics/early reading, writing and number so they can access the full curriculum.
- Disadvantaged pupils will be supported to develop social, emotional and behavioural skills so that emotional barriers to learning are reduced and they attend regularly and engage with learning.
- Any pupil whose progress is behind will receive timely, targeted academic support so that they catch up rapidly.
- Families under pressure will be supported so home factors do not block learning.

How the strategy works towards those objectives:

- Prioritise evidence-led approaches from the DfE Menu of Approaches: Tier 1 (High-quality teaching), Tier 2 (Targeted academic support) and Tier 3 (Wider strategies).
- Invest in staff professional development and school-wide teaching improvements in early language, phonics/reading and writing, using EEF and DfE guidance as the core evidence base.
- Use targeted small-group and one-to-one support (including structured phonics catch-up and tutoring where needed) to accelerate progress.
- Strengthen social, emotional and attendance support via a whole-school SEL approach and family engagement / early-help liaison so that pupils are ready to learn.
- Monitor progress and adapt provision termly: clear intended outcomes with measurable success criteria.

Key principles:

- Evidence-led: select interventions and approaches with robust evidence of effectiveness for disadvantaged pupils (primarily EEF and DfE guidance).

- Start with excellent classroom teaching: targeted support complements, not replaces, high-quality first teaching.
- Early identification and rapid response: use formative assessment to spot barriers and deploy support quickly.
- Whole-child approach: address language, cognitive and SEL needs in an integrated way.
- Proportionate universalism: provide high-quality universal provision and intensify support for those with greatest need.
- Transparent governance and evaluation: publish strategy, review impact, and report to governors and the school community.

As a small federation, we are confident that all teaching staff (teachers and teaching assistants) implicitly know the potential, needs and barriers faced by all of our children, and as such are best placed to effectively respond to these.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues as a continuing concern and remains a priority in school. There is a relatively high proportion of children with SEND needs relating to SEMH on roll. There is some evidence that this is more prevalent among some of our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged and vulnerable pupils. This is evident from Reception through to KS2.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers which can then limit their ability to process and understand what they read. Although all children within our Y1 cohort in 2024/25 achieved the phonics screening pass mark, the previous academic years had been lower (in 2023/24 57% (4/7 passed) and in 2022/23 50% passed (4/8)) – some of these children are identified as disadvantaged or vulnerable.
4	Formative and summative assessments indicate that writing attainment among vulnerable pupils is significantly below that of non-vulnerable pupils. The aspects of writing which are weakest are grammar, punctuation and spelling.

5	A number of pupils have and continue to have involvement with Early Help or Children's Social Care and for these pupils, home-circumstance pressures, readiness to learn and parental engagement provide challenges and/ or barriers.

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
To continue to develop staff ability to support the Social and Emotional Learning of pupils (including embedding Thrive and Emotion Coaching).	Sustained high levels of wellbeing from 2028/29 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations which evidences a whole school, embedded effective approach to ensuring well-being • a decrease in the number of pupils requiring focused support with social and emotional development • a reduction in the number/ severity of behaviour incidents recorded for vulnerable pupils • all children by the end of EYFS achieve the PSED early learning goals • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils Evidence basis: EEF SEL guidance EEF: Improving Social and Emotional Learning in Primary Schools.
Improved oral language skills and vocabulary among vulnerable pupils.	• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

	• Classroom observation: increased use of taught Tier 2 vocabulary in spoken and written work. Evidence basis: EEF oral language interventions EEF: Oral language interventions.
Improved reading attainment among vulnerable pupils.	• 100% of disadvantaged pupils in Reception/Year 1 receive high-quality SSP phonics daily; targeted keep-up interventions run 4–5x weekly for identified pupils. – • Year 1 phonics baseline → exit: disadvantaged pupils achieve accelerated progress (aim: gap to peers narrowed/closed). Evidence basis: EEF Phonics toolkit EEF: Phonics. • KS1 and KS2 reading outcomes show that all disadvantaged pupils (unless they have an identified SEND which limits attainment in this area) meet the expected standard.
Improved writing attainment for vulnerable pupils.	• Disadvantaged pupils make rapid progress in sentence construction, transcription (handwriting & spelling) and composition: moderation and writing rubrics show clear year-on-year improvement. • By end of KS2 (where relevant) disadvantaged pupils meet expected standards for writing or make catch-up to age-expected levels. Evidence basis: DfE Writing Framework and EEF literacy guidance DfE: The writing framework (2025), EEF: Improving Literacy in KS1/KS2
Families in early help and home-pressure cases are supported so attendance and engagement improve.	• Attendance for disadvantaged pupils improves (reduction in persistent absence; termly attendance target increases). Early help cases show increased engagement with school and use of school support (breakfast club, pastoral contact, referrals). Evidence basis: EEF evidence on parental engagement and behaviour interventions EEF: Parental engagement, EEF: Behaviour interventions.

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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to quality focused CPD through subscription to National College to include the following: • quality intervention • mental health and wellbeing • personal, social, emotional development • early language intervention	Access to National College will support CPD of all teaching staff in order to meet their professional needs and therefore have an impact upon the effectiveness of their practice. Curriculum Leads use robust self-evaluation to identify CPD needs and develop/ lead an effective programme of CPD.	1,2,3,4, 5
Teaching staff complete accredited mental health training– Blue Mental Health NHS	There is increased knowledge and understanding of the impact of mental health and how to effectively support this.	1,5
Whole-school oral language and vocabulary programme: daily planned talk tasks, dialogic storytime, structured vocabulary instruction (Tier 1). Provide CPD on teaching talk and vocabulary.	EEF: Oral language interventions produce positive impacts (approx. +6 months primary); guidance recommends integrating spoken language into curriculum and targeted vocabulary instruction. EEF: Oral language interventions EEF: Improving Literacy in KS1/KS2	2, 4
Strengthen and ensure consistency of at least good phonics teaching for all pupils through revising training and ensuring that all new teaching staff are trained as a priority.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	3

Ensure ER interventions are delivered (staff trained to deliver this effectively), and Phonics/ ER uses data to hold teaching staff to account.		
Continue to subscribe to Accelerated Reader and embed the effective use of this. Further staff training and acquisition of AR books to engage all interest levels.	There is in-school evidence to show the impact on reading engagement, attainment and progress in school. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial?utm_source=/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial&utm_medium=search&utm_campaign=site_search&search_term=acce	3
Whole-school CPD programme: evidence-informed professional development on teaching writing (sentence instruction, modelling, planning for composition), including coaching and joint lesson study.	EEF guidance on effective professional development and EEF writing evidence indicate modelling, sentence teaching and guided practice as effective strategies. EEF: Improving Literacy in KS2 DfE: The writing framework (2025)	2, 3, 4
Review curriculum sequences to ensure planned talk, reading-as-model-text and sentence work precede extended writing; allocate regular protected time for English teaching so disadvantaged pupils access high-quality first teaching.	DfE writing framework and EEF literacy guidance emphasise sequencing and the centrality of sentence teaching and text models. DfE: The writing framework (2025) EEF: Improving Literacy in KS1/KS2	2, 4

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Continued use of IDL (introduced in 2023/24) to identify barriers in Literacy and number.	There is evidence that shows that where barriers and gaps in learning are identified and addressed through effective interventions, learning and progress is effectively enabled.	2, 3, 4
Small-group targeted phonics interventions (4–5x weekly) for disadvantaged pupils who are behind; use trained staff/TAs with fidelity to the SSP and monitor progress weekly.	EEF: Phonics interventions in small groups or 1:1 have higher impacts (one-to-one +8 months; small groups +4 months); teacher/TAs can both be effective when trained. EEF: Phonics	3
Targeted oral-language interventions (small group) for pupils with vocabulary/speaking needs: structured sessions (narrative/story retelling, vocabulary practice, oracy tasks) 3–5x weekly.	EEF: Oral language approaches have high impact (primary approx. +6 months) and are low cost; implementation should be linked to classroom curriculum. EEF: Oral language interventions	2
Small-group writing tuition (teacher-led or trained tutor/TA) focused on sentence construction, paragraph structure, and transcription; regular modelling, sentence combining and deliberate practice, 2–3 sessions weekly.	EEF: Targeted interventions for literacy and writing (guided practice, modelling, sentence combining) have positive effects; DfE writing framework emphasises sentence teaching and modelling. EEF: Improving Literacy in KS2 DfE: The writing framework (2025)	4
Tuition / small-group maths support for pupils showing gaps in number (structured small groups, diagnostic assessment → sequence). Use focused retrieval practice and manipulatives.	EEF guidance on small-group tuition and targeted numeracy interventions; small-group tuition shown to be effective for targeted catch-up. EEF: Small-group tuition & mathematics guidance	5
Deploy trained Teaching Assistants to deliver structured interventions (phonics keep-up, oral language groups, writing boosters) with clear	EEF: Teaching Assistants can be effective when deployed for structured interventions, with training and oversight; adult-led interventions show impact when targeted and evidence-based. EEF: Teaching assistants	2, 3, 4

training, session scripts and monitoring.		
Development of group and personalised strategies to meet the social and emotional needs of identified pupils – Thrive and Emotion Coaching.	Based upon our experience and research, pupils with specific needs, such as autism, benefit from additional support to help them develop an understanding of/ and ability to deal with different social and emotional situations. Developing an effective toolkit of positive learning strategies is valuable.	3, 5

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Practitioner training to be re-accredited by additional training. Identified pupils to be profiled using Thrive and action plans developed and implemented as a result.	Based upon our experience and the national picture, schools are experiencing a wider range of social and emotional needs and development has been affected by the pandemic. Needs can present differently. Staff, who know the children well, require support and training.	1, 5
Implement a whole-school Social, Emotional Learning (SEL) programme: explicit SEL lessons plus integration into routines (pick-and-mix SEL activities, morning check-ins, restorative practice). Provide staff training and termly measurement of SEL outcomes.	EEF guidance for primary SEL: structured programmes and integrating SEL into routines produce improved SEL and modest academic gains (approx. +4 months). EEF: Improving Social and Emotional Learning in Primary Schools	1, 5
Breakfast provision and targeted family engagement (breakfast club places for disadvantaged	EEF: Parental engagement interventions improve learning outcomes; breakfast provision and reduced barriers to attendance correlate with improved readiness to	5

pupils; proactive parental engagement and liaison; termly family workshops on reading and phonics).	learn. EEF: Parental engagement EEF: Behaviour interventions	
Attendance support: early identification of absence/persistent absence, home–school liaison, attendance plans and use of local authority support where required.	DfE attendance guidance and evidence indicate early proactive attendance work reduces persistent absence and supports attainment. DfE: Working together to improve school attendance	5
Subsidised extra-curricular activities (music, sports, clubs, school trips) and reading for pleasure initiatives to build background knowledge and vocabulary.	EEF: Enrichment and extra-curricular activity combined with reading for pleasure supports motivation and vocabulary/depth of knowledge; reading for pleasure supports literacy outcomes. EEF: Early literacy & reading for pleasure resources	1, 2, 4,5
Contingency fund for acute issues. Access to external support, i.e. therapy support as necessary.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £6,500

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 2024 to 2025 academic year.

Our internal assessments (including teacher assessment, observations and standardised assessments) during 2024/25 suggested that the attainment and progress of the majority of our disadvantaged pupils in Year 6 was at least in line with national average. Improvements were seen in phonics and GLD outcomes. Outcomes at the end of KS2 evidenced accelerated progress for the majority of pupils, including those identified as vulnerable.

The majority of pupils in receipt of Pupil Premium Funding, as well as others identified as vulnerable, continued to present with higher social and emotional needs. To meet needs/ support with vulnerabilities, all staff completed the NHS Blue Mental training, developing a deeper knowledge and understanding of mental health, social and emotional development. Three members of staff completed Emotion Coaching training and have implemented strategies and delivered CPD for colleagues. One member of staff revalidated accreditation as a Thrive Practitioner – a number of pupils benefit from this intervention (impact is evidenced through Thrive Assessment Profiles) and has seen some reduction in behaviour incidents..

Monitoring data produced by Accelerated Reader evidences that progress for the majority of pupils, including disadvantaged has been maintained, and engagement continues to be good.

Interventions including IDL have shown a positive impact with children making accelerated progress.

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
Accelerated Reader	Renaissance
Century	Century-Tech

Active Literacy	Dyslexia Action
IDL	
Clicker	Crick Software
Thrive	Thrive

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?	No service pupils on roll in 2024/25
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- continuing to evaluate and adapt the curriculum and assessment/ tracking system.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Vulnerable pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

The Federation of STW continues to work in collaboration with another small primary school. The pupil premium strategy benefits from the sharing of teaching staff expertise: academically, SEND and SEMH. Small group or individual intervention was identified as providing the biggest opportunity for impact and so spending was invested into staff training and time to enable this.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by vulnerable pupils.

We continued to look at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.