

Pupil premium strategy statement – Slindon CofE Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Laura Webb
Pupil premium lead	Laura Webb
Governor / Trustee lead	Phil Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£23,680

Part A: Pupil premium strategy plan

Statement of intent

At Slindon CofE Primary School. We have high expectations for our children, whilst recognising our responsibility to do all we can to enable our children to leave primary school, secondary ready.

As a school we have around ¼ of our school population eligible for a pupil premium grant. We recognise that this funding should be used to close the attainment gap, ensuring there is equality of opportunity, regardless of background.

As a small Church of England School, our Christian Vision supports our ethos of truly knowing all of our children well. We aim to provide a safe, inspiring and inclusive learning environment, where the children are able to flourish and reach their potential.

As a school we ensure equality of opportunity through:

- High quality teaching alongside a broad and balanced curriculum, that meets the needs of all learners.*
- Ensuring specialist provision is in place to meet the needs of learners.*
- Carefully planned interventions.*
- Equality of access so that 'disadvantage is not a barrier to opportunity.*

Key principles

- Close the gap between 'disadvantaged' children and 'other' groups of children.*
- Implement effective intervention, to ensure children do not fall behind.*
- Reduce the gap in attainment for disadvantaged children across the school.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Children in this group tend to struggle with EBSA and anxiety, which has a detrimental impact on their learning within the school.</i>
2	Struggle to develop fluency in reading.
3	Comprehension skills are not as developed.
4	Writing for this cohort is a concern, with these children not making as much progress as their peers.

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
<i>Disadvantaged children to be reading fluently in line with ARE.</i>	<ul style="list-style-type: none"> - Children are making progress in line with their peers. - Frequent reading shows more fluency. - Phonics interventions in place and supporting the children to develop their fluency.
<i>Disadvantaged children are able to access comprehension questions and meet ARE.</i>	<ul style="list-style-type: none"> - Comprehension intervention in place for the children. - More disadvantaged children are meeting ARE. - Standardised scores are more in line with their peers.
<i>Disadvantaged children's attendance to improve.</i>	<ul style="list-style-type: none"> - Work with Thoughtful to support children with anxiety. - Attendance improves across the disadvantaged group.
Children to feel more confident coming into school and feel they are able to communicate in school.	<ul style="list-style-type: none"> - ELSA training to be completed. - Targeted children identified and supported within the school.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA training for a school teaching assistant.</i>	ELSA is a proven approach to support children who have emotional difficulties or anxiety.	1

	<p>The disadvantaged children can have experienced a number of ACEs. ELSA therapy can support these children to be more regulated and ready to learn.</p> <p>EEF guidance states that trained TAs can have a significant impact, so focussing on high quality training to deliver ELSA therapy.</p>	
<i>School to attend Durrington research school training in SEND and disadvantage.</i>	Ofsted reviews highlight the importance of good subject knowledge and continuing CPD, to benefit the children.	2, 3, 4

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

Budgeted cost: £ 21,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading with the lightning squad intervention for children who struggle with fluency.</i>	Reading intervention to increase fluency, aids the children's ability to comprehend what they are learning.	2, 3, 4
<i>Specific intervention related to comprehension for children who struggle with reading.</i>	<p>EEF guidance states that specific and structured interventions support the children to become more proficient readers.</p> <p>Use of assistive technology is highlighted as one of the SEND 5 ways. School is looking at the technology available and how this is supporting the children.</p>	2, 3, 4
<i>Specific daily reading for identified children.</i>	EEF guidance states that specific and structured interventions support the children to become more proficient readers.	2, 3, 4
<i>Teachers to identify specific areas of development in writing and ensure the children are supported within the classroom.</i>	Writing framework suggests that support should be given in the classroom, with grammar and spelling built into the lesson.	2, 3, 4

	OAIP also indicates that in class support and QFT best support the children within the classroom.	
<i>Teaching assistant available in each classroom to provide targeted support, alongside the class teacher (particularly in writing).</i>	TAs to be pinpointed to intervention which links to their knowledge, skills and understanding. Pupil progress meetings to have a focus on disadvantaged children and the key interventions to close the gap.	1, 2, 3, 4

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

Budgeted cost: £ 1432

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted intervention from Thought-Full within the school for children with anxiety.</i>	Research carried out by the Government into improving children's mental health and well-being.	1
<i>Children provided with water bottles, jumpers and book bags as needed.</i>	Supporting the children to feel part of the school.	1
<i>Access to clubs is monitored and children encouraged to take part in sporting events and trips.</i>	School supports children to attend clubs, including those with a cost, to allow for all children to be included.	1

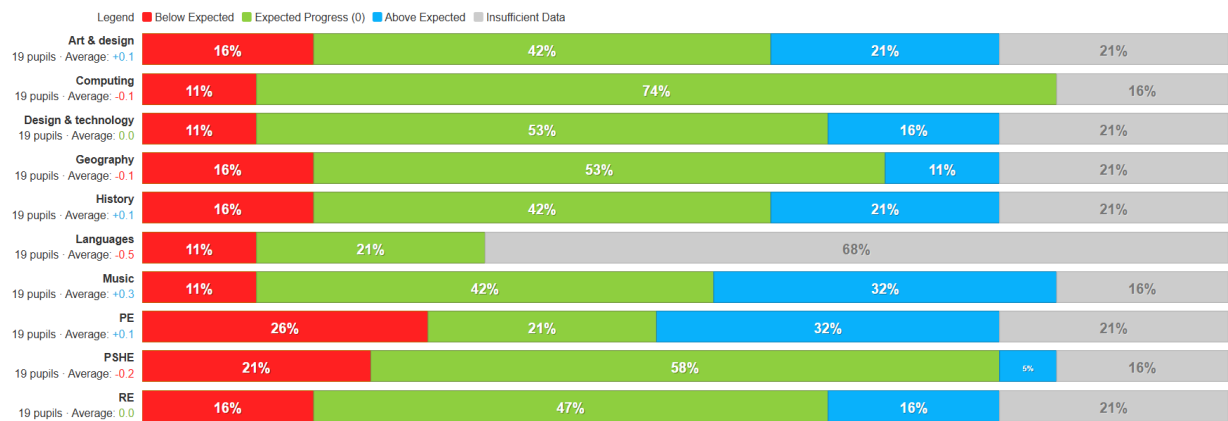
Total budgeted cost: £ 23,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

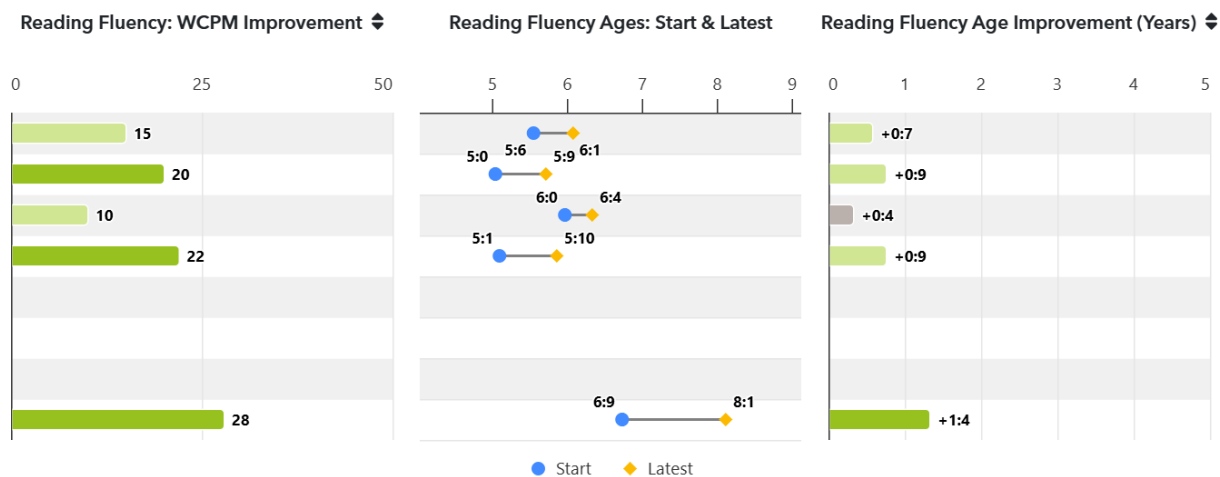
For children to make progress in line with their peers in the foundation subjects.

As the data table shows below the children have made good progress in the foundation subjects, compared to last years data. As a school we need to look at PE and how we offer more opportunities to children in this area.



Disadvantaged children to be reading fluently in line with ARE.

Reading with the lightning squad has significantly improved this groups word per minute and reading age scores. The children are working towards ARE in the majority of cases and this target will be continued into the next academic year.



Disadvantaged children are able to access comprehension questions and meet ARE.

Within our year 6 data of the two children who are pupil premium, both of these children met ARE in their KS2 statutory assessments.

Disadvantaged children's attendance to improve.

Attendance for disadvantaged children this year is 89.7%.

Last year it was 85%, so there is a slight increase in attendance for these groups.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TTRS	Maths Circle LTD
Spelling shed	Literacy shed
Phonics shed	Literacy shed
Success@arithmetic	Edgehill
Oxford Reading Tree	Oxford University Press
STAR assessments	Renaissance

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.