

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Slindon CofE Primary School
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
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	£34,920
Recovery premium funding allocation this academic year	£
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	£

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:

- 1) High quality teaching alongside a broad and balanced curriculum, that meets the needs of all learners.*
- 2) Ensuring specialist provision is in place to meet the needs of learners.*
- 3) Carefully planned interventions.*
- 4) 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>PP boys in KS1 phonics do not make as much progress as their peers.</i>
2	<i>Disadvantaged children do not have the same life experiences and context as their peers.</i>
3	<i>SEMH needs among PP and disadvantaged children are at their highest.</i>

4	Close the gap between disadvantaged children and their peers.
5	Insecure knowledge of phonics and the application of this into reading and writing.

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>Effective intervention will close the gap between the disadvantaged children and their peers.</i>	<ul style="list-style-type: none"> - Skilled and trained teaching assistants to facilitate the intervention. - Provision map in place across the school. - Interventions to take place outside of the class in the afternoons. - In class interventions to be precise and targeted. - Half termly review of interventions for reliability and validity.
Disadvantaged children with SEMH will be able to transition more easily into the classroom and learn alongside their peers.	<ul style="list-style-type: none"> - ELSA training for a TA. - Whole school Team Teach training to facilitate the use of risk assessments and appropriate holds. - ELSA sessions to be happening twice a week, for identified children. - Theraplay and EBSA to be targeted within the school. - Teachers to be using the above strategies in their teaching.
Disadvantaged children will make progress within their phonics, which will have an impact in their reading and writing.	<ul style="list-style-type: none"> - New SSP to be rolled out across the school in September. - Phonic intervention to be carried out by a trained member of staff. - Frequent assessments to be carried out to identify gaps. - Reading and writing part of the moderation process.
Disadvantaged children to use context driven schemas to support their learning.	<ul style="list-style-type: none"> - Support given to attend trips and residentials - Uniform to be provided by the school.

	<ul style="list-style-type: none"> - Support given for transport etc to attend extra-curricular activities.
<p>Disadvantaged boys in year 2, to make accelerated progress in their phonic learning.</p>	<ul style="list-style-type: none"> - Baseline for the group to check for gaps - Monitored at key data points and meetings throughout the year. - Phonics check to show more security.

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: £ 30,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruit a TA to work with EYFS.</i>	EEF guidance supports the research that TAs with a clear purpose and direction can support children coming into the school. Historical evidence shows that the children coming into school vocabulary is poorer, so the use of teacher and TA to support language development.	1, 2, 4, 5
<i>Ensure TA support in each class in the morning.</i>	As above.	1, 2, 4, 5
<i>CPD for staff to develop subject leadership.</i>	More effective subject leaders will be able to drive their subjects across the school. Able to identify and monitor the impact of the subject an adaptation on disadvantaged children.	1, 2, 4, 5

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonic intervention</i>	SSP have been accredited. EYFS lead has compared phonics schemes to match the needs of the school. Clear baseline and assessment, through easy to use and pinpoint intervention.	1, 4, 5

<i>Intervention to identify gaps and provide support.</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, 4, 5
<i>Year 6 morning club</i>	Additional intervention to support all children, to achieve a better standard in mathematics. Children identified during pupil progress meetings are encouraged to attend.	2, 4

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

Budgeted cost: £ 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA therapy</i>	The disadvantaged children can have experienced a number of ACEs. ELSA therapy can support these children to be more regulated and ready to learn. EEF guidance states that trained TAs can have a significant impact, so focussing on high quality training to deliver ELSA therapy.	2, 3, 4 2, 3, 4
<i>EBSA and Theraplay</i>	The disadvantaged children can have experienced a number of ACEs. They can also be a group at risk of persistent absence. EBSA should support the children with this. EEF guidance states that trained TAs can have a significant impact, so focussing on high quality training to deliver ELSA therapy.	2, 3, 4 2, 3, 4

Total budgeted cost: £ 31,407

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 2020 to 2021 academic year.

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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
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:

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?	

Further information (optional)

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