

Pupil premium strategy statement – Slindon CofE Primary School

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

All schools that receive pupil premium (and recovery 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 (and recovery 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	76
Proportion (%) of pupil premium eligible pupils	20% (16)
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)	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
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	£29,600
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£29,600

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 do not make as much progress in foundation subjects.</i>
2	<i>Struggle to develop fluency in reading.</i>

3	Comprehension skills are not as developed.
4	Persistent absence is higher in this group.
5	Anxiety and EBSA within this group.

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>For children to make progress in line with their peers in the foundation subjects.</i>	<ul style="list-style-type: none"> - Moderation shows security. - Children are supported in the foundation subjects. - A greater percentage of disadvantaged children are making progress through the progression of knowledge and skills.
<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 disadvantages 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 Thoughtfull to support children with anxiety. - ELSA to continue to work with children who struggle to come into school. - Attendance improves across the disadvantaged group.

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
<i>LA to deliver training in adaptation in the foundation subjects.</i>	Support adaptation for all disadvantaged children in the foundation subjects. EEF guidance suggests that well trained staff are more effective.	1, 2, 3
<i>School to attend Durrington research school training in English, science and geography.</i>	Ofsted reviews highlight the importance of good subject knowledge and continuing CPD, to benefit the children.	1, 2, 3

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>Structured phonics intervention, as part of the daily intervention cycle.</i>	SSP have been accredited. Clear baseline and assessment, through easy to use and pinpoint intervention.	1, 2, 3
<i>Structured reading intervention, as part of the daily intervention cycle.</i>	Reading intervention to increase fluency, aids the children's ability to comprehend what they are learning.	1, 2, 3
<i>Children in KS2 invited to early morning club to take part in TTRS, Numbots, Readtheory.</i>	Additional intervention to support all children, to achieve a better standard in mathematics. Children identified during pupil progress meetings are encouraged to attend.	1, 2, 3
<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, 3, 4, 5

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

Budgeted cost: £ 5,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA therapy</i>	<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>	4, 5
<i>Premier Sport</i>	Discuss the possibility of a before and after school club, to support children who struggle to come into the classroom.	4, 5

Total budgeted cost: £ 29,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery 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)

<i>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</i>
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 or recovery premium funding.