Slindon CofE Primary School

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	86
Proportion (%) of pupil premium eligible pupils	17%
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)**	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
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	£27,900
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*	£27,900

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 17% 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	Attendance of this group is lower than the rest of the school.
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.
5	Access to after school provision is less for 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
Disadvantaged children to be reading fluently in line with Age Related Expectation (ARE).	- Children are making progress in line with their peers. - Frequent reading shows more fluency. - Reading with the lighting squad shows continuous improvement. - Phonics interventions in place and supporting the children to develop their fluency.
Disadvantaged children are able to access comprehension questions and meet Age Related Expectation (ARE).	- Comprehension intervention in place for the children. - More disadvantaged children are meeting *Age Related Expectation (ARE)*. - Standardised scores are more in line with their peers.
Disadvantaged children's attendance to improve.	- Children's attendance to be 95%. - Persistent absence to be less than 10% for this group.
Children to be more in line with peers in writing and more meeting Age Related Expectation (ARE).	- Children achieve *Age Related Expectation (ARE)* in the school Spelling Punctuation And Grammar (SPAG) assessments. - More children in year 6 meet *Age Related Expectation (ARE)* in Spelling Punctuation And Grammar (SPAG) assessments. - Moderation concentrates on Pupil Premium (PP) children and their attainment.

Access to after school provision is less for this group.	- Children to be encouraged to attend before and after school provision. - Tracking system shows an uptake in activities. - Children targeted for Rock Steady.

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: £18,307.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mighty Writer	This will improve the quality of teaching and will improve staff retention as it will reduce workload. Teach pupils to use strategies for planning and monitoring their writing Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. These include: - pre-writing activities; - structuring text; - sentence combination; - summarising; - drafting, editing and revising; and sharing. Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently. Education Endowment Fund (EEF)– Improving literacy in KS1.	3, 4

Ready, Steady, Write	This will improve the quality of teaching and will improve staff retention as it will reduce workload. Teach writing composition strategies through modelling and supported practice Writing can be thought of as a process made up of five components: - planning; - drafting; - revising; - editing; and - publishing. Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. Education Endowment Fund (EEF)– Improving literacy in KS2.	3,4
Teaching assistant available in each classroom to provide targeted support, alongside the class teacher (particularly in writing).	TAs to be pinpointed to intervention which links to their knowledge, skills and understanding. Making best use of teaching assistants Education Endowment Fund (EEF)	2, 3, 4

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

Budgeted cost: £6498.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading with the lightning squad.	Targeted academic support in reading intervention to increase fluency, aids the children's ability to comprehend what they are learning.	2, 3
Specific intervention related to comprehension for children who struggle with reading.	Education Endowment Fund (EEF) guidance states that specific and structured interventions support the children to become more proficient readers. 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.	2, 3, 4
Teachers to identify specific areas of development in writing and ensure the children are supported within the classroom.	Writing framework suggests that support should be given in the classroom, with grammar and spelling built into the lesson. Ordinarily Available Inclusive Practice (OAIP) also indicates that in class support and Quality First Teaching (QFT) best support the children within the classroom.	2, 3, 4

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

Budgeted cost: £3094.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rock Steady	Children's well being can be improved though the use of music. Sense of belonging is built through the community aspects of playing music.	1,5
Children provided with water bottles, jumpers and book bags as needed.	Supporting the children to feel part of the school.	1, 5

Access to clubs is monitored and children encouraged to take part in sporting events and trips.	School supports children to attend clubs, including those with a cost, to allow for all children to be included.	1, 5

Total budgeted cost: £27,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged children to be reading fluently in line with ARE.

All of the children who are Pupil Premium have made progress through our Reading with the Lightning Squad intervention in terms of fluency and decoding.

Pupils (13)

Year Group	Class	Fluency Reading Age														
		Initial	Latest	Difference	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
6	Chestnut	12:6	12:6	-	12:6	12:6	-	-	12:6	-	-	12:6	-	-	-	-
4	Acorn	8:1	9:5	1:3	8:1	8:10	-	-	8:3	-	-	9:5	-	-	-	-
3	Acorn	6:4	6:11	0:7	6:4	7:1	-	7:5	7:3	7:2	-	8:7	-	6:11	-	-
2	Hazel	-	4:4	-	-	-	-	-	-	-	-	4:4	-	-	-	-
5	Chestnut	6:10	8:3	1:5	6:10	7:11	-	-	8:6	-	-	8:3	-	-	-	-
4	Acorn	4:4	5:6	1:2	4:4	-	-	-	5:4	-	-	5:6	-	-	-	-
6	Chestnut	12:6	12:6	-	12:6	12:6	-	-	12:6	-	-	12:6	-	-	-	-
3	Acorn	4:9	6:2	1:5	4:9	5:9	-	6:2	6:6	6:7	-	7:2	-	6:2	-	-
4	Acorn	4:4	4:11	0:7	4:4	-	-	-	4:8	-	-	4:11	-	-	-	-
3	Acorn	6:10	6:10	-	6:10	-	-	-	-	-	-	-	-	-	-	-
3	Acorn	7:1	8:7	1:6	7:1	7:6	-	8:4	8:1	7:6	-	8:11	-	8:7	-	-
3	Acorn	6:0	7:0	1:0	6:0	6:3	-	6:10	6:11	-	6:11	7:7	7:0	-	-	-
4	Acorn	9:0	9:2	0:1	9:0	-	-	-	9:3	-	-	9:2	-	-	-	-

Year Group	Class	Decoding Reading Age														
		Initial	Latest	Difference	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
6	Chestnut	10:5	11:3	0:10	10:5	11:3	-	-	9:11	-	-	11:3	-	-	-	-
4	Acorn	7:11	8:11	1:0	7:11	8:6	-	-	8:6	-	-	8:11	-	-	-	-
3	Acorn	5:11	6:9	0:10	5:11	6:3	-	6:4	6:1	6:7	-	6:10	-	6:9	-	-
2	Hazel	4:0	4:0	-	-	-	-	-	4:0	-	-	4:0	-	-	-	-
5	Chestnut	5:5	6:8	1:3	5:5	6:7	-	-	6:2	-	-	6:8	-	-	-	-
4	Acorn	4:0	4:0	-	4:0	-	-	-	4:0	-	-	4:0	-	-	-	-
6	Chestnut	11:3	11:3	-	11:3	11:3	-	-	11:3	-	-	11:3	-	-	-	-
3	Acorn	4:0	5:3	1:3	4:0	4:5	-	4:10	4:8	5:5	-	5:8	-	5:3	-	-
4	Acorn	4:0	4:4	0:4	4:0	-	-	-	4:1	-	-	4:4	-	-	-	-
3	Acorn	6:3	6:3	-	6:3	-	-	-	-	-	-	-	-	-	-	-
3	Acorn	5:11	7:4	1:5	5:11	6:4	-	6:4	6:7	6:10	-	6:7	-	7:4	-	-
3	Acorn	5:6	6:2	0:8	5:6	5:8	-	6:1	6:1	-	6:1	6:5	6:2	-	-	-
4	Acorn	8:3	10:7	2:4	8:3	-	-	-	9:6	-	-	10:7	-	-	-	-

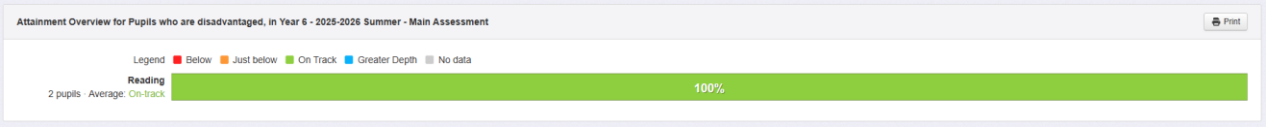
Disadvantaged children are able to access comprehension questions and meet ARE.



Despite support around comprehension not enough disadvantaged children in the school are meeting ARE in reading. With the focus on intervention in decoding and fluency, we

are hoping that the children will continue to make progress in their comprehension. This will continue to be a target for next year, with a continuation of QFT in the classroom around VIPERS.

Despite this both of our Year 6 children, who are pupil premium, met the expected standard for KS2.



Disadvantaged children's attendance to improve.

We have worked hard this year to engage parents to ensure they are aware of the importance of attendance. Meetings have been held with parents and interventions sought to support these families. All of this group have had the opportunity to attend school trips this year, with one child attending a trip, when they have never attended before.

Attendance for this group- 2025-26:

- 90.1%.

Children to feel more confident coming into school and feel they are able to communicate in school.

Recent pupil survey:

-91% stated they have an adult they can talk to.

- 99% stated they felt safe at school.

ELSA provision has started for many of these children. From starting points to end of intervention, the children are more confident.

We have also provided Play Therapy for 5 children this year, which has supported them with coming in on a Wednesday.

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
Reading with the Lightning Squad	FFT

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.