

## Pupil premium strategy statement

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 Church of England Primary School
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	30% (24)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	19/10/2022
Date on which it will be reviewed	July 2023
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	£33,240
Recovery premium funding allocation this academic year	£2356
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,596

# 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>High levels of emotional need across the school, which is demonstrated by a lack of resilience and engagement.</i>
2	<i>Low attainment across the school, particularly for those disadvantaged.</i>
3	<i>Identified gaps in basic number and grammar, particularly for those disadvantaged.</i>
4	<i>Low attainment for boys in year 1, linked to low starting points.</i>

5	<i>Insecure knowledge of phonics and the application of phonics in reading and writing.</i>
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## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
<i>Effective intervention across the year will raise the attainment of PPG children, particularly in year 6.</i>	The year 6 cohort will receive additional intervention and teaching to support their attainment.
<i>Curriculum experiences throughout the year are accessible and engaging to all children.</i>	Spending will focus on accessibility and engagement for children entitled to PPG
<i>Effective assessment and intervention ensures that all children make sufficient progress to close attainment gaps throughout the school.</i>	Children with PPG are in line with national expectations, and are making good progress, in relation to their peers.
<i>Effective quality first teaching ensures that PPG children are able to access a broad and balanced curriculum.</i>	Children with PPG are able to make progress within the foundation and core subjects.

## 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: £10,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff training in Success@arithmetic, to ensure staff are rigorous in their approach.</i>	EEF have identified short, sharp interventions as a way of supporting children who need extra support. Success@arithmetic is a proven resource to support children with their gaps in their arithmetic knowledge.	2, 3
<i>Additional teaching support in year 5/6 to allow the year 6 to receive targeted support from their teacher.</i>	In the spring and summer terms, extra adult support within year 6 to support the PPG group to make progress in the core and foundation subjects.	2, 3
<i>Effective CPD using evidence based strategies for teaching and learning. 3 x full days out for computing. 3 x twilight CPD sessions for staff. 1 x full day out for Computing.</i>	CPD to support the subject knowledge of the staff and develop new initiatives within the school. All staff will benefit from this CPD and will be better able to support the children, particularly the disadvantaged.	2, 3, 4
<i>Effective CPD using evidence based strategies for teaching and learning. 3 x full days out for art. 3 x twilight CPD sessions for staff.</i>	CPD to support the subject knowledge of the staff and develop new initiatives within the school. All staff will benefit from this CPD and will be better able to support the children, particularly the disadvantaged.	2, 3, 4
<i>Phonics intervention and training for all staff.</i>	To create a rigorous and robust phonics scheme, so that the disadvantaged children can make attain in line with their peers. To ensure we have access to high quality resource.	2, 3, 4

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

Budgeted cost: £15,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engage children entitled to PPG to early morning club, with a focus on core skills.</i> 3 x a week <i>Targeted and specialist intervention and teaching by the SENCO.</i></p>	<p>Small group additional teaching across KS2. PPG 3x mornings a week throughout the spring and summer.</p> <p>SENCO able to identify the gaps in disadvantaged children's learning and develop specific intervention to support the children.</p>	<p>2, 3</p> <p>1, 2, 3, 4, 5</p>
<p><i>Targeted intervention for PPG children.</i></p>	<p>Through data, pupil progress meetings and triangulation, disadvantaged children are identified and intervention put into place.</p> <p>This will be monitored over a half termly basis.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £ 4,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Inclusion and access to wider opportunities.</i></p>	<p>EEF guidance and research suggests that children with access to wider opportunities 'do better' at school. Disadvantaged children will have access to a broad and balanced curriculum, in which they can access school trips and experiences.</p>	<p>1</p>
<p><i>Children to be given jumpers, book bags and water bottles to ensure inclusion.</i></p>	<p>To promote a sense of belonging and inclusion all children should have access to a uniform and the equipment they need for school.</p>	<p>1</p>

<i>PPG children will have access to curriculum enrichment.</i>	EEF guidance and research suggests that children with access to wider opportunities 'do better' at school. Disadvantaged children will have access to a broad and balanced curriculum, in which they can access school trips and experiences.	1, 2, 3, 5,
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**Total budgeted cost: £ 29,992**

## 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 2022 to 2022 academic year.

*Effective intervention across the year will raise the attainment of PPG children, particularly in year 6.*

Children in year 6 have attended Success@arithmetic intervention. For these children there has been an increase in their progress, which can be seen in the internal data of the school.

Children in year 6 who have attended intervention have made significant progress from their starting points.

*Curriculum experiences throughout the year are accessible and engaging to all children.*

All of the children have been able to access a range of trips this year. This includes:

EYFS/ Yr 1 and Yr 2

- Goodwood Farm
- Tuppenny Barn
- WWT
- Weald and Downland

Yr 3/4

- Pizza Express
- Weald and Downland

Yr 5/6

- Houses of Parliament
- Tangmere Aviation Museum
- Hooke Court (Residential)

We have also had many sporting opportunities across the year, in which PPG children have had the opportunity to attend and have excelled in.

*Effective assessment and intervention ensures that all children make sufficient progress to close attainment gaps throughout the school.*

The school has reviewed its assessment procedures this year, with the children being baselined from their specific starting points. This information has been used by teachers to monitor the progress and attainment of PPG children. All of the PPG children have made progress this year and will continue to be monitored as we move forward.

*Effective quality first teaching ensures that PPG children are able to access a broad and balanced curriculum.*

All of the children within the school have access to a broad and balanced curriculum. The school has adopted the EEF adaptive teaching 5 ways, which is beneficial to all of the children.

All staff have had access to high quality CPD to improve the quality of teaching and learning in the school. This enables all children, including those with PP, to flourish.

## 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 Frame	
Read Write Inc	RWI
Success@arithmetic	Edgehill
Oxford Reading Tree	Oxford University Press

## 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.*