

Pupil premium strategy statement



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Slinfold CE Primary School and Pre-School
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24-25 25-26 26-27
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Iain Campbell
Pupil premium lead	Iain Campbell – Headteacher Claire Collins – Deputy Headteacher and Inclusion lead
Governor	Sally Westwood - Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£25,860

Part A: Pupil premium strategy plan

Statement of intent

At Slinfold CE Primary School and Pre-School, we believe that all pupils are entitled to an education that is appropriate to their needs, encourages high standards and promotes the fulfilment of potential – allowing all pupils to flourish. To achieve this, staff believe that it is important to know all pupils and their families as individuals. Through this knowledge and understanding, staff have been able to identify pupils' individual strengths and needs and target these areas specifically through the Pupil Premium Grant. This Pupil Premium Strategy Statement aims to not only meet the needs of our disadvantaged pupils, but also support the attainment and progress of those pupils who have been identified as vulnerable.

Our staff are proud of the strong relationships they have fostered with pupils and families within our school community. Every member of staff is committed to ensuring that all pupils, regardless of their starting point, make at least expected progress across the curriculum and aim to achieve at least the expected level of attainment. Staff have the same expectations for every pupil, irrespective of their background or any challenges they may face but recognise that adjustments may need to be made in order to successfully scaffold their learning. The school also places great importance on prioritising all pupils' social and emotional wellbeing.

The school expects Quality First Teaching from every member of staff through a commitment to high standards and by providing an inclusive learning experience for all. The school recognises the need for all staff to access continuous professional development to ensure their practice remains current and effective. The aims set out in this Pupil Premium Strategy Statement have been carefully selected to not only address the needs of our disadvantaged pupils, but also support the priorities identified in our School Development Plan.

We recognise that reading is the gateway to the curriculum and we prioritise the development of children's reading skills so that this in turn impacts positively on their confidence and self-esteem. This is an area of high priority for us in working with pupils from disadvantaged backgrounds.

Staff at Slinfold CE Primary School want to be an integral part of encouraging all pupils to be aspirational and to work hard towards achieving their hopes and dreams. To achieve this, staff will offer a stimulating curriculum that promotes a love of learning, whilst providing activities, which challenge pupils and encourage them to actively plan, monitor and evaluate their own learning. Staff will use efficient assessment and monitoring systems to ensure early identification of any gaps in pupils' learning so that

interventions or additional support is effective and delivered in a manner that protects pupils' dignity and self-esteem.

All interventions implemented will be supported by evidence-based research to ensure that the Pupil Premium Grant is used wisely to maximise its impact.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments, observations and discussions with disadvantaged pupils indicate underdeveloped expressive and receptive language skills, including gaps in vocabulary. This is evident in both pupils' oral skills and their written work.
2	Internal assessments, observations, and discussions with pupils indicate some of our disadvantaged pupils face challenges with retaining and applying phonic knowledge.
3	Internal assessments, observations and discussions with pupils show our disadvantaged pupils have difficulties with reading fluency and reading comprehension skills.
4	Internal assessments, observations and discussions with pupils indicates that some disadvantaged pupils are not reaching expected standards in writing.
5	Internal assessments, questionnaires, observations and discussions with pupils and families, have identified some social and emotional challenges as barriers to learning. These have impacted a number of pupils, including some of our disadvantaged pupils.
6	Observations and discussions with pupils and families highlight that some disadvantaged pupils have limited access to enrichment experiences.

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
Improved phonics attainment among disadvantaged pupils in KS1.	Internal teacher phonic assessments demonstrate sustained improvement for

	<p>individual pupils across an academic year.</p> <p>Phonic screening assessment results demonstrate an upward trend over the next two years.</p>
Increased reading fluency and improved reading comprehension skills for disadvantaged pupils in KS1 and KS2.	<p>Pupils' reading records demonstrate how pupils read at least three times a week at home and are heard regularly at school.</p> <p>Reading comprehension is developed through using high quality texts with VIPERS questions.</p> <p>NFER Reading Assessments demonstrate increased standardised scores across an academic year and continue to show an upward trend over the next two years.</p> <p>Through the school's monitoring system for reading, pupils achieve at least expected progress in reading.</p>
Increased focus on writing improving the enjoyment, quality and stamina in writing for disadvantaged pupils in KS1 and KS2.	<p>Pupils are exposed to a new writing approach that follows a set system: analysis of what a good one looks like, teaching specific elements of texts, invention, planning and publishing.</p> <p>Through writing moderations evidence shows an improvement in the quantity and quality of writing.</p> <p>Through schools monitoring system for writing, pupils develop more disciplinary knowledge.</p>
Enhanced emotional wellbeing, including increased resilience, for disadvantaged pupils in KS1 and KS2.	<p>Through Pupil Voice, pupils demonstrate increased level of resilience towards learning and demonstrate a Growth Mindset when tackling challenging activities.</p> <p>Small group sessions with the Emotional Learning Support Assistant improves attitudes to learning.</p>
Increased enrichment experiences for disadvantaged pupils in KS1 and KS2.	<p>Increased participation in enrichment activities, including extra-curricular clubs, school trips and school residential.</p> <p>Positive Pupil Voice received.</p> <p>Attendance for disadvantaged pupils improves and is sustained over the next two years.</p>

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase further Collins Big Cat phonically decodable books to support Early Reading in the home environment. Provide parents/carers with advice and guidance on how to use the reading resources effectively.	Research evidence highlights the importance of phonics teaching matching pupils' current level of phonic knowledge. Research evidence also emphasises the importance of homework directly linking with classwork. The school recognises the importance of supporting parents/carers with advice on how to best support their children in the home environment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2, 3
Renew Literacy Shed subscription to support pupils' reading comprehension.	Research evidence identifies the importance of pupils learning a range of techniques to support their reading comprehension skills, including enhancing vocabulary, inferring meaning, making predictions, explaining, retrieving information, sequencing and summarising. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 3
Purchase high quality group readers for KS2 children with training provided.	Research shows that teaching reading comprehension strategies helps learners develop their understanding of written text. Children learn a range of different techniques which enable them to comprehend the meaning of what they have read. This can include: inferring, summarising, identifying, predicting and questioning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3,4

Provide CPD for all staff on the Write Way forward.	<p>WSCC are implementing a writing project in order to improve the writing outcomes for disadvantaged children. The programme looks at the underlying and generic issues in regards to the development of writing. Training materials and resources are developed in order to improve practice and outcomes.</p> <p>Key themes of the project include:</p> <ul style="list-style-type: none"> - Writing for purpose and audience - Modelling writing - Editing and proofreading - Consistent approaches to reading - Embedding grammar teaching - Vocabulary - Retention overtime and metacognition - Sentence structure - Supporting independence 	1, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group intervention support with LSA focusing on phonics, reading and speech and language.	<p>Tuition targeted at pupils' specific needs is an effective method for supporting pupils both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>and in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Oral language interventions:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2, 3, 4
Small group intervention support with Class Teachers/LSAs	Tuition targeted at pupils' specific needs is an effective method for supporting pupils in small groups.	1, 2, 3, 4

focusing on phonics, reading fluency, reading comprehension and writing.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition The EEF reports that Phonics has a positive impact overall (+5 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Reading comprehension strategies are high impact on average (+6 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and group sessions with school's Learning Mentor and Emotional learning support assistant	Social and emotional learning interventions aim to improve pupils' interaction with others and their self-regulation of emotions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Access to school uniform, including quality school shoes. (Funding allocated for academic year 2021-2022 & 2022-2023)	In a study of 1,318 teachers, parents and pupils on their attitudes to school uniforms, 9 out of 10 teachers felt it reduced incidents of bullying and 7 out of 10 children felt it 'helped them to fit in.' https://www.trutexbtru2u.co.uk/research-shows-wearing-school-uniform-helps-reduce-bullying/	6
Access to enrichment activities through the school or external providers. These include sporting and arts based activities.	The EEF identifies how, 'Physical activity has important benefits in terms of health, wellbeing and physical development.' It also notes how physical activity has a positive impact on academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://www.ucl.ac.uk/ioe/news/2016/apr/out-school-activities-improve-childrens-educational-attainment-study-reveals	3, 5, 6

	<p>Research based evidence identifies that participation in activities linked to the arts can have a positive impact on pupil wellbeing and academic progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>The DfE document, Mental Health and Behaviour in Schools (2018), identifies access to a range of sporting and leisure activities as protective factors in supporting pupils' mental health and wellbeing (p15):</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf</p>	
Access to our breakfast and after-school wrap-around care (The Hub)	<p>The institute for Fiscal Studies research into the effect of breakfast clubs found that there was a small positive impact on attainment, but that attendance improved and behaviour and concentration improved substantially:</p> <ul style="list-style-type: none"> • The effect of breakfast clubs on attainment: <p>"Year 2 children (aged 6/7) whose schools were offered support to open a breakfast club made the equivalent of two months' additional progress in reading, writing and maths over the course of a year compared with students in the control group of schools".</p> <ul style="list-style-type: none"> • Pupil absences declined as a result of breakfast club provision • Behaviour and concentration in the classroom improved substantially <p>https://ifs.org.uk/publications/8714</p>	1, 2, 3, 5, 6
Access to school trips to enhance learning and to experience positive enrichment experiences.	<p>Benefits of field trips and experiences identified as follows:</p> <ul style="list-style-type: none"> • Increased knowledge transfer and knowledge recall (Nadelson & Jordan, 2012) • increased relevance, improved perspective-taking, and increased autonomy (Lai, 1999) • increased interest in the subject and influence on one's college major and future career (Hutson et al., 2011) • improvement in concept knowledge (Elkins & Elkins, 2007) 	1, 5, 6

	<ul style="list-style-type: none"> • improvements in understanding course content, performance on course assignments, and interest in the subject (Goh & Ritchie, 2011). • increased relatedness with instructors and peers, competence, autonomy, and intrinsic motivation in the course (Fedesco et al., in press) <p>https://cft.vanderbilt.edu/guides-sub-pages/teaching-outside-the-classroom/</p>	
Access to school residential to enhance learning and prosocial experiences.	<p>The Learning Away project concluded that residential learning experiences ‘provide opportunities, benefits and impacts that cannot be achieved in any other context or setting’. The following benefits were also identified:</p> <p>Improving students’ resilience, self-confidence and wellbeing</p> <p>Boosting cohesion and a sense of belonging</p> <p>https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article</p>	1, 5, 6
Contingency fund for acute issues.	Based on experience, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	5, 6

Total budgeted cost: £ 25,860

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.

Action	Impact
<i>Improved phonics attainment among disadvantaged pupils in KS1</i>	<p>Internal phonics data shows a marked improvement in the progress and attainment of disadvantaged children. 83% of year 1 children passed their phonics screening and 75% of year 2 retakes passed their phonics screening test.</p> <p>New phonics tracking system has enabled teachers to more robustly track pupil progress identifying gaps in knowledge.</p>
<i>Increased reading fluency and improved reading comprehension skills for disadvantaged children.</i>	<p>In the summer of 2023 the banding for the school in reading was 'well above average' as children achieved a score greater than or equal to 3.1. The average score in reading at KS2 was 105.</p> <p>VIPERS reading process was more robust and the tracking of the children's progress was more accurate due to improved assessment processes and imbedded quality first teaching in reading.</p> <p>Work still needs to be done in order to improve reading at home and fostering a love of reading out of school.</p>
<i>Increased focus on writing approach improved the stamina and quality of writing for disadvantaged children in KS1 and KS2.</i>	<p>There has been limited impact on this target. Writing has remained a key focus for the school. Children across the board are still not making sufficient progress and attainment. Work is being done in order to develop handwriting, spelling, grammar and the enjoyment of writing.</p>

Enhanced emotional wellbeing, including increased resilience, for disadvantaged children in KS1 and KS2.	There has been a marked reduction in the number of fixed term exclusions with the improved emotional wellbeing of pupils at Slinfold. Through better tracking and referral of children's emotional needs we have been able to intervene more quickly in order to support children's emotional needs. The creation of a small sensory room in 23-24 has paved the way for improved facilities in 24-25.
Increased enrichment experiences for disadvantaged pupils in KS1 and KS2	All children across the school have been able to participate in enrichment experiences which have included STEM week, Arts Week, Faith Week, Languages day, Sports week. Anecdotal comments can be found on children's end of year reports.
Phonics training for all new staff to ensure consistent and effective teaching and assessment of phonics. (Song of sounds is our selected programme)	All staff are now effectively trained in the school's phonics programme. This has enabled us to improve our phonics results year on year so that we are now in line with the national average.
Purchase further Collins Big Cat phonically decodable books to support Early reading in the home environment. Provide parents/carers with advice and guidance on how to use the reading resources effectively.	The purchase of phonically decodable books and parental training has helped improve our phonics screening results and helped foster a love of reading for children across the school. Internal and external data provides evidence and context to progress made.
Renew Literacy shed subscription to support pupils' reading comprehension.	Subscription to the website has enabled staff to more accurately plan for VIPERS sessions helping children to make positive progress in reading across the school. Internal and external data provides evidence and context for the progress made.
Purchase high quality group readers for KS2 children with training provided.	These high quality texts have been purchased to enhance the hook for writing and provided the children with high quality examples of text structure, vocabulary and grammar. This has not yet had the intended impact.

1:1 and small group interventions support with LSA focussing on phonics, reading and speech and language.	Interventions have helped to improve the progress and attainment of children in KS1.
Small group intervention support with Class teachers/LSAs focussing on phonics, reading fluency, reading comprehension and writing.	Interventions have helped to improve the progress and attainment of children in KS1 and KS2.
1:1 and group sessions with school's learning mentor.	Interventions with the learning mentor has helped to reduce the amount of behaviour incidents for certain children and has reduced the overall number of fixed term exclusions.
Access to school uniform, including quality school shoes.	This has helped to improve the children's belonging within the school community.
Access to enrichment activities through the school or external providers. These include sporting and arts based activities.	All children within the school have been able to access high quality personal development activities enabling them to engage with experiences with their peers.
Access to our breakfast and after-school wrap-around care (The Hub).	Has supported families so that children get further socialisation with their peers and a safe space while parents are at work. This has helped improve the attendance of some pupil premium children.
Access to school trips to enhance learning and to experience positive enrichment experiences.	This has helped to enhance the learning experience of the children and has made abstract concepts concrete.
Access to school residential to enhance learning and prosocial experiences.	This has helped develop children's resilience, independence and life experiences.

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
Nessy Reading Spelling	https://www.nessy.com/en-gb