



Slater Primary School
Pupil Premium Strategy
 2025-26

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	197
Proportion (%) of pupil premium eligible pupils	24.87%
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)	2025-28
Date this statement was published	02/12/25
Date on which it will be reviewed	April 2026
Statement authorised by	Rehana Miah
Pupil premium lead	Simon Toole
Governor / Trustee lead	Rob Kettle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,600
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	£60,600

Statement of intent

At Slater Primary, our unwavering commitment is that every pupil, regardless of background or circumstance, achieves their full potential and leaves our school equipped with the knowledge, skills, and confidence to thrive in the next stage of education and beyond. We recognise that disadvantage is complex and multifaceted, and our strategy is designed to address both common barriers and individual needs with precision and compassion. We also recognise that there are vulnerable pupils whose families may be struggling financially but do not qualify for Pupil Premium funding. This includes refugees, asylum seekers, pupils who are New to English (NtE), and those with No Recourse to Public Funds (NRPF). Our strategy ensures these pupils receive the support they need to thrive.

Our Core Aim

Our Pupil Premium strategy aims to close attainment gaps and accelerate progress for disadvantaged pupils, including those who are already high attainers, while sustaining and improving outcomes for all learners. We also acknowledge the additional challenges faced by vulnerable groups such as pupils with a social worker, young carers, newly arrived pupils, and those with SEND. The actions outlined in this plan are intended to support these pupils holistically, whether or not they meet the formal criteria for Pupil Premium funding.

High-Quality Teaching

High-quality teaching is the cornerstone of our approach. Evidence shows that excellent teaching has the greatest impact on improving outcomes for disadvantaged pupils, and we are committed to ensuring that every classroom is inclusive, adaptive, and language-rich. Our strategy prioritises areas where disadvantaged pupils require the most support—early reading, writing, oracy, and attendance—while benefiting all learners across the curriculum.

Our approach is:

- Evidence-informed and diagnostic, rooted in robust assessment rather than assumptions about disadvantage.
- Responsive and agile, addressing the needs of a highly mobile, multilingual community.
- Whole-school and values-driven, with every member of staff taking responsibility for disadvantaged pupils’ outcomes and holding high expectations of what they can achieve.

To achieve this, we will:

- Challenge and support disadvantaged pupils in every lesson, ensuring access to a broad, knowledge-rich curriculum.
- Act early and intervene swiftly when gaps or barriers are identified, using targeted, evidence-based strategies.
- Embed a culture of inclusion and aspiration, where equity, oracy, and cultural capital drive social mobility.
- Strengthen partnerships with families and external agencies, recognising that collaboration is key to overcoming barriers beyond the classroom.

Alignment with School Development Priorities

Our strategy aligns with the school’s vision and development priorities: improving early reading and writing, embedding high-quality teaching and assessment, reducing persistent absence, and promoting personal development and well-being. By combining these priorities with targeted support for disadvantaged pupils, we aim to ensure that every child at Slater Primary is known, valued, and empowered to succeed.

Challenges

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

Challenge number	Detail of challenge
1	<p>Developing Oracy to Support Language Acquisition and Inclusion</p> <p>A significant number of pupils are New to English (NtE) or join mid-year, leading to high levels of pupil mobility and language diversity. This turbulence impacts language development,</p>

	<p>confidence in speaking, and access to the curriculum. There is a need for a whole-school approach to oracy that supports vocabulary acquisition, structured talk, and inclusive communication strategies for all learners, especially disadvantaged and SEND pupils. Oracy will be embedded to help NtE pupils access the curriculum and develop social and academic language skills.</p> <p><u>Why this is important for our pupil premium strategy:</u> Research from the Education Endowment Foundation (EEF) shows that oral language interventions can add up to +6 months progress for disadvantaged pupils, making oracy a high-impact, low-cost strategy. National frameworks such as Voice 21 and studies by the Bell Foundation confirm that structured talk and vocabulary-rich environments accelerate English acquisition and improve attainment for multilingual learners. Research from the University of Reading shows that embedding a whole-school oracy approach – through dialogic teaching, talk routines, and inclusive communication strategies – supports not only NtE pupils but also those with SEND and disadvantaged backgrounds, fostering equity, confidence, and social inclusion.</p>
2	<p>Strengthening Literacy Foundations: Reading, Writing and Phonics for All Learners</p> <p>Although overall attainment in reading, writing, and phonics is broadly in line with national averages, the school faces ongoing challenges due to high pupil mobility and a growing number of New to English (NtE) learners. These factors contribute to gaps in language acquisition, early literacy development, and writing fluency. A sustained focus on high-quality teaching, targeted interventions, and inclusive strategies is essential to ensure all disadvantaged pupils, including those with SEND and EAL, make strong progress in literacy.</p> <p>While attainment in reading, writing, and phonics is broadly in line with national averages, the school faces complex challenges that disproportionately affect disadvantaged pupils. These include high pupil mobility, a growing number of New to English (NtE) learners, and a significantly above-average proportion of pupils with SEMH needs, safeguarding concerns, and pastoral vulnerabilities—including children in need and those on child protection plans. These factors impact pupils’ ability to access and engage with literacy learning. A sustained, inclusive approach is needed to ensure all pupils—particularly those facing multiple barriers—develop strong foundations in reading, writing, and phonics.</p> <p><u>Why this is important for our pupil premium strategy:</u> Evidence from the Education Endowment Foundation (EEF) highlights that systematic phonics and targeted reading interventions can add +5 to +6 months progress, while structured writing strategies and oral language approaches accelerate vocabulary and comprehension for disadvantaged and EAL pupils. Research confirms that inclusive, adaptive teaching, combined with early identification and targeted support, significantly improves outcomes for pupils facing multiple barriers, ensuring strong foundations in literacy for all learners.</p>
3	<p>Inclusive and Adaptive Provision for Diverse Learner Needs</p> <p>The school has a high proportion of pupils with Special Educational Needs and Disabilities (SEND), including a significant number with Social, Emotional and Mental Health (SEMH) needs. Many pupils are also affected by safeguarding concerns, including those identified as children in need or on child protection plans. These complex needs require a robust and inclusive approach to teaching, learning, and pastoral care. To support academic and social development, the school is introducing assistive technology as part of a wider strategy to remove barriers and ensure equitable access to the curriculum for disadvantaged learners.</p> <p>The school supports a high number of pupils with SEND and SEMH needs, many of whom also face safeguarding concerns, including children in need and those on child protection plans. These pupils often require highly personalised approaches to learning. Some struggle to access age-related expectations and need scaffolded, adapted teaching or alternative provision within the school. The wide range of needs demands a flexible, inclusive curriculum and skilled staff who can deliver adaptive teaching. To further reduce barriers, the school is investing in assistive</p>

	<p>technology to support disadvantaged pupils academically and socially, promoting independence and engagement.</p> <p><u>Why this is important for our pupil premium strategy:</u> Evidence from the Education Endowment Foundation (EEF) highlights that adaptive teaching (using scaffolding, explicit instruction, and metacognitive strategies) improves engagement and attainment for pupils with complex needs. Research also confirms that assistive technology, such as text-to-speech and speech-to-text tools, enhances access to learning, promotes independence, and reduces barriers for disadvantaged learners. A whole-school approach combining inclusive pedagogy, trauma-informed practice, and targeted use of technology is essential to ensure equitable access to the curriculum and strong academic and social outcomes for all pupils.</p>
4	<p>Strengthening Parental Engagement and Wellbeing Support</p> <p>The school serves a community with a high proportion of disadvantaged families, including many who are hard to reach due to complex social, emotional, and economic circumstances. A significant number of parents and carers experience mental health challenges, which can affect their capacity to engage with school life and support their children’s learning. Additionally, the school supports a notable number of pupils with safeguarding concerns, including children in need and those on child protection plans. Building trust, improving communication, and offering targeted wellbeing support are essential to strengthen parental engagement and improve outcomes for pupils.</p> <p><u>Why this is important for our pupil premium strategy:</u> Evidence from the Education Endowment Foundation (EEF) shows that effective parental engagement can lead to +3 to +4 months’ additional progress for pupils, particularly when schools provide practical strategies for learning at home and tailor communication to build trust. Research also highlights that parental involvement acts as a protective factor for children’s mental health and improves attendance, resilience, and academic outcomes. A whole-school approach that combines proactive outreach, culturally responsive communication, and targeted wellbeing support is essential to strengthen family partnerships and improve outcomes for disadvantaged learners.</p>

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
1	<ul style="list-style-type: none"> Improved spoken language skills for all pupils, especially NtE and mid-term arrivals. Increased confidence and participation in classroom discussions. Enhanced vocabulary acquisition across the curriculum. 	<ul style="list-style-type: none"> NtE pupils make measurable progress on EAL assessment frameworks (e.g., Bell Foundation). All pupils, including disadvantaged and SEND, show improved oracy skills in formative assessments and pupil voice. Teachers consistently use oracy strategies (e.g., talk partners, sentence stems) in lessons. Increased participation in assemblies, performances, and class presentations.
2	<ul style="list-style-type: none"> Disadvantaged pupils, including those with SEND, develop fluency, comprehension, and a love of reading. Pupils improve the quality, accuracy, and independence of their writing across the curriculum. 	<ul style="list-style-type: none"> Increased proportion of Pupil Premium pupils achieving age-related expectations in reading and showing progress in fluency and comprehension assessments. Disadvantaged pupils make strong progress in writing, with evidence of improved

	<ul style="list-style-type: none"> • Pupils secure strong phonics knowledge to support early reading and spelling. 	<p>vocabulary, structure, and stamina in written work.</p> <ul style="list-style-type: none"> • Higher percentage of Pupil Premium pupils pass the Year 1 Phonics Screening Check or make accelerated progress in phonics interventions.
3	<ul style="list-style-type: none"> • Inclusive classroom environments that meet the needs of all learners. • Improved engagement and progress for pupils with SEND and SEMH. • Staff are confident and skilled in adaptive teaching and inclusive practice. • Pupils use technology to access learning and communicate effectively. • Assistive tools reduce barriers for pupils with SEND and those at risk of underachievement. • Staff are confident in using and embedding assistive technology in teaching. 	<ul style="list-style-type: none"> • SEND and disadvantaged pupils make at least expected progress from their starting points. • Reduction in behaviour incidents and exclusions for pupils with SEMH. • Staff CPD records show increased training in inclusive strategies. • Pupil and parent voice reflects improved experiences of inclusion and support. • Identified pupils regularly use assistive tools (e.g., text-to-speech, speech-to-text, visual supports). • Improved outcomes in writing, reading, and communication for pupils using technology. • Staff training logs show increased confidence and usage of assistive tech. • Pupil voice indicates increased independence and confidence in learning.
4	<ul style="list-style-type: none"> • Improved relationships and communication between school and families. • Increased parental involvement in learning and school life. • Better support for parents' wellbeing, leading to improved pupil outcomes. 	<ul style="list-style-type: none"> • Increased attendance at parent workshops, meetings, and events. • Positive feedback from parent surveys, especially from disadvantaged and SEND families. • Evidence of improved home learning engagement (e.g., reading logs, homework completion). • Referrals to external support services for mental health and wellbeing are timely and effective.

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: £20,200

Activity Contributions to the following:	Evidence that supports this approach	Challenge number(s) addressed
Assistive Technology (AT)	<ul style="list-style-type: none"> • AT helps pupils with SEND access the curriculum, communicate effectively, and participate in classroom activities. • A UK government literature review found that AT can significantly improve outcomes for pupils with autism, visual impairments, speech and language difficulties, and physical disabilities. <p>Case studies show improvements in:</p> <ul style="list-style-type: none"> • Reading and writing skills (e.g., text-to-speech and word prediction tools) • Communication (e.g., speech-generating devices) • Independence and social interaction 	1,2,3
CPD for English (inc. phonics)	<ul style="list-style-type: none"> • According to the Education Endowment Foundation (EEF), phonics instruction has a moderate impact (+5 months progress) for very low cost, especially for disadvantaged pupils. • Effective phonics teaching must be explicit and systematic, and CPD helps teachers deliver this consistently. • The Power of Reading programme by CLPE has shown sustained improvements in reading and writing attainment, engagement, and teacher confidence. It's based on high-quality literature and creative teaching approaches. • CPD focused on vocabulary, oracy, and reading for pleasure has been linked to improved literacy outcomes, especially in disadvantaged contexts. 	1,2
SLT training	<ul style="list-style-type: none"> • Effective school leadership is the second most important school-level factor influencing pupil achievement, after classroom teaching. <p>Leadership development enhances SLT members' ability to:</p> <ul style="list-style-type: none"> • Set strategic goals • Manage resources effectively • Foster a positive learning climate • Support teacher development <p>Schools with well-trained SLTs show:</p> <ul style="list-style-type: none"> • Higher staff morale and retention • Better implementation of teaching and learning strategies • Stronger safeguarding and inclusion practices <ul style="list-style-type: none"> • Coaching and mentoring for SLT members improves their confidence, problem-solving, and distributed leadership capacity. 	1,2,3,4

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

Budgeted cost: £20,200

Activity Contributions to the following:	Evidence that supports this approach	Challenge number(s) addressed
Assistive tools for SEND pupils	<ul style="list-style-type: none"> Assistive technology enables pupils with SEND to access the curriculum more effectively, improving literacy, numeracy, and communication skills. A UK government pilot found that 86% of school staff reported improved behaviour and 89% saw increased confidence among SEND pupils using assistive tools like reading pens, dictation software, and communication tablets. Tools such as speech-generating devices, text-to-speech software, and visual supports help pupils participate more independently in mainstream classrooms. These technologies reduce reliance on adult support and promote peer interaction, fostering a sense of belonging. 	1,2,3
Inclusion room	<ul style="list-style-type: none"> Targeted interventions delivered in dedicated spaces can lead to +4 months of progress in attainment, especially when structured and matched to pupil needs. Intervention rooms designed with acoustic insulation, calming lighting, and breakout areas help pupils regulate stress and reduce overstimulation. These spaces support pupils with SEMH needs by offering a safe, quiet environment to de-escalate and re-engage with learning. Intervention rooms allow pupils to receive support without being removed from the school community, promoting inclusive practice and peer interaction. 	2,3
Staff CPD for intervention room	<ul style="list-style-type: none"> High-quality CPD can lead to +4 months of progress for pupils receiving targeted interventions, especially when delivered by trained TAs in structured settings. CPD has an impact comparable to a teacher gaining 10 years of experience, making it one of the most effective school-level interventions. The Education Endowment Foundation (EEF) highlights that TAs have the greatest impact when trained to deliver structured interventions in dedicated spaces like intervention rooms. CPD improves staff confidence in supporting pupils with complex needs, reducing reliance on SENCOs and enabling distributed expertise across the school. 	2,3

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

Budgeted cost: £20,200

Activity Contributions to the following:	Evidence that supports this approach	Challenge number(s) addressed
Educational trips/visits, inc. residential	<ul style="list-style-type: none"> Educational visits provide real-world context to classroom learning, increasing pupil engagement and motivation. Pupils are more likely to retain information when they experience it directly—e.g., visiting a historical site or science museum makes abstract concepts tangible. Residential trips, in particular, boost confidence, independence, and peer relationships—with 84% of KS2 pupils reporting stronger bonds with teachers and classmates after such experiences. 	1,2

	<ul style="list-style-type: none"> • Trips provide access to cultural experiences disadvantaged pupils might not otherwise have. 	
Extra-curricular clubs	<ul style="list-style-type: none"> • Extra-curricular clubs are particularly beneficial for disadvantaged pupils, offering enriching experiences they might not otherwise access. • Participation rates among disadvantaged pupils increase when clubs are low-cost, accessible, and familiar. • Clubs foster confidence, self-esteem, teamwork, and leadership skills. • Clubs help children develop a sense of belonging, which is crucial for emotional wellbeing. 	1,2,3
Attendance and reward prizes	<ul style="list-style-type: none"> • The Department for Education (DfE) reports a strong link between attendance and attainment: pupils with 95–100% attendance in Year 6 are 30% more likely to meet expected standards in reading, writing, and maths than those with 90–95% attendance. • Attendance incentives, such as certificates, extra playtime, or class competitions, have shown promise in motivating pupils to attend regularly. • Incentives help build a positive school culture around attendance, especially when they reward improvement, not just perfection. 	3,4
Phone/Whatsapp for parents – parental communication	<p>Improved Parental Engagement</p> <ul style="list-style-type: none"> • WhatsApp is widely used and familiar to most parents, making it an accessible tool for communication. • Studies show it enables quick, direct, and informal communication, which can foster stronger school-home relationships. 	4
Promoting parental engagement through parents' groups and workshops	<ul style="list-style-type: none"> • The Education Endowment Foundation (EEF) reports that parental engagement can lead to +4 months of additional progress in academic attainment over a year. • Workshops that equip parents with strategies to support reading, homework, and learning at home are particularly effective. • Children whose parents attend workshops show better behaviour, higher attendance, and greater emotional resilience. • Workshops help parents understand developmental milestones and manage behavioural challenges constructively. • Workshops are especially beneficial for families facing socioeconomic challenges, language barriers, or limited educational backgrounds. • They help close the attainment gap by empowering parents to support learning at home. 	1,2,3,4

Total budgeted cost: £60,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Slater Primary School serves a community with above-average deprivation and a pupil population where 74% speak English as an additional language. Mobility is high, with stability at 40%, and 21% of pupils are eligible for FSM6. Internal data, however shows an even higher number of FSM6 (32%). This is because our Asylum seeker pupils and No Recourse To Public Funds pupils have not been taken into account. Slater's KS2 pupils achieved at National in 2024-2025 across the subjects. Persistent absence remains a significant challenge, with 21.6% of pupils classed as persistent absentees, placing the school in the highest 20% nationally.

In 2024-2025, disadvantaged pupils achieved mixed outcomes. Year 1 phonics results were significantly below national averages, with only 55% meeting the expected standard compared to 80.4% nationally. This was, however, a 5% increase from 2023-2024. At Key Stage 2, 72% of pupils achieved the expected standard in reading, writing, and maths combined, compared to 62% nationally. Reading outcomes were close to national (73% vs 75%), while writing (73 v 72%) and maths (82 vs 74%). Higher-attaining pupils performed well.

In the KS2 SATs 2025, three pupils eligible for Pupil Premium were assessed: one achieved the expected standard, one pupil with an EHCP was assessed using the engagement model, and one was New to English (recently arrived in the country). In the Year 1 Phonics Screening, four Pupil Premium pupils were assessed: two met the expected standard, one pupil with an EHCP do not met the expected standard, and one pupil did not sit the test.

Internal data confirms disadvantaged pupils underperformed compared to their non-disadvantaged peers in phonics. Gaps narrowed in reading, writing and maths but remain a priority. Assessment was based on formative teacher observations and end of year national data. Despite persistent absence and high pupil mobility, continuity of learning was not impacted as greatly.

The pupil premium funding of £62,160 was allocated across three key areas: teaching, targeted academic support, and wider strategies.

The investment of pupil premium funding produced several notable benefits:

1. Targeted Academic Support

A significant portion of funding supported Level 3 Teaching Assistants to deliver small-group interventions in EYFS and KS1, focusing on phonics, reading, and writing. Where attendance was consistent, these interventions led to measurable progress, particularly in phonics and early literacy skills. Subscription services for curriculum areas enhanced access to high-quality resources, supporting mastery approaches and reinforcing classroom learning.

2. Pastoral and Wellbeing Support

Funding for ELSA-trained staff and pastoral care improved emotional wellbeing and resilience among disadvantaged pupils. This was evident in Year 6, where pupils benefited from a residential experience that strengthened teamwork, communication, and independence—skills that support readiness for secondary education.

3. Enrichment and Engagement

Investment in enrichment opportunities, including a school lending library and restocking of books, promoted reading for pleasure and improved engagement with literacy. Pupils accessed a broader curriculum and participated in clubs and leadership roles, fostering confidence and inclusion.

4. Family and Community Support

Funding enabled the Children and Family Support Team to address barriers such as housing, financial stress, and behaviour challenges. This holistic approach improved family engagement and created a more stable learning environment for disadvantaged pupils.

Overall Impact

Despite challenges with persistent absence and high pupil mobility, the strategy delivered positive outcomes where interventions were implemented consistently. Gains in phonics and writing were most evident in the summer term, and enrichment activities contributed to improved wellbeing and social development. These successes underline the importance of sustained attendance and consistent delivery of interventions in the next phase of the strategy.

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
Times Table Rock Stars	Times Table Rock Stars
Accelerated Reader	Renaissance Learning
Little Wandle Phonics	Little Wandle
White Rose Maths	White Rose Education