

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Slater Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	03/03/2025
Date on which it will be reviewed	01/07/2026
Statement authorised by	Rehana Miah
Pupil premium lead	Sharon Caseley
Governor / Trustee lead	Rob Kettle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,160
Recovery premium funding allocation this academic year	£0
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	£62,160

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	EYFS: Vocabulary Development. Evidence supports there is a clear gap for many disadvantaged children on entry to both Nursery and Reception, children demonstrate underdeveloped oral language skills and significant vocabulary gaps.
2	KS1: Phonics, Reading & Writing skills.

	Evidence continues to support the fact that many children continue to be language deprived, and further support is required to close any existing gaps further or maintain progress in line with peers.
3	Pupil mobility We have a high number of in-year admissions. The majority are New to English.
4	Ensuring equality of access to all enrichment opportunities and a wider curriculum

## 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) EYFS GLD PP children attain age expected outcomes or better	<ul style="list-style-type: none"> <li>Quality first teaching is consistently 'good' or better</li> <li>Children engaged and motivated to learn.</li> <li>Children attend regularly.</li> <li>Early identification of barriers ensures rapid response</li> <li>Working with parents</li> </ul>
2) KS1 Phonics; Reading & Writing PP children achieve age expected or better	<ul style="list-style-type: none"> <li>Quality first teaching is consistently 'good' or better</li> <li>Children engaged and motivated to learn.</li> <li>Children attend regularly.</li> <li>Early identification of barriers ensures rapid response</li> <li>Working with parents</li> </ul>
3) Pupil mobility New pupils to school that are PP are supported to make accelerated progress	<ul style="list-style-type: none"> <li>Early identification of barriers ensures rapid response</li> <li>Quality first teaching is consistently 'good' or better</li> <li>Children engaged and motivated to learn.</li> <li>Children attend regularly.</li> <li>Working with parents</li> </ul>
4) PP children experience a wide range of enrichment opportunities	<ul style="list-style-type: none"> <li>Opportunities are planned across all year groups</li> <li>Actively participate in clubs</li> <li>Take on responsibilities such as school council and playground buddies</li> </ul>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early reading and writing training		1,2,3

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a L3 TA to run small group baselines and ongoing check ins for NtE PP	<a href="http://www.bell-foundation.org.uk">www.bell-foundation.org.uk</a>	1,2,3
Use L3 TA on a supply contract to deliver small group interventions to EYFS and KS1 pupils	EEF Teaching and Learning Toolkit Oral Language Interventions	1,2,3
Subscription services for all curriculum areas	<a href="https://www.ncetm.org.uk/teaching-for-mastery/">https://www.ncetm.org.uk/teaching-for-mastery/</a>	1,2,3,4

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

Budgeted cost: £ 37,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care / ELSA	Use of Level 4 TA to introduce pastoral support including ELSA including training for ELSA programme	1,2,3,4
Full and broad programme of	<a href="https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo">https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo</a>	4

enrichments opportunities		
Develop a school lending book lending service. Restocking of school library on areas of focus	<a href="https://clpe.org.uk/research/clpe-reading-pleasure-2021">https://clpe.org.uk/research/clpe-reading-pleasure-2021</a>	1,2,3,4
Removing any barriers to learning. Housing, financial, emotional/social support for family. Behaviour management & child development support.	Children and Family support team set up to support parents and children  EEF Pupil premium guide  EEF working with parents to support children learning	1,2,3,4

**Total budgeted cost: £ 62,160**

## 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 2023 to 2024 academic year.

In the summer term, teachers used a variety of summative assessment to gain an accurate picture of pupil progress and attainment. This included Testbase and previous SATS papers for Year 6.

PP children in year 6 benefited from a residential, building on their friendship circles and supporting team work, communication and independence. This also developed their resilience when facing new challenges, preparing them for future learning experiences.

Persistent absence and mobility of pupils remains a challenge for the school and this has had an impact on some of the interventions put in place. Where children attended well, interventions in place for phonics, reading and writing outcomes showed progress for pupils entitled to the funding – especially throughout the summer term, when these were delivered with greater accuracy and consistency and pupil mobility was lower. Due to this, a focus on the consistency of delivery interventions will be key in the next strategy document and a review of the approach to persistent absence will be taken in order to develop improved strategies to tackle this.

### 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
Cornerstones - Maestro	Cornerstones
Sonar	Juniper
Jigsaw	
Charanga - Music	
Language Angels	
Get set PE	

Letter Join Hand Writing	
Edushed – Spelling	
White Rose Maths	

## 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)**

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