



Slaley First School

Pupil Premium Strategy Statement

2022-2025

Nurturing Ambitious Individuals

Pupil Premium Strategy Statement 2021-2024



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Detail	Data
School name	Slaley First School
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers -	<input checked="" type="checkbox"/> 2022/23
	<input checked="" type="checkbox"/> 2023/24
	<input checked="" type="checkbox"/> 2024/25
Date this statement was published	7th April 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Headteacher
Pupil Premium Lead	A Hayward
Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year	£ 2,910
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£4,910

School Overview

Part A: Pupil Premium Strategy Plan

Statement of intent

4.2% of pupils are eligible for Pupil Premium Funding this academic year (2022/23)

At Slaley First School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education and enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by family circumstance and background.
- Ensure ALL pupils are able to attain their full potential and enable them to access the breadth of the curriculum.
- Enable pupils to develop their social and emotional wellbeing and to develop resilience.

At Slaley First School, we truly believe that every child should be successful. Our overall aim is for all children to be given the very best opportunity to exceed expectations. The relentless drive to improve standards and the high expectations we have of each other will enable our children to exceed their potential.

Slaley First School actively promotes equal opportunities for all learners whatever their age, gender, ethnicity, religion, disability and background. We pay particular attention to the provision by following all school policies and plans.

Our own baseline information does show that some children enter nursery below ARE. Due to the impact of Covid-19, we have seen a particular increase in children who have had less socialisation prior to starting Nursery and some gaps in terms of educational attainment and emotional resilience in the older children. We are well aware of which children are vulnerable and have carefully considered the challenges some children may face daily. The targeted and strategic use of pupil premium will support us in achieving our vision.

High-quality teaching is at the heart of our approach, with a focus on areas in which meet the needs of ALL children. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Based Tutors for pupils whose education has been worst affected.

Challenges

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

Challenge Number	Detail of Challenge
1	Gaps in Key Areas of Learning – Reading / Writing / Maths A proportion of pupil premium children are on the SEN register and require additional support to address identified learning needs. There are a range of issues linked to reading/writing/maths.
2	Relationship / social / emotional issues Pupils' social and emotional wellbeing – pupils need to improve their ability to get along with others and to take others' needs into account
3	Comprehension difficulties (reading / language) Some children need to improve speech and vocabulary development, social skills, exposure to number, physical development and understanding of the wider world. This has been further impacted by the pandemic.
4	Attendance Issues Low attendance needs close monitoring to ensure that children are in school whenever possible, accessing all learning opportunities.

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 Outcomes	Success Criteria
Accelerated Progress in writing	Good levels of progress from individual starting points in line with predicted aspirational targets.
Accelerated Progress in reading	Good levels of progress from individual starting points in line with predicted aspirational targets.
Accelerated Progress in maths	Good levels of progress from individual starting points in line with predicted aspirational targets.
Improved Emotional resilience	Improved emotional regulation / effective friendships
Improved comprehension of language	Greater understanding of spoken language and comprehension when reading

Improved Attendance	Improved attendance where attendance is a concern
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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. - Budgeted cost: £ 1,607

Activity	Evidence that supports this approach	Link to challenge Number
Whole school focus on quality of teaching through effective ECT training / monitoring / comprehensive observation of staff / phonics training programme	Investment in professional development is key to effective teaching and learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Ensuring an effective teacher is present in every class and that teachers / TA's are ever improving. Phonics Training / other curriculum training and ECT support.	1,3
Maths and reading initiatives and subscriptions 'Free readers' are banded NFER summative assessments Phonics Tracker Subscription 'Sounds-Write' progressive phonics scheme	Children do not simply just 'become' readers and engagement is not possible if children struggle with the basic mechanics of reading. The EEF considers phonics to be one of the most secure and best evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it Fluency and enjoyment are the result of careful teaching and frequent practice – RT Hon Nick Gibb 'The Reading Framework.' January 2022	1,3
Mindfulness Clubs Curriculum (RHSE) To promote mental health / healthy friendships	EEF found that after taking part in mindfulness activities, pupils self-reported physical health improved (https://educationendowmentfoundation.org.uk/news/healthy-minds-analysis-of-health-outcomes-published)	2

Phonics tracker £192

Sounds-Write Training - £440

Staffing Costs £975 (phonics)

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Link to challenge Number
<p>Staff deployment and targeted interventions support for targeted pupils</p> <p><input checked="" type="checkbox"/> Recovery Premium Grant</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching & the curriculum is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	1,2,3

Recovery Grant - £2000

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £1,303

Activity	Evidence that supports this approach	Link to challenge Number
<p>Mindfulness Clubs</p> <p>Curriculum (RHSE) To promote mental health / healthy friendships.</p> <p>‘Be You’ Mental Health Support</p> <p>Funded After School Clubs</p> <p>Funded Breakfast Clubs</p>	<p>EEF found that pupils self-reported physical health improved (https://educationendowmentfoundation.org.uk/news/healthy-minds-analysis-of-health-outcomes-published)</p> <p>Regular visits by Be You Mental Health support to targeted groups of children</p> <p>Funded attendance at after school clubs to increase a feeling of belonging and confidence</p> <p>Funded attendance at Breakfast Clubs https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	2

Attendance Incentives/ Meetings	Meetings to support – Early Help Assessment Worker supporting with bespoke attendance plans	4
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Total budgeted cost: £ 1303

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 2021 to 2022 academic year:

At the end of the 2021-22 academic year, school attainment data showed that at the end of KS1 summer term 14.3% of children were PP and they all were working at ARE in maths. In the previous autumn term, 17% of children were PP children and were working Below ARE in maths

We continue to screen all children in EY for speech, language and communication issues and referrals are made in a timely manner. Previous pupil premium funding has been used to fund NELI Training and the language intervention is currently being delivered on a regular basis. The impact of this is an increase in confidence and a greater acceleration in reading skills.

Clear lines of communication with parents regarding speech, language and communication issues are in place meaning that parents are fully aware of their child's needs. The general pattern of phonics results for the school have been above national averages. Lowest 20% continue to receive targeted individual interventions where necessary.

Any pupils who are not supported at home to complete homework are able to access additional support provided in school at lunchtimes ensuring that they have the same opportunities as other children.

The provision of an Education Early Help Assessment Worker has enabled us to find additional ways forward with attendance issues.

No children in the school were disadvantaged by not being able to take part in any extra-curricular or enrichment activity. All children have equal access to these activities. The subsidised Breakfast Club is very well attended on a daily basis as are the range of sports clubs provided free of charge.

Regular bespoke intervention takes place and the impact of maths covid catch Up showed an increase in times table knowledge and confidence amongst the children involved.

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
Sounds write	Sounds Write – First Rate Provider
NELI Programme	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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A