

# Pupil premium strategy statement – Slaley First School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery 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	48
Proportion (%) of pupil premium eligible pupils	2.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	3 years
Date this statement was published	January 2024
Date on which it will be reviewed	January 2027
Statement authorised by	A..Hayward
Pupil premium lead	Mrs Hayward
Governor / Trustee lead	Lynda Potts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,820
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,000
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£7,820

# Part A: Pupil premium strategy plan

## Statement of intent

**The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years.**

Our Pupil Premium allocation is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (8.3%) is significantly lower than the national average (23.8%) for primary schools. At Slaley First School, we are committed to using our funding appropriately and to maximising the impact of appropriate allocations.

It is our intent at Slaley First School to address the gap between disadvantaged pupils and their non disadvantaged peers. All members of staff at Slaley First School are committed to meeting the needs of all children, including those eligible for Pupil Premium. We are aspirational for all our pupils and encourage each child to develop a love for learning and acquire the skills and abilities needed to fulfil their potential. Overcoming identified barriers to learning is central to our pupil premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support as well as addressing non-academic barriers to attainment such as attendance, behaviour, wellbeing, and cultural capital.

We are well aware of which children are vulnerable in our school and have carefully considered the challenges our children face daily. The activities we have outlined in this statement are also intended to overcome barriers. High-quality teaching is at the heart of our approach, with a focus on areas in which meet the needs of ALL children. Our curriculum, which is based on educational visits and visitors into school and heavily subsidised by the pupil premium allocation, give our children those real first hand experiences, which provide the foundations for learning.

At Slaley, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached

## Challenges

At Slaley First School we target the use of Pupil Premium Grant funding to ensure that children receive the support needed to overcome barriers to learning created by family circumstance and background which may impact on their emotional development and ability to reach their potential.

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

Challenge number	Detail of challenge
1	Financial hardship for children eligible for pupil premium limits access to learning opportunities outside the classroom.
2	Interrupted emotional development of some children resulting in underachievement in some PP children. Some disadvantaged pupils are affected by wider family circumstances, relationships and the impact of Covid 19. Some of these families have engagement with Early Help support.
3	Social difficulties of some children impact on wellbeing and in turn on their attainment and progress.
4	Attendance rates have been below national for some disadvantaged pupils. This impacts in turn on progress and attainment. These improved through intervention last academic year but it is necessary to prevent rates from falling again.

## 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
To ensure that families with financial difficulties are given the same opportunities as their peers in school.	Children can access all activities including after school clubs to enhance their learning and to develop additional skills.
To offer support to those children who have emotional difficulties as a result of home circumstances.	Children will develop self-esteem and self-awareness and use a range of strategies to self-regulate.
To provide opportunities for children to interact in a range of social situations with confidence.	Children will communicate their feelings and thoughts confidently and appropriately in a range of different situations.

## 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: £ 1,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Training / CPD - SENCo Meetings with SEND ADVISOR (NCC) Attendance at Network Meetings	SENDCOs have a specialised knowledge of the steps practitioners can take to support pupils with additional needs. They know the areas where their school excels in this regard, as well as what the evidence suggests in terms of making purposeful improvements.	1,2,3
NELI Training (Nuffield Early Language Intervention) - Refresher Training	The results of this trial provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools, and the independent evaluation found that children receiving the NELI programme made the equivalent of 3 additional months' progress in language skills, on average, compared to children who did not receive NELI.  In terms of secondary outcomes, children receiving the NELI programme also made an additional 2 months' progress in early word reading and an additional 5 months' progress on a teacher administered language assessment.	3
1stClass@Number	Pupils who received 1stClass@Number made two months' additional progress in maths, on average, compared to pupils in the control group. This result has a high security rating. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</a>	3

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

Budgeted cost: £ 2,969.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Art Therapy</i>	Art therapy encourages children and young people to better understand thoughts, feelings and behaviours. By creating images and objects, children and young people can begin to see the thoughts and feelings they have inside and then be supported by the art therapist to better understand themselves and find solutions. <i>Children and Family Health</i>	2,3
<i>Small group work</i>	Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. EEF	2,3
Mindfulness Activities	EEF found that after taking part in mindfulness activities, pupils self-reported mental health improved	2,3

	<a href="https://educationendowmentfoundation.org.uk/news/healthy-minds-analysis-of-health-outcomes-published">https://educationendowmentfoundation.org.uk/news/healthy-minds-analysis-of-health-outcomes-published</a> )	
Speech and Language Intervention	On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2,3
Phonics catch Up Intervention	There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</a>	2,3
Recovery Sessions	<i>“The pupil premium and recovery premium are arguably the most effective tools we have for addressing these challenges. We must redouble our efforts to make sure that these vital resources are used in ways that make the biggest difference to children and young people.” EEF</i>	2,3

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

Budgeted cost: £2155.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sustain and maintain the high level of need exhibited by our most vulnerable parents. This will include engaging with multi –agency professionals and providing 1-1 support for our most vulnerable families. Parental Support through TAF’s, informal meetings</i>	Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1,2,3
<i>Equal access to breakfast and afterschool clubs for disadvantaged children and non-pupil premium children It is important for pupils to start the day with a nutritious breakfast.</i>	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. <a href="https://www.gov.uk/guidance/breakfast-clubsprogramme-2021-2023">https://www.gov.uk/guidance/breakfast-clubsprogramme-2021-2023</a> The findings below suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the	1, 4

	<p>breakfast itself or to other social or educational benefits of the club. Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments. This key conclusion is unchanged from the original report.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	
<i>After School Club funding</i>	<p>This finding suggests that schools have had some success in overcoming the barriers to participation that prevent disadvantaged children taking up other out of school activities.</p> <p><a href="#">Newcastle University Study</a></p>	1
<i>To ensure attendance is the best that it possibly can be across the school. To communicate the importance to all families.</i>	<p><i>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i></p>	4
<i>Outdoor adventure Learning</i>	<p><i>Education Endowment Foundation (EEF) describes how 'outdoor adventure learning', shows positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress."</i></p> <p><a href="https://www.learningaway.org.uk/2015/05/funding-brilliant-residential-use-of-the-pupil-premium/">https://www.learningaway.org.uk/2015/05/funding-brilliant-residential-use-of-the-pupil-premium/</a></p>	2,3
<i>Swimming lesson subsidies</i>	<p><i>The PE and Sport Premium document (DfE) states that Pupil premium funding can be used for 'providing or improving equal access to sport for boys and girls.'</i></p>	1
<i>After school club (Dancing) subsidies</i>	<p><i>Some headteachers use Pupil Premium funding to provide extracurricular activities. These could include sports clubs, music lessons, or school trips. These activities can enhance the educational experience for disadvantaged pupils, help them improve their social skills and confidence, and not miss out on activities they might not otherwise have access to.</i></p> <p><a href="#">Protocol Education</a></p>	1,2,3

**Total budgeted cost: £ 6,735.37**



## **PART B – Review of the Previous Academic Year**

### **Outcomes for disadvantaged pupils**

*Performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

*Comparison to Local / National Average*

#### **EYFS**

*Slaley First School - GLD - PP -100% Non PP 88%*

*National Disadvantaged - 52% (Perspective lite)*

*GLD National average - 67.2%*

*North East - 66.3%*

*(NB we have small numbers of children)*

#### **YEAR 1**

*Slaley First School - Phonics Screening Check - 100%*

*National Disadvantaged - 67% (Perspective lite)*

#### **School Based data**

##### **End of EYFS**

*GLD - 88% PP - 100%*

##### **End of Yr 2**

##### **Reading**

*GD - 54% No PP 0% PP*

*EX - 36% No PP 50% PP*

*WT - 9% No PP 50% PP*

##### **Writing**

GD - 54% No PP 0% PP

EX - 36% No PP 0% PP

WT - 9% No PP 100% PP

### **Maths**

GD - 45% No PP 0% PP

EX - 36% No PP 0% PP

WT - 18% No PP 100% PP

### End of Yr 3

### **Reading**

GD - 28% No PP 0% PP

EX - 56% No PP 100% PP

WT - 14% No PP 0% PP

### **Writing**

GD - 28% No PP 0% PP

EX - 28% No PP 0% PP

WT - 42% No PP 100% PP

### **Maths**

GD - 15% No PP 0% PP

EX - 70% No PP 0% PP

WT - 15% No PP 100% PP

*Attendance is good with almost all children arriving at school on time, all of the time. When this is not the case, the school takes appropriate, swift and effective action to rectify the situation.*

*Consistency in high quality interaction is embedded across early years class and regular NELI (language intervention) sessions take place across the week. Improving oral language and vocabulary.*

*Story session modelled by teachers in class and new Library. Senco release time meant that S and L referrals for specific children were timely. Sounds-Write phonics training and 'Drawing Club' have impacted upon children's writing abilities with competent writers ready to access Year 1.*

*Primary mental health bespoke sessions have had a positive effect and this has also been noticed by parents.*

*We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities and constantly evaluate our offer and adapt to suit the changing needs of the children.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Sounds Write Phonics	Sounds-Write Approved Trainer
NELI	Oxford University Press
First Class @ Number	Freestyle Maths Trainer

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A