

# Pupil premium strategy statement Slimbridge School

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This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Slimbridge Primary School
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	29.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2 years
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Alison Cooke – Head teacher
Pupil premium lead	Alison Cooke
Governor / Trustee lead	Sarah Kiddle

## Funding overview April 22 – March 23

Detail	Amount
Pupil premium funding allocation this academic year	£45,828
Recovery premium funding allocation this academic year	£4,618
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,063

# Part A: Pupil premium strategy plan

## Statement of intent

The desired outcome of the Pupil Premium plan is to reduce the progress and attainment gap between disadvantaged children and the children not from families receiving Pupil Premium.

Provide additional support academically, social and emotionally and financially. We will support children's well-being and attendance by offering places at Breakfast and After school Club and extension activities.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments for Pupil Premium Pupils in Summer 21 show that they are working below the attainment of non-pupil premium children. PP children/Not disadvantaged working at expected; Reading 42%/67% Writing 36%/59% Maths 33%/66%
2	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These is evident in Reception and KS1, with a number of cases in KS2. Speech and language concerns are more prevalent among disadvantaged pupils than their peers. In September 21 - 7 Reception children (including all PP children) had identified speech and language difficulties. In Yr1 6/9 PP had identified Speech and language difficulties
3	During the last two years, children's progress in writing has slowed, due to attendance gaps (illness and lock downs). In Summer 21 assessment data shows that PP children are working below the attainment of non-pupil premium children. PP children/Not disadvantaged working at expected+; Writing 36%/54% Although PP not SEN were working mostly in line with the Not disadvantaged group. This highlights a need to provide additional support to PP & SEN children (17 children). To address this issue learning groups have been reduced to below 25 children in KS2 and 21 in KS1. Reduced group sizes has a proven impact on learning progress (EEF)
4	Identify children with additional social and emotional needs and support with Thrive and Play therapy sessions.

	<p>17 PP children were identified for support over the year, some were assessed as needing Thrive or group Thrive sessions and some needed a more developed therapy.</p> <p>All children were assessed against an SDQ at the start and end of the block of sessions.</p>
5	<p>Support families with either the transition from school to home, by offering Breakfast or After School Clubs. This provides a soft session for them to unwind at the end of the day or gives time to settle in the environment and reduce anxiety at the start of the day.</p> <p>Breakfast and After School Club session are also available to PP families, providing a healthy food option, reducing food poverty anxiety, an allows parents and carers to work outside school hours without additional child care costs.</p> <p>Removing financial barriers by removing trip costs, enrichment activities and supporting children to access music lessons or grass root sports can improve confidence and resilience.</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
Accelerated progress in writing. PP (not SEN) children's % attainment to be in line with Reading and Writing	Targets for PP (not SEN) children 65%+ in writing by Sept 23
Support children with speech and language difficulties to increase sound clarity, vocabulary and listening skills	Up to 6 Reception and 6 Yr1 disadvantaged pupils have completed a full Neli programme. 90% of assessments show progress, or children have been referred to SALT
Identify and support any disadvantaged children that require social and emotional support and make appropriate provision	Children receive either; Thrive assessment and sessions Play therapy Referred to outside agencies (TIC, EH)  All children to have a baseline SDQ and end SDQ to measure the success of the intervention
To support all PP children needing out of hour's provision. Providing working families support, enabling the use of public transport and a social break (with an aim to increase attendance)  Remove financial barriers for families, ensuring children can attend trips, visits and residential	All PP families to have access to free Breakfast and After School Club places. Supporting children socially, emotionally and providing healthy snacks.  Pay for or contribute to all trips, visits, sports activities and residential.

Financially support enhancement activities and inclusion in grassroots	Identify and support children's talents and interests, so all children have the same opportunities.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £49,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reducing the sizes of 'Learning Groups' and focusing on the teaching of writing	EEF identifies that teaching children in groups of 20 children or less can result in a 2 month acceleration of learning	Impacting on 80 children

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consolidate the use of the Neli programme to support development in speech and language	The DFE support the use of Neli as a recognised programme supporting speech and language difficulties	Impacting on approximately 20 children in Reception and Year 1

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

Budgeted cost: £14,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support children social and emotional needs	Thrive and Play therapy are both proven methods to support children's well-being and mental health. Using social and emotional development programmes has a positive impact of approximately 4 months over an academic year (EEF)	Impacting on approximately 24 (75%) PP across the school, dependent on identified need.
Support children's access to grassroots	Removes financial concerns and gives parity of opportunity	Impacts approximately 6 children in KS2

sports and music lessons. Removing finance barriers and developing wider opportunities		
Support working families with out of hours care, providing healthy food at the start and end of the day	<p>A healthy breakfast can have an impact of 2 months progress over an academic year (EEF)</p> <p>Enrichment activities available at After School Club can have 4 months progress over an academic year</p>	14 children regularly attend BC and ASC

**Total budgeted cost: £67,737**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
N/A	

### 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?	Thrive sessions Small group interventions
What was the impact of that spending on service pupil premium eligible pupils?	Children were able to grow in confidence and make good progress.



### Reception Teacher Assessment Data

Children in Reception are assessed against the Early Years Foundation Stage to achieve a “good level of development” a child needs to be at least “expected” in communication and language, literacy and maths, personal social and emotional and physical development.

%		A Good Level of Development	Working towards the standard
All pupils	Slimbridge	71	29
	National 2019	72	29
Boys (16)	Slimbridge	63	37
	National 2017	59	36
Girls (5)	Slimbridge	100	0
	National 2017	74	22

We have 19% FSM children in this year group.

### Yr 1 Phonics Testing Data

At the end of Year 1 children are tested on their Phonetic knowledge using both regular and nonsense words.

%		Achieved level	Working towards level
All pupils	Slimbridge	80	20
	National 2019	83	18
Boys (16)	Slimbridge	75	25
	National 2018	79	21
Girls (4)	Slimbridge	100	0
	National 2018	86	14

Year 2 children retaking the test 33% achieved pass rate (3).

### KS1 Attainment

At KS1 (Year 2) are assessments are based on Teacher Assessment, although Slimbridge School does use Statutory Assessment Tests (SATs) in reading, grammar, punctuation, spelling and maths to support teacher assessments.

KS 1 Teacher Assessment – Cohort of 21 children. 1 child = 4.8%				
		% Achieving At Least Expected standard	Average Scaled Score	% Achieving a Higher Level of Attainment
Reading	Slimbridge	76.2	103	9.5
	National	75	N/A	26
Writing	Slimbridge	52.4	N/A	4.8
	National	70	N/A	16
Maths	Slimbridge	66	99	9.5
	National	76	N/A	22

## KS2 Attainment

Most pupils are expected to achieve a standardised score of 100 or above by the end of key stage 2, this is an "expected achievement". Assessments are based on standard assessment tests, except for writing which is teacher assessed.

KS 2 Test data – Cohort of 15 children. 1 child = 6.6%					
		% Achieving At Least Expected standard	Average Scaled Score	% Achieving a Higher Level of Attainment (2019)	Average Progress (from similar KS1 starting points)
Reading	Slimbridge	100	106	27	
	National	73	104	27	
Writing	Slimbridge	86	N/A	7	
	National	78	N/A	20	
Maths	Slimbridge	86	105	20	
	National	79	105	27	
Grammar, Punctuation & Spelling	Slimbridge	60	108	20	
	National 2018	78	103	36	
Combined Reading, Writing & Maths	Slimbridge	80	N/A	0	
	National 2019	65	N/A	11	
Science (TA)	Slimbridge	60	N/A	N/A	
	National	82	N/A	N/A	