

Pupil premium strategy statement Slimbridge Primary School 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 pupil premium had within our school to raise outcomes for disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	21% 27 pupils Service 1 LAC 4
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)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lisa Hillman (Headteacher)
Pupil premium lead	Lisa Hillman (Headteacher)
Governor / Trustee lead	Sarah Kiddle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56970
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>	£4930
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Total budget for this academic year <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>	£61900
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Part A: Pupil premium strategy plan

Statement of intent

At Slimbridge Primary School, we are ambitious for every pupil. We are totally committed to supporting all children to make the best possible progress in all areas of their lives. We recognise that high quality first teaching and the provision of effective resources alongside high-quality instruction, is the most efficient way to raise standards for all. Coupled with this, we believe that targeted support and the removal of barriers to effective learning are crucial to high achievement.

Our objectives for disadvantaged pupils are that they make significant progress in the core subjects of English and maths and are able to perform to national standards. We are ambitious for our pupil premium children and aspire to greater depth achievements for them.

We make effective use of high-quality research, combined with a detailed knowledge and analysis of our pupils' progress and context to equalise and maximise the opportunities and progress of all our children, particularly those that experience disadvantage.

We aim to achieve this through our support strategies which have a clear and demonstrable impact upon pupil progress:

- A structured, coherent curriculum that focuses on 'Taking Flight' and reaching heights through aspiration
- High quality training for staff on learning strategies that support all children
- Targeted deployment of additional adults in the classroom and specific training so that staff can meet the needs of individual or small groups of pupils
- Small class sizes, with high adult to pupil ratio to ensure feedback is given in the moment, children are exposed to pre-teaching strategies and intervention support is rapid and succinct
- Investment in a new early reading and phonics scheme to ensure the lowest 20% of readers receive the targeted support they need to apply their phonic knowledge to become fluent readers
- Implementation of emotion coaching and Thrive practitioners to ensure interventions are targeted and designed to support the emotional needs of pupils across the school and a whole school approach to mental health support from a trained Thrive Lead Practitioner
- High quality pastoral support including Lego Therapy; Thrive and Play Therapy.
- Financial support for peripatetic music tuition for disadvantaged pupils

- Financial support for gymnastic tuition for disadvantaged pupils
- Free places for Breakfast Club provision to ensure pupils have a positive start to their working day and are able to learn effectively

As a school we are reflective practitioners and committed to monitoring the impact of the work we do; we use an evidence-based approach to adapt our provision on a termly basis to assess what is working most effectively for our most high needs pupils, particularly those who experience disadvantage.

Our aim is that all pupils, irrespective of socio-economic background or the challenges they face, make good progress and achieve high attainment across all subject areas, but firstly in English and maths. Our focus is to support disadvantaged pupils to achieve high goals, including sustained and inclined progress for those who are already high achievers.

We are also vigilant of our vulnerable pupils, such as those who have a social worker, are young carers or who have faced bereavement: the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In respect of guidance and research from the Education Endowment Foundation, high quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support such as early reading. This is proven to have the greatest impact on closing the attainment gap. Implicit in the intended outcomes detailed below is the aim that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The approach at Slimbridge is based on evidence-based data which is carried out tri-annually through standardised testing. Robust diagnostic assessments form the basis of our strategy - rather than assumptions about the impact of disadvantage. We track and record the development of disadvantaged pupils to ensure progress is maintained over time.

To ensure our strategies are effective we will:

- Ensure disadvantaged pupils are challenged in their studies
- Analyse individual needs and talents to ensure opportunity is available
- Act early to intervene when needed
- Adopt a whole school approach where staff take responsibility for the success of disadvantaged pupils, ensuring outcomes and aspirations are raised

Challenges

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

Challenge number	Detail of challenge
1 Phonics	In Year One, 50% of our pupil premium children made expected progress in reading in the autumn term 2023 in comparison to 67% of non-disadvantaged pupils. We need to narrow this gap and develop our teaching of phonics and early reading.
2 Reading	In Year Two, 0% of pupils who are pupil premium, achieved expected standard in Nfer reading assessments, compared to 45% of non-disadvantaged.
3 SEND	35% of children in receipt of pupil premium also have special educational needs. Observation of learning and judgements during our recent Ofsted inspection suggest that SEND pupils make good progress and their needs are well met in lessons. However, this is a significant challenge for the school and needs to remain high priority.
4 Social and Emotional	Children's low personal, social and emotional development (PSED) scores on leaving reception were 70%, in comparison to the national of 83.2%. In other areas such as maths (S: 85%; N: 77.1%) and Literacy S: 75%; N: 69.7%), Slimbridge outperformed the national. This suggests that we need to develop pupils' personal development alongside the academic.
5 Maths	Fewer pupil premium children are achieving greater depth standard in maths in comparison to non-pupil premium.
6 Attendance	Analysis of attendance data evidences that the percentage of disadvantaged pupils who are absent is above non-disadvantaged pupils. School attendance figures for disadvantaged pupils is 89.5% compared to 94.8% for the school and 93.1% nationally.
7 Communication and interaction	25% of our Early Years have been identified as needing additional language development support. Effective strategies and intervention support need to be applied to develop pupils' working vocabulary and communication.
8 Writing	Fewer pupil premium children without SEND across the school are achieving greater depth standard in writing in comparison to non-pupil premium/non-SEND peers.
9 Cultural Capital	Access to wider cultural opportunities that would not be possible without school funding. Teacher feedback on pupils' levels of engagement and participation suggest that pupils who are disadvantaged access fewer clubs outside of school.

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
Improved phonic attainment among disadvantaged pupils	Phonic screening check results in Y1 will evidence national attainment levels for disadvantaged pupils.
Improved reading attainment for disadvantaged pupils	End of year Nfer assessments evidence all children with PP without SEND achieve in line with their peers at expected standard and greater depth standard.
The emotional well-being of pupils is high and sustained	PSED scores for reception 2024 improve. Outcomes evidenced by termly reports produced by the SENDCo; Thrive Lead, pupil voice and teachers' observations evidence children's mental health and well-being improve.
Improved maths attainment for disadvantaged pupils	End of year formal assessments evidence all children with PP without SEND achieve in line with their peers at expected standard and greater depth standard.
Use of the structured language intervention programme NELI results in improved language acquisition for pupils.	Data generated through the NELI programme evidences improved outcomes for pupils from their baseline starting points.
Opportunities to experience increases	Pupils from disadvantaged backgrounds experience provision that enhances their extra-curricular opportunities.
Improved writing attainment for disadvantaged pupils – particular raising aspiration to greater depth standard.	End of year formal assessments evidence all children with PP without SEND achieve in line with their peers at expected standard and greater depth standard.
All children experience an extended and rich learning offer that enhances their cultural experiences	All children experience a wide range of visits both to and from the school that enhance their learning, knowledge and life experiences Where parental choice is a barrier to inclusion, alternatives are explored and offered where appropriate The representation of disadvantaged pupils is in line with demographic across enriching provisions: e.g.: school council, playleaders

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: £ 46,206

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality first teaching for all pupils achieved through monitoring and targeted CPD.</p> <p>Resources to support teaching and learning will be purchased alongside training and release time to develop the curriculum and its intent, implementation and impact.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged. This is a top priority for our pupil premium spend.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1,2,5,8
<p>Training and release will be provided to allow all teachers to prepare, respond to and enhance the quality of teaching by removing barriers to learning, analysing pupil progress, focus on effective teaching through modelling and providing appropriate scaffolds.</p>	<p>The Great Teaching Toolkit https://evidencebased.education/great-teaching-toolkit-evidence-review/</p> <p>Use of Walkthrus research to develop high quality instruction.</p>	3
<p>Teachers will be highly skilled in teaching of writing through the inclusion of internally and externally trained experts employed at the school e.g. KS2 Local Authority moderation</p>	<p>Improving Literacy in KS1 and Ks2 guidance suggests that writing is a complex process: pupils should be promoted to use fluent written transcription https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	8
<p>Training on metacognition</p>	<p>The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context.</p>	3,5,8

	<p>Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.</p> <p>Metacognition and self-regulated learning research: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	
<p>Training and support package for Read, Write Inc.- new phonics scheme to be researched, purchased and implemented. Professional development to support the implementation of an evidence based synthetic phonic programme, validated by the Dfe</p>	<p>Reading comprehension strategies – very high impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start#:~:text=This%20evaluation%20found%20that%20children,to%20children%20in%20control%20schools.</p>	1,2
<p>Upskill teaching assistants to deliver high quality intervention and support in phonics through targeted academic support</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>Targeted academic support has a positive impact on learning for Pupil Premium pupils who are not making good progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,3,4,5,6
<p>Teaching assistant employment to continue to deliver high quality interventions to meet individual needs and raise attainment Focus will be on ensuring that coherence within the curriculum is taking place, so that any planned activity will be integrated within the curriculum to ensure that pupils receiving targeted support do not miss out on core curriculum content.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Structured small group interventions that link to classroom teaching and the curriculum is our priority.</p>	1,8
<p>Purchasing a start up pack for read write inc. phonics to include new phonically decodable reading books and teaching resources</p>	<p>Evidence suggests that reading is a more important driver of social mobility than socio-economic status. Children from deprived backgrounds read better and enjoy reading more when they have excellent teachers. Leaders who build a school culture of supportive professional development and teachers</p>	1

	who have a love of reading have the biggest impact on children's literacy outcomes.	
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	EEF Research DIAGNOSTIC ASSESSMENT Evidence insights Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/	2,3,5
Training on reading VIPERS	EEF guidance suggests that reading comprehension strategies are high impact on average (+6 months). Pupils should be encouraged to make sense of texts. https://www.ucl.ac.uk/news/2022/jan/governments-approach-teaching-reading-uninformed-and-failing-children	2
Engage in the Gloucestershire Healthy Living and Learning programme. Ensure school expertise to improve the quality of social and emotional (SEL) learning. Refine the quality of assessment of pastoral provision through the use of the Boxhall Profile	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4
Training from the Educational Psychologist Team at GCC on Emotion Coaching and purchase of associated resources	Addressing wider barriers to learning through the emotion coaching of pupils to become resilient learners is recognised as impacting academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning The EEF teaching and Learning Toolkit states that a SEL approach to a whole-school emotional regulation framework yields four months progress. Focussing on whole school professional	4,7

	development and the explicit teaching of resilience, empathy, communication and teamwork.	
Supporting the recruitment and retention of teaching staff by providing cover to undertake NPQLs	Based on the latest research and evidence the NPQ programmes with UCL enable staff to take on new learning and develop their skills and put them into practice. https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-educational-leadership/national-professional-qualifications/npgsl-national-professional-qualification-senior-leadership	1,2,3,5,8

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

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play therapist provision</i>	Piaget observed that most children in their first decade of life had neither meaningful expression nor the ability to comprehend complex issues, motives, and feelings because they lacked the ability of abstract thinking. As the cognitive horizon expands, play becomes more complex with rules, and language development. Virginia Axline saw meaningful expression in the process of play, language is vital to regulating emotions and bridging action to symbol and thought. Play therapy seeks to balance symbolic play and language expression in an age-appropriate manner that can be most beneficial to the child.	4
<i>Fresh Start Intervention RWI</i>	Fresh Start is a catch-up programme for children in Years 5–8 (age 9–13) who have been identified as below their expected reading age. There is a large body of evidence, including in the Teaching and Learning Toolkit, that suggests that systematic synthetic phonics approaches have a positive impact on the development of early reading skills. https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start	1
<i>Homogenous groupings for RWI involve additional staffing</i>	Schools develop a cohesive approach to teaching phonics and early reading and teach children to decode as the primary strategy for word reading. In the read, write inc. programme word reading is embedded and practised in closely matched storybooks, enabling children to develop reading fluency which in turn aids comprehension.	1

<p><i>Subscription and training resources for the NELI programme to be implemented</i></p>	<p>The Nuffield Early Language Intervention (NELI) programme is designed to improve the language skills of reception pupils (aged 4–5) and involves scripted individual and small-group language teaching sessions delivered by trained teaching assistants (TAs).</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</p>	<p>7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive Lead practitioner training, subsequent release time to train teaching assistants in delivering Thrive</p>	<p>The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes. Reduced anxiety and calmer classrooms filled with engaged learners.</p> <p>https://www.thriveapproach.com/impact-and-research/impact-report</p>	<p>3,4,6</p>
<p>Pastoral support to meet children's individual well-being and health needs</p>	<p>EEF guidance evidences that social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning; this then impacts academic learning.</p>	<p>3,4,7</p>
<p>Peripatetic lessons</p>	<p>Pupils receiving additional tutoring for music lessons who would not have the opportunity otherwise.</p> <p>https://assets.publishing.service.gov.uk/media/62b9bc998fa8f5720761bd38/National_plan_for_music_education_case_studies.pdf</p>	<p>9</p>

Total budgeted cost: £65,206

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed performance of our school's disadvantaged pupils during the 2022-2023 academic year using key stage 1 and 2 performance data, phonic check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged at a national level. Data from these tests are pleasing; the school has secured a strong data set for pupils achieving EXS at the end of KS2. We are keen to ensure the percentage of those pupils achieving greater depth standard is accentuated.

Data from KS2 2023 National Assessments and qualifications shows that 100% of pupil premium, without SEND, achieved age-related expectations.

90% of pupils who are pupil-premium and SEND achieved age-related expectations. Detailed analysis of termly pupil performance and further analysis of pupil premium attainment and progress evidence strong progress and attainment for all children in receipt of pupil premium funding where SEND is not an additional factor.

KS2 (2023 data)

At EXS or above / Av. SS	SEND – all (4)	SEND non-EHC (2)	Non-SEND (10)	PP –all (4)	PP non-SEND (2)	Non-PP –all (10)	Non – PP & Non-SEND (8)	Boys – all (7)	Boys – non-SEND (4)	Girls – all (7)	Girls – non-SEND (6)	VCR (6)	VCR – <u>non-SEND</u> (3)	Non-VCR (8)
Reading	50% 52.0	100% 104.0	100% 112.1	75% 79.2	100% 106.5	90% 101.2	100% 113.5	71% 78.1	100% 110.7	100% 111.7	100% 113.0	66% 70.1	100% 105.6	100% 113.5
Writing	25%	50%	100%	50%	100%	90%	100%	71%	100%	86%	100%	50%	100%	100%
EGPS	50% 52.0	100% 104.0	100% 108.8	75% 79.2	100% 108.5	90% 97.9	100% 108.8	71% 78.0	100% 109.5	100% 107.1	100% 108.3	66% 70.83	100% 108.3	100% 108.8
Maths	50% 51.0	50% 102.0	100% 112.1	75% 108	100% 114.0	90% 99.9	100% 111.6	86% 95.0	100% 113.5	86% 109.2	100% 111.1	66% 89.6	100% 111.3	100% 111.6
Science	25%	50%	100%	50%	100%	90%	100%	71%	100%	86%	100%	50%	100%	100%
RWM	25%	50%	100%	50%	100%	90%	100%	71%	100%	86%	100%	50%	100%	100%

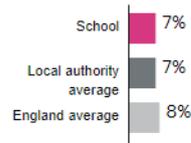
Two children with EHCPs were working at a 'pre-keystage' level in Writing, Reading and EGPS and were disapplied from the assessments. One child with an EHCP was working at a 'pre-key stage' in Mathematics and was disapplied from the assessment. Children who are disapplied do not have a scaled score – therefore, in a small cohort such as this, their '0' score has a compounding impact on the average scaled scores for which they are included.

Overall attainment data is above national and regional for reading and maths. Higher standard achievements in writing are slightly below, which brings our percentage of pupils achieving at a higher standard in reading, writing and maths in line with local and 1% below national. Senior leaders have ensured that there are effective systems in place to monitor the curriculum and tailored support for pupils with SEND is provided.

Pupils meeting expected standard in reading, writing and maths ?



Pupils achieving at a higher standard in reading, writing and maths ?



Average score in reading ?



Average score in maths ?



School data and observations during the recent Ofsted inspection (October 2023) evidence that disadvantaged pupils need to make rapid progress in early reading and phonics. 75% of pupils in Y1, who are pupil-premium, did not pass the phonic screening check in 2023. In our Y3 cohort, 33.3% of pupils did not pass the phonic screening check at the end of Y2. Our 2022-23 pupil premium strategy did not prioritise early reading and phonics as an outcome, so our 2023-24 strategy will prioritise this. We will reallocate funding from providing free after school club provision to resource a new phonic scheme that ensures that some pupils who struggle with reading get the precise support they need to help them apply their phonics knowledge successfully. As a result, we aim to increase the reading fluency of pupils in reception, Y1 and Y2. The school will ensure that pupils who cannot read fluently, will have enough support and time to practise in order to catch up quickly in relation to their peers and thus will read with greater fluency.

Ofsted recognised the school's proactive response to need; children with additional social and emotional needs are supported: The school has created an inclusive environment. Pupils feel that staff value and celebrate their achievements. Pupils enjoy school and show positive attitudes to their learning. Older pupils in particular rise to meet the high expectations of their teachers. Both pupils and parents value the nurture and care provided to them by all staff in the school. The school has ensured that all pupils have access to the same learning and extracurricular opportunities. Disadvantaged pupils and those with

special educational needs and/or disabilities (SEND) receive the support they need to be successful.

Supporting families with the transition from home to school in the mornings through breakfast club provision has impacted the positive starts that our pupils are having to their learning. After School Club provision is less impactful, so this provision of our strategy has been reviewed and will be amended.

Attendance data is above national at 94.8%. However, disadvantaged pupils continue to be more greatly affected than non-disadvantaged pupils, as is evident nationally. Our school percentage of pupil-premium attendance is 89.5%.

Reducing the size of class groups has supported pupils to make sustained and measurable progress. This year's strategy will focus on delivering high quality first teaching for all.

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
NELI	Nuffield Early Language Intervention University of Oxford

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***

Small group interventions for pastoral support and additional classroom adult support

The impact of that spending on service pupil premium eligible pupils

Pupil made good academic and social and emotional progress, with a growth in confidence which mitigated the negative impact of service and parental deployment.