

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	Sledmere Primary School
Number of pupils in school	623
Proportion (%) of pupil premium eligible pupils	32.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Hazel Pulley
Pupil premium lead	Julie Aulton DHT Pupil Premium Champion
Governor / Trustee lead	Brendan Oakley Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271585 (incl £1240 Service children)
Recovery premium funding allocation this academic year	£29145
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£300730

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are to secure the best possible outcomes for all children in Reading, Writing and Mathematics

The core approach we will be implementing early assessments of all children in these areas. This will give us a baseline of attainment which can be compared with previous achievement as well as giving us a revised starting point for assessing progress in the Autumn Term of 2021.

The key principles of our strategy plan:

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.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, 100% of our disadvantaged pupils arrive below age-related expectations compared to 50% of other pupils.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to Covid closure and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p> <p>33.44% of disadvantaged pupils have been 'persistently absent' compared to 21.58% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved Phonics attainment among disadvantaged pupils.	Phonics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Enhancement of our Reading and Writing teaching and curriculum planning in line with DfE and EEF guidance.	Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment. Reading and Writing – DfE/EEF Guidance	3, 4
Improve the quality of social and emotional (SEL) learning.	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): EEF Social and Emotional Learning)	5

	SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 114730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £ 86000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Improved SEMH provision	EEF Programmes to Practices Identifying effective, evidence based social and emotional learning strategies for teachers and schools	5, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 300730

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. The following data identifies the impact on missed schooling for the majority of pupils. The data shows a mixed picture of attainment. Younger children have more 'catch-up' to achieve at least expected attainment but attainment is generally low as a result of lockdowns. In a number of areas, PP children achieved well, compared to their peers.

We looked carefully at progress from March to July 2021. This identifies that while there is a broadly balanced picture for children that are identified as disadvantaged achieving expected attainment in core areas, there is a particular gap for disadvantaged children achieving above expected.

This analysis is reflected in our actions identified in our School Improvement Planning and our revised Pupil Premium Strategy for this academic year.

LLMAT End of Year/Baseline Attainment Information – September 2020 - July 2021

Reading						
Year Group	All children			PP children		
	% below	% at	% above	% below	% at	% above
Rec	100	0	0	100	0	0
Year 1	85	15	0	100	0	0
Year 2	49	51	0	67	33	0
Year 3	65	33	2	75	25	0
Year 4	47	42	11	72	28	0
Year 5	54	38	8	51	49	0
Year 6	33	44	23	58	42	0

Writing						
Year Group	All children			PP children		
	% below	% at	% above	% below	% at	% above
Rec	100	0	0	100	0	0
Year 1	85	15	0	100	0	0
Year 2	56	44	0	52	48	0
Year 3	83	17	0	97	3	0
Year 4	62	33	5	89	11	0
Year 5	74	23	3	73	27	0
Year 6	55	37	8	67	33	0
Maths						
Year Group	All children			PP children		
	% below	% at	% above	% below	% at	% above
Rec	100	0	0	100	0	0
Year 1	87	13	0	100	0	0
Year 2	38	62	0	52	48	0
Year 3	70	29	1	74	26	0
Year 4	43	47	10	72	28	0
Year 5	55	35	10	56	44	0
Year 6	38	47	15	54	46	0

LLMAT Progress Information - March 21 to July 2021

Reading						
Year Group	All children March 21			All children July 21		
	% below	% at	% above	% below	% at	% above
Rec	100	0	0	100	0	0
Year 1	100	0	0	85	15	0
Year 2	78	22	0	49	52	0
Year 3	85	15	0	65	33	2
Year 4	75	25	0	47	42	11
Year 5	78	22	0	54	38	8
Year 6	62	24	14	33	44	23
Writing						
Year Group	All children March 21			All children July 21		
	% below	% at	% above	% below	% at	% above
Rec	100	0	0	100	0	0
Year 1	100	0	0	85	15	0
Year 2	81	16	3	56	44	0
Year 3	94	6	0	83	17	0
Year 4	86	14	0	62	33	5
Year 5	89	11	0	74	23	3
Year 6	80	20	0	55	37	8
Maths						

Year Group	All children March 21			All children July 21		
	% below	% at	% above	% below	% at	% above
Rec	100	0	0	100	0	0
Year 1	100	0	0	87	13	0
Year 2	85	15	0	38	62	0
Year 3	88	12	0	70	29	1
Year 4	81	19	0	43	47	10
Year 5	85	13	2	55	35	10
Year 6	69	25	6	38	47	15

LLMAT Progress Information - November 2021 to July 2021

Reading						
Year Group	PP children March 21			PP children July 21		
	% below	% at	% above	% below	% at	% above
Rec	100	0	0	100	0	0
Year 1	100	0	0	100	0	0
Year 2	85	15	0	67	33	0
Year 3	76	24	0	75	25	0
Year 4	96	4	0	72	28	0
Year 5	90	10	0	51	49	0
Year 6	60	40	0	58	42	0

Writing						
Year Group	PP children March 21			PP children July 21		
	% below	% at	% above	% below	% at	% above
Rec	100	0	0	100	0	0
Year 1	100	0	0	100	0	0
Year 2	85	15	0	52	48	0
Year 3	100	0	0	97	3	0
Year 4	96	4	0	89	11	0
Year 5	98	2	0	73	27	0
Year 6	100	0	0	67	33	0

Maths						
Year Group	PP children March 21			PP children July 21		
	% below	% at	% above	% below	% at	% above
Rec	100	0	0	100	0	0
Year 1	100	0	0	100	0	0
Year 2	95	5	0	52	48	0
Year 3	100	0	0	74	26	0
Year 4	96	4	0	72	28	0
Year 5	95	5	0	56	44	0
Year 6	92	8	0	54	46	0

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	