

Sledmere Primary School Pupil premium strategy statement



This statement details Sledmere Primary School's use of Pupil Premium Funding to help improve the outcomes of 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	608
Proportion (%) of pupil premium eligible pupils	41.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	Reviewed annually Full evaluation and review November 2027.
Statement authorised by	Emily Redding
Pupil premium lead	Emily Redding
Governor / Trustee lead	Tracey Parsons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,220.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£261,220.00

Part A: Pupil premium strategy plan

Statement of intent

At Sledmere Primary School our vision is to provide a safe and positive learning environment that celebrates our children's uniqueness and encourages them to achieve and succeed in all they do. We strive to secure the best possible outcomes for all of our pupils across all curriculum areas. The aim of our pupil premium strategy is to secure this aspirational goal for our disadvantaged pupils irrespective of their background and starting points. We are a 3-form entry primary school based in Dudley within a neighbourhood that the most 20% deprived areas in the country, with an increasing proportion of disadvantaged pupils over time.

In order to work towards achieving these objectives, the Pupil Premium Strategy will set out how funding will be used to ensure that disadvantaged children are supported to make at least expected progress and to close the disadvantage attainment gap.

We aim to address these priorities through a three-tiered approach as recommended by the EEF

1. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support Improving quality first teaching - by continually seeking to improve the quality of teaching and learning, all children in the school will make good or better progress. Ensuring high quality inclusive first teaching and assessment that is used effectively to inform subsequent teaching and required interventions. Through a range of professional development, monitoring activities and feedback, teachers will further develop their pedagogy and strategies to meet the needs of all. 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.

2. Targeted academic support for identified pupils - targeted intervention can support children to make accelerated progress in areas that they find difficult. We make provision for targeted academic support in small groups and on a one-to-one basis after careful analysis and use of assessment.

3. The use of wider approaches – our wider approaches will include support strategies to improve school attendance and parent engagement, support pupils SEMH needs and provide opportunities for pupils to engage in wider curriculum activities to support engagement with learning; including helping with the cost of educational visits for families.

Challenges

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

Challenge number	Detail of challenge
1	Phonics Assessment outcomes, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
2	Academic Achievement Internal and external assessments indicate that reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Comparative data analysis of baseline entry data and end of key stage 2 for Reading and Writing for disadvantaged pupils shows, although narrowing the attainment gap remains.
3	Oral Language Skill 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.
4	Attendance and Punctuality Although improving, 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. 35% of disadvantaged pupils have been 'persistently absent' compared to 27% of their non-disadvantaged peers during last academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.
5	Social, Emotional and Mental Health Needs Our observations, inclusion data analysis and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment and engagement in learning.

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 Phonics attainment among disadvantaged pupils.	Phonics outcomes in 2026/27 show that more than 70% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard. KS2 writing outcomes in 2026/27 show that more than 70% of disadvantaged pupils met the expected standard.
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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: - School attendance is in-line with national average with the attendance gap between disadvantaged and non-disadvantaged pupils narrowed. - 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%.
Pupils develop self-regulation and social and emotional learning strategies that support effective learning in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/2027 demonstrated by: - 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

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: £ 148,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed and ensure consistency of RWI to secure stronger phonics teaching for all pupils. Engage in development days that provide staff CPD from specialist consultant.	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	1
Internal and external CPD for staff. (Teaching & learning focussed and subject specific CPD)	‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ EEF (2021) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development ‘There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with some studies suggesting gains equating to more than two years’ progress in one year. These gains have been shown to be even greater for students from disadvantaged backgrounds (Wiliam 2016 and Timperley et al) thus having the potential to improve the life chances of all students.’ https://researchschool.org.uk/hisp/news/effective-teacher-cpd-and-cpd-leadership-what-does-it-look-like-in-schools	1,2,3,5.

Embedding Oracy approaches across curriculum, including dialogic activities such as high-quality classroom discussion, think pair share strategies and duel coding.	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
Continued 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	1,2,
Improve the quality of social emotional 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 SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	5

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Interventions (e.g. Talking Partners, , Wellcomm)	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:	3

	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	1
1:1/ small group teaching/intervention during the school day	Research by the EEF Toolkit has suggests that '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.' 'The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.' The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months) than for secondary age pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,5

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

Budgeted cost: £ 13,000

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	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

behaviour across school.		
Educational Welfare Officer support to improve attendance through implementation and support for development of policy and procedure.	Overall the analysis shows that as the level of overall absence across the relevant key stage increases, the likelihood of achieving key attainment outcomes at the end of KS2 and KS4 decreases. When controlling for other factors known to affect achievement, such as prior attainment and pupil characteristics, overall absence has been shown to have a statistically significant negative link to attainment.' <i>DFE (2016) - The link between absence and attainment at KS2 and KS1</i> An effective whole school culture of high attendance is underpinned by clear expectations, procedures, and responsibilities. <i>Working together to improve school attendance August 2024</i>	Educational Welfare Officer support
To support persistently absent pupils who are at risk of making poor progress. -Subsidise wrap around care for identified families in need of support. - Attendance support plans and meetings. -Incentives to motivate pupils to come to school more frequently. Implementation of DfE attendance guidance.	Attendance Interventions: Rapid Evidence Assessment (EEF, 2022) key strategies suggested: - Mentoring - Parental engagement - Responsive and targeted approaches - Teaching of social and emotional skills - Behaviour interventions - Meal provision - Incentives and disincentives - Extracurricular activities	4
Development of pastoral provision: Family Support Worker support and Welfare Assiatmt	The EEF Toolkit indicates that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months) Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also	1,2,3,4,5

	suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. However, parental engagement strategies have the risk of increasing attainment gaps, if the parents that access parental engagement opportunities are primarily from affluent backgrounds. It is crucial to consider how parental engagement strategies will engage with all parents. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Purchase resources	'...where resources were purchased, it was recognised by schools that they had an important role to play in supporting curriculum delivery.' DFE Use and perceptions of curriculum support resources in schools Research report - July 2018 CooperGibson Research https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722313/Use_and_perceptions_of_curriculum_support_resources_in_schools.pdf	
Contributions to wider school experiences and off-site visits.	"The review has provided evidence that children's attainment is positively influenced by the following : experiences at primary school an inclusive and engaging curriculum and access to a range of extracurricular activities" <i>Factors influencing primary school pupils' educational outcomes A literature review supporting the Five to Twelve study May 2024</i>	2,3,4,5
Improved SEMH provision – Senior Mental Health Lead	EEF Programmes to Practices Identifying effective, evidence based social and emotional learning strategies for teachers and schools	4,5
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: £261,220.00

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 previous academic year.

New Strategy Cycle 2024-2027.
See previous Strategy Summary for evaluation.

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
Times Tables Rockstars	Times Tables Rockstars
Primary Knowledge Curriculum – wider curriculum subjects	Primary Knowledge Curriculum – Knowledge Schools Trust
Mathematics Mastery Primary	ARK Curriculum Plus