



Sleights Church of England (Voluntary Controlled) Primary School

Working together to be happy; to flourish; to succeed through our Christian Values of perseverance, respect and trust.

Pupil Premium Strategy Statement

November 2023

Date of this interim review: November 2025

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
Number of pupils in school	116 (November 2025)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 ✓ 2024-2025 ✓ 2025-2026
Date this statement was first published	November 2023 (statement of action)
Date of this review	November 2025 (second interim review)
Date on which it will be next reviewed	Autumn 2026 (final review)
Statement authorised by	Scott Grason-Taylor, Headteacher
Pupil premium lead	Scott Grason-Taylor, Headteacher
Governor lead	Gemma Kellerman

Funding overview

Detail	Data
Pupil premium funding allocation this academic year	£39,400
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (24/25)	£39,400

Part A: Pupil premium strategy plan

Statement of intent

At Sleights, when making decisions about using Pupil Premium funding, careful consideration is given to our school catchment and challenges that face our children and the community. Alongside research and evidence from the Education Endowment Foundation (EEF), this strategy and plan is collated and reviewed each academic year to ensure that the additional funding received by the school is being well targeted and having a significant impact.

In our school, common barriers to learning include:

- Children's starting points in Early Years being typically lower than those nationally, particularly in communication and language.
- A range of external factors, including challenges to a full family at home, which impacts on attainment in school.
- Challenges to support and extend learning at home. For some parents, this can range to being unable to write and read, to not having time in the busy home schedule to support reading or homework.
- Difficulties in social, emotional and mental health. Challenges are identified and monitored, with links being made, in a number of cases, to incidents and events taking place at home.

The school is proud to serve a diverse catchment of families, who attend from a range of socio and economic backgrounds. This is recognised in index of multiple deprivation data (2019) which identifies Sleights within the top 40% of the most deprived areas nationally. In addition, data for the school also indicates high levels of deprivation, in comparison to national figures, as described below:

- 40% most deprived areas for income, education.
- 30% most deprived areas for employment, health.

<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

Our school vision focuses on "working together" so that our children, families and staff are happy, successful and flourish. We recognise that, in working collaboratively, it is important to identify the individual factors impacting a child, or their family. There is no one size fits all approach, so our secure understanding of the Sleights' children and families is used to tailor support as appropriate.

Formally, each term, our teachers and teaching assistants meet to review assessment data. Informally, each day, our teaching teams discuss assessment for learning and the impact of teaching and support in every lesson. It is this close work that enables staff to fully support and understand the challenges facing the children at Sleights.

Our intent and aims for supporting children at Sleights involve:

- ensuring that teaching and learning opportunities meet the needs of all the pupils.
- ensuring that appropriate provision is made for pupils with identified or known barriers to learning (academic or emotional).

Statement of intent continued

- Ensuring that the needs of all children, including those socially disadvantaged pupils are adequately assessed and addressed.
- To narrow the attainment gap between children identified as disadvantaged and non-disadvantaged pupils nationally and also within internal school data. A clear focus on ensuring children meet at least Fischer Family Trust (FFT) 20 targets, linked to progress inline with the top 20% of schools nationally.
- Ensuring access to wider curriculum opportunities, such as educational visits and/or residential. This is essential to us, in ensuring that children have first-hand experiences to use in the classroom.
- Supporting and encouraging children to learn an instrument at school.
- Providing high quality, specialist support for social and emotional mental health, through the employment of a play therapist.

We regularly and carefully review the challenges facing children at Sleights and tailor provision to ensure that their needs are understood and met. Our intention for the use of additional premium funding is to consider a range of strategies, targeted to close any attainment or social gaps. These strategies are not limited to, but may include:

- Allocating additional support staff hours, focused on catch up or booster support.
- Increasing the volume of adult to child ratio across school. We work on the ambition of one to ten (adult to child ratio)
- Purchasing of additional resources, targeted to support children's individual identified needs.
- Social and emotional mental health support with the school's play therapist.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge Number	Detail of challenge
1	It is observed that children's typical starting points in school are lower than the national expected standards. The school recognises the impact of Covid on the emotional wellbeing and school 'readiness' of some of the children who join our Pre-School. This is evident from practitioner observation and understanding across the Early Years Foundation Stage. Typically, children are joining with very little speech and limited social interaction with peers.
2	In assessments and observations across the Early Years, communication and language skills are consistently identified as a weaker area. This is particularly evident across children who are disadvantaged. This impacts negatively on phonics confidence and ability.
3	Across all phases in school, a number of external factors (including significant challenges and changes to homelife) have impacted hugely on the progress and attainment of some children, previously identified as meeting expected standards. This is evidenced through observation, discussion, assessment and external agency professional involvement. This impacts, but is not exclusive to, disadvantaged children.
4	Observation and understanding of our school families identifies that, in some cases, family support is variable, so children miss opportunities for additional practise and support at home. This is evident where children are not provided with opportunities to practise reading at home.
5	A range of factors have significantly impacted upon the social, emotional and mental health of a number of our children. A proportion of children impacted by social, emotional and mental health factors are disadvantaged.
6	The attendance of some pupils who are disadvantaged is lower than children in school who are not.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To build on existing strengths to ensure disadvantaged children in Key Stage Two meet benchmark targets from FFT20, based on prior attainment.	<ul style="list-style-type: none"> Attainment of disadvantaged children at the end of KS2 is inline or above with national disadvantaged data. End of KS2 progress scores are above national averages for disadvantaged children. In school data demonstrates a consistent improvement in the percentage of children meeting at least FFT20 targets.
To ensure disadvantaged children in Key Stage One meet the expected standard in the Year 1 phonics screening check, or Year 2 retest.	<ul style="list-style-type: none"> Taking into account the starting points and end of Reception attainment of the disadvantaged children, results are at least in line with national averages. As a result, children are ready to access the KS2 curriculum effectively.
To ensure disadvantaged children in the Early Years Foundation meet the expected standard and achieve Good Level of Development.	<ul style="list-style-type: none"> Assessment information for disadvantaged children in EYFS demonstrates a good level of development is being achieved in line with peers not considered disadvantaged.
To ensure the school's targeted offer of wellbeing support provides improvements to children's social and emotional understanding.	<ul style="list-style-type: none"> Children and families are supported to use and apply strategies to improve social, emotional and mental health challenges being faced. Early intervention for social, emotional and mental health
To ensure that on entry baseline judgements for children starting Pre-School at Sleights are rapidly improved upon starting the provision.	<ul style="list-style-type: none"> By the time children leave Pre-School, they have made rapid progress, so that they begin Reception in line with national expectations, particularly in areas relating to Literacy.
To close the attendance gap between disadvantaged pupils and those who are not.	<ul style="list-style-type: none"> The attendance gap between pupils who are disadvantaged and not at Sleights reduces over time. The attendance of disadvantaged pupils at Sleights increases over time and is at least in line with national.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for Early Years staff, relating to language development	Inline with EEF Professional Development guidance, training across school is targeted and changes to meet the needs of staff and children at that time (Implement professional development programmes with care, taking into consideration the context and needs of the school). Training is reflective of staff expertise and development areas, as well as challenges identified by the school at that time. Staff reports and feedback are strong about the training. Monitoring evidence demonstrates its impact in provision.	1, 2
All teaching staff complete weekly CPD bubbles, in addition to staff meeting time, to support focused and tailored development of provision.	Reducing the cohort size, or providing additional support to children through small or one to one provision is recognised by the EEF as positive impact. This provides additional scope and opportunities for high quality feedback and targeted teaching.	1, 3, 4
Ensuring teaching assistant support in classes to maintain small class/group sizes. This, in turn, ensures good levels of adult to child ratios for ongoing classroom teaching support. In larger classes, a ratio of 1:10 (adult : children) is adopted (£15,000)	Source: EEF Reducing Class Size (1) EEF Small Group Tuition (2)	3, 4
From September 2020, the school opened provision for two year olds, to ensure that children could be supported earlier. (£5000 contributed)	School's own data demonstrates the progress that can be made when a child starts in Pre-School. The EEF (2023) Toolkit estimates that: children who start to attend an early years setting before turning three make approximately six additional months' progress compared to those who start a year later.	1, 2

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Catch Up Programme resources (£500)	<p>Little Wandle is a validated DFE programme for phonics. Funding is used to purchase additional resources for phonics catch up, where children are not meeting expected attainment or progress milestones. The EEF identify that 'on average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.'</p> <p>Phonics support is also identified by the EEF as having +4 months progress.</p> <p>Source: EEF Phonics</p>	1, 2, 3
Sumdog (online learning platform) and other resources purchased to support continued learning/revision at home (£500)	<p>Homework is shown to have a +5 months progress impact. However, we also know from experience that parental engagement to support all children has a strong impact at Sleights.</p> <p>Source: EEF Homework</p>	1, 2, 3, 4
In addition to classroom support from teaching assistants, additional hours of support for children are provided through catch up sessions. This provides opportunities for small group tuition and, in some cases one to one tuition to close the gap. (£10,000)	<p>The Education Endowment Foundation Toolkit identifies small group tuition to make +4 months progress and one to one tuition +5 months. Targeted, tailored support, using high quality diagnostic evidence enables bespoke provision for children, ensuring the attainment and progress gap diminishes.</p> <p>Source: EEF Small Group Tuition EEF One to One Tuition EEF TA intervention</p>	1, 2, 3, 4

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of play therapist/emotional wellbeing nurse (£12,000)	<ul style="list-style-type: none"> Families and children who have engaged the services of the school's mental health nurse and wellbeing teaching assistant demonstrate improvements in understanding and articulating their worries. Individual caseload reviews identify the positive impact of children who have engaged with play therapy and other emotional wellbeing support. Social and emotional support is identified by EEF as +4 months progress. Source: EEF Social and Emotional Support 	4, 5
Paid places for disadvantaged children attending residential and extracurricular activities (£4,000)	<ul style="list-style-type: none"> The impact of accessing outdoor education is well documented. Throughout their time at Sleights, children use and build on skills developed to use outdoors. The upper key stage two residential provides a real-life opportunity to apply these skills. However, financial barriers can inhibit all children from attending. This additional funding item removes this barrier. 	4, 5
Additional support for families to access wrap around care, enabling (£1000)	<ul style="list-style-type: none"> Supporting wrap around care enables families to engage in a healthy breakfast. 	4

Total budgeted cost: £48,000

Part B:

Review of outcomes in the previous academic year

Pupil Premium Strategy outcomes to date

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year and year prior to this.

In February 2025, OFSTED identified that, at Sleights: **“Funding to support vulnerable pupils and school improvement priorities is carefully managed.”**

End of Year 2 Review (conducted autumn 2025)

To build on existing strengths to ensure disadvantaged children in Key Stage Two meet benchmark targets from FFT20, based on prior attainment.

July 2025 (Interim Review Year 2)

- In July 2025, 25% of the cohort in Year 6 were identified as disadvantaged. Of this group:
 - o 75% of pupils achieved expected standards in writing (nationally this was 59%)
 - o 50% of pupils achieved expected standards in mathematics
 - o 50% of pupils achieved expected standards in reading.
- Small cohort sizes make direct comparison against national challenging due to the percentage size of each child involved in the data set.

July 2024 (Interim Review Year 1)

- In July 2024, many additional challenges impacted the end of year attainment for a number of children in the Key Stage Two assessments. However, the school can demonstrate significant progress for these pupils, many of who were working towards nationally expected standards at the end of Reception. In addition, a significant amount of progress is recognised from intervention relating to emotional wellbeing and provision.
- In KS2 assessments 2023, in reading, writing and mathematics, the data for disadvantaged children at Sleights shows attainment is higher than national. In reading and writing, the data also demonstrates that that attainment is higher than children who are not disadvantaged at Sleights.

Attainment at KS2 (2023 SATS)



To ensure disadvantaged children in Key Stage One meet the expected standard in the Year 1 phonics screening check, or Year 2 retest

July 2025 (Interim Review Year 2)

- 82% of all pupils achieved the phonics screening check in Year 1 (11 pupils)
- Nationally, 67% of disadvantaged pupils passed this check. This is inline to Sleights, where 2/3 disadvantaged pupils passed the check.

July 2024 (Interim Review Year 1)

- In summer 2024, all children in Key Stage 1 met the expectations of the phonics screening check. This is the third year in a row at Sleights that 100% has been achieved successfully.
- In summer 2024, 100% at Sleights (all pupils) compared to national 79% (2023)
- In summer 2024, 100% at Sleights (disadvantaged) compared to national 67% (2023)
- No children in Year 2 were considered disadvantaged in the KS1 summer 2024 assessments.

To ensure disadvantaged children in the Early Years Foundation meet the expected standard and achieve Good Level of Development - interim review autumn 2024

July 2025 (Interim Review Year 2)

- In summer 2025, 82% of pupils in Early Years Foundation Stage achieved a Good Level of Development. This is compared to 67.7% nationally (2024). This cohort contains a number of children with high needs, including education, health and care plan (EHCP).
- In summer 2025, 67% of disadvantaged pupils at Sleights in Early Years Foundation Stage achieve a Good Level of Development. This is compared to 51.5% nationally (2023).

July 2024 (Interim Review Year 1)

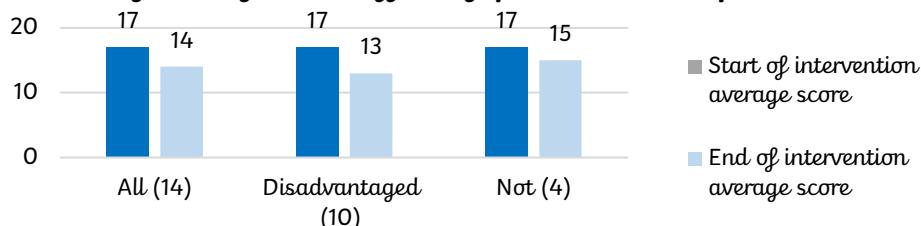
- In summer 2024, 92% of pupils in Early Years Foundation Stage achieved a Good Level of Development. This is compared to 67.2% nationally (2023).
- In summer 2024, 67% of disadvantaged pupils at Sleights in Early Years Foundation Stage achieve a Good Level of Development. This is compared to 51.6% nationally (2023).

To ensure the school's targeted offer of wellbeing support provides improvements to children's social and emotional understanding

July 2025 (Interim Review Year 2)

- Over the course of the academic year, the Play Therapist has carried out sessional work with 16 pupils. 12 were disadvantaged.
- Both quantitative and qualitative data continues to support improvements in pupils' wellbeing and emotional regulation who have accessed Play Therapy. The Goodman's Strengths and Difficulties Questionnaire is used to assess a baseline and review of Play Therapy intervention. A summary of progress can be identified below:

Changes to average Strength and Difficulty questionnaire responses

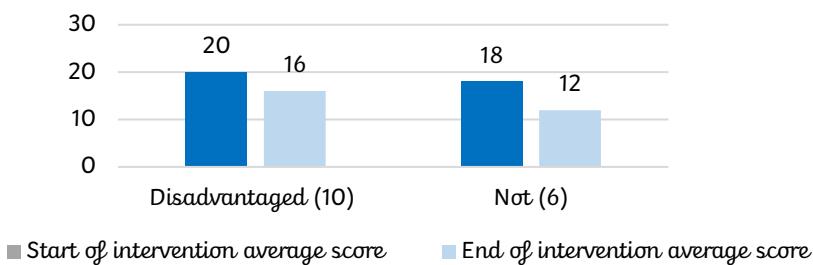


- Analysis shows that disadvantaged pupils and not typically started with the same, high level of concern. Following the intervention, on average, concern levels for all pupils reduces to medium concern.
- More progress is noted for disadvantaged pupils, who, on average, made double the amount of progress than their non disadvantaged peers. This group of children decreased the level of concern by 4. This compares favourably to those children who are not disadvantaged, who decreased their level of concern, on average, by 2.

July 2024 (Interim Review Year 1)

- Over the course of the academic year, the Play Therapist has carried out sessional work with 16 pupils. 10 have been disadvantaged.
- Both quantitative and qualitative data support improvements in pupils' wellbeing and emotional regulation who have accessed Play Therapy. The Goodman's Strengths and Difficulties Questionnaire is used to assess a baseline and review of Play Therapy intervention. The chart below shows the average scores for the group at the start and end of the intervention.

Changes to average Strength and Difficulty questionnaire responses



- Both groups of children demonstrate an improvement in their scores. The disadvantaged starting point is identified as "High concern" and decreases to "Medium concern". In a number of cases within this group, some children's scores have increased. This demonstrates that the children have a more secure awareness of their emotions and regulation, which supports their ability to make an informed assessment on themselves.

To ensure that on entry baseline judgements for children starting Pre-School at Sleights are rapidly improved upon starting the provision

- The impact of the ongoing staff training and additional support for children in the Pre-School is clear, as the new Reception cohort demonstrated strength in understanding and accuracy of GPCs upon arrival in September.

July 2025 (Interim Review Year 2)

- During the academic year 2024/2025, numbers in Pre-School remained stable. Efforts to continue supporting the most vulnerable from the earliest opportunity continue to create a positive impact on pupil attainment and progress. OFSTED (2025) identified that: "When children join the school in the early years, they are surrounded by opportunities to engage with words and numbers. Staff skilfully develop children's language through the questions they ask."

July 2024 (Interim Review Year 1)

- During the academic year 2023/2024, the number on role for the Pre-School increased to 35. This is the highest on record.
- To support growing need and demand, an additional staff member has been employed.
- All staff members have had ongoing training packages relating to developing phonics training. This training goes beyond the phonics programme Little Wandle, and focuses on building links in continuous provision. Additional resource materials have also been purchased to support this delivery.
- Further work is being targeted in Pre-School staff training to continue improving children's blending, as this has been identified as a deficit from initial Reception baseline.

To close the attendance gap between disadvantaged pupils and those who are not.

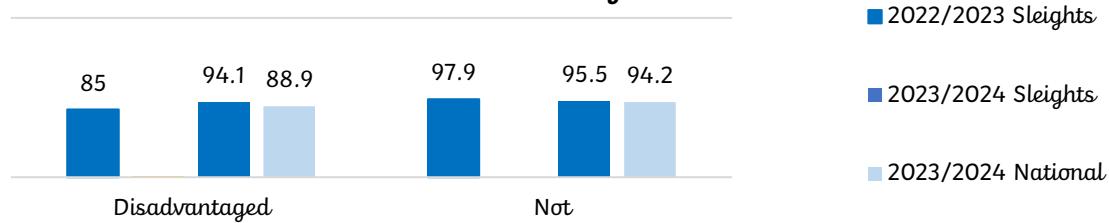
July 2025 (Interim Review Year 2)

- Continued analysis and attention on the attendance of all pupils has made a significant impact this academic year. The attendance of all pupils has risen in comparison to previous years, but the attendance of disadvantaged pupils is particularly strong.
- Disadvantaged pupils attendance at the end of the year was 95.6%, which was in the top 10% of all schools nationally.

July 2024 (Interim Review Year 1)

- Careful analysis and tracking of attendance and groups over the academic year has resulted in a reduction in the gap between pupils in comparison to last academic year.
- Pupils who are disadvantaged at Sleights attend more than the same group of children nationally. This picture improves over time.
- The school recognises that further work will continue this year to close this divide further.

Attendance analysis



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
Play Therapy and Emotional Wellbeing Nurse	Mel Randell, Creative Approaches to Emotional Wellbeing
Little Wandle: Letters and Sounds Revised Phonics Programme	Little Wandle https://www.littlewandlelettersandsounds.org.uk/
Numberstacks: Mathematics Intervention	Numberstacks https://www.numberstacks.co.uk/
Number Sense: Mathematics Teaching Resources	Number Sense https://numbersensemaths.com/

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Sleights did not receive any additional funding for service pupils.
What was the impact of that spending on service pupil premium eligible pupils?	N/A