

Pupil premium strategy statement – Sladefield Infant School (December 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	266
Proportion (%) of pupil premium eligible pupils	45.7%
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)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 December 2027 December 2028
Statement authorised by	Rob Meadows (HT)
Pupil premium lead	Rob Meadows
Governor / Trustee lead	Kelly Jordan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,920
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>	£193,920

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to support all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum, with all pupils accessing our broad and balanced curriculum offer. We believe that, only by having the highest expectations of all learners, can the highest possible standards be achieved. We also value the importance of every child at Sladefield Infant School, and believe that they are entitled to feel safe, respected and supported so that they are ready to enjoy school, learn, and be successful.

To achieve this, our Pupil Premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

As such, our targeted intervention and support strategies are deployed in order to:

- continue to improve levels of attainment and progress, especially in core subjects
- specifically enhance reading, writing, mathematics and communication skills for those children who require targeting
- engage and develop learning through extra-curricular provision
- have a clear focus on all disadvantaged pupils, including those with SEND, and more able pupils
- support all pupils in becoming aspirational, confident and successful learners
- ensure that the mental health and wellbeing of our community is at the forefront of our ethos and provision
- ensure teaching is effective and that staff have the opportunities to develop their skills
- improve attendance, especially for those children who have poor attendance rates, and those who are underperforming.

We will ensure that our capital investment is in high-quality, evidence-based approaches, thus spending on proven projects and ensuring that all expenditure has a secure basis for success.

Challenges

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

Challenge number	Detail of challenge
1	Year-on-year, we have a number of children who can not access the curriculum offer without additional support. Currently, there are 6 children in EYFS and 7 children in Key Stage 1 who are supported by additional adults, in designated rooms, yet the funding provided does not match this level of support.
2	Increasingly, new starters mid-year, irrespective of Year Group, often have limited or no previous school experiences, and many have very poor English acquisition (both themselves and family members).
3	Families with low incomes who are suffering financial hardship may require additional support to access the complete school experience.
4	Some of our disadvantaged children need support with managing their feelings and need help to build resilience, to enable them to engage with all their learning opportunities.
5	Lower than average attendance and increased lateness amongst our disadvantaged community impacts of their learning experiences and readiness to learn.
6	Many of our children, including those that are disadvantaged, don't have English as their first language, and rarely have opportunities to speak in English when not in school.
7	Increased numbers of disadvantaged children with complex needs, including speech and language needs, poor social communication, poor working memory, attention difficulties and poor motor skills.
8	Limited life experiences, eg sports clubs, career pathways, life skills, impact the aspirations of our disadvantaged children.
9	On entering Reception, many of our children have poor communication skills and require targeting to enhance speech and language needs.

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
Teaching and Learning	
High quality teaching experiences and targeted interventions will support our disadvantaged children to make accelerated progress across the core curriculum.	At data capture points the gap between disadvantaged and non-disadvantaged children will narrow. This will be evident in the data and through pupil progress meetings with teaching staff. Disadvantaged children will make accelerated progress.
Adaptations made to the non-core curriculum will ensure our disadvantaged pupils will have wide and varied experiences enabling them to gain the knowledge and skills they need to succeed.	All our children, including the disadvantaged pupils, will share the same rich experiences that will enable them to demonstrate they have gained the required knowledge and skills across the non-core curriculum, demonstrated through book scrutinises, pupil voice and planning.
Utilise the Wellcomm programme, to support the development of Oracy skills, specifically in EYFS, but also across KS1 through Associate Teacher delivery.	At least 90% of pupils make expected progress when assessed at end of support period, with at least 45% making accelerated progress.
Provide leaders the opportunity to model/team-teach/observe teaching in their subject to enhance provision and leadership knowledge in their subject.	Leaders are more knowledgeable regarding the subject they lead and can support colleagues where required.
Utilise Pupil Book Study initiative to support pupils in being able to articulate their learning more effectively.	During Pupil Voice sessions, pupils can confidently talk about their learning and can retrieve more about the contents of their learning.
Embed targeted support across KS1 through the use of an additional teacher	Increase in the number of children reaching ARE at the end of the academic year in Year 1 & Year 2.
Mental Health & Wellbeing	
Targeted support will continue to be put into place for children demonstrating limited mental health & wellbeing, as identified by class teachers and/or DSLs.	A decrease in the number of pupils being supported by Learning Mentor / Family Support Worker.

Develop trauma-informed practice across the school, utilising the expertise of staff who have received enhanced training.	The whole school community is utilising trauma-informed practices in order to enhance the pupils' mental health and wellbeing.
Work alongside Compass to provide ongoing support for identified children and families to complement the school's pastoral offer.	Wider network of families (including children with older siblings that may require support) being supported.
Embed 'Zones of Regulation' and 'Stormbreaks' into daily provision.	Children are able to self-regulate more effectively, therefore accessing their learning more appropriately.
Train pupils (and relevant staff) to act as Peer Mediators at playtimes and lunchtimes.	There is a decrease in the number of friendship conflicts occurring during playtimes and lunchtimes; children are able to resolve conflict more confidently themselves.
Achieve a Wellbeing Award.	The whole school community recognise the importance of having a positive mental health and wellbeing agenda, and all stakeholders can recognise how to improve their own mental health and wellbeing.
Organise bespoke activities for pupils that might support their mental health and wellbeing (eg. Thai Boxing, Yoga)	Attending children have strategies to channel their negative thoughts and feelings, identified in feedback with Nurture staff.
Provide counselling for any staff who require additional mental health & wellbeing support.	Decrease in staff absences, thus leading to greater teaching continuity for disadvantaged pupils.
Provide supervision for all staff.	Staff will have more resilience to face challenges, and will have developed strategies in order to cope better with challenges; this, in turn, will lead to improved teaching
Attendance & Punctuality	
Attendance and punctuality incentives and consequences will encourage the disadvantaged parents and children be in school every day on time.	Increase in attendance figures for disadvantaged pupils; attendance figures are increasing and closing in on National figures.
Specific targeting of persistent absenteeism, including through the use of the 'Support First' process, will see an increase in attendance for identified pupils.	There is a measurable improvement in attendance for targeted disadvantaged children.
A more strategic approach to attendance is maintained by the school, specifically through	As above.

the daily action plan meetings held with the Attendance Team.	
SEND	
Robust internal Plan, Do, Review SEND cycles, involving the disadvantaged children and parents, will enable timely interventions and appropriate referrals to outside agencies to gain the targeted support children need.	Parents of disadvantaged families will feel supported and their children will get the interventions they need.
Employment of Teaching Assistants to provide SMART targeted support for individual pupils, working specifically on individual needs as identified on the Audit Continuum.	Evidence on completed Audit Continuums show that progress has been made by individual pupils receiving support.
Set up 'enhanced provision' rooms to support pupils with the most complex needs.	All children within 'enhanced provision' rooms can demonstrate small-step progress against individualised targets as identified in review meetings.
Work alongside outside agents in order to develop appropriate support for children with ASD, offering bespoke provision suitable for the needs of the individual pupils at Sladefield.	Staff have knowledge and techniques to help support pupils with ASD, meaning that they can make appropriate progress in their learning.
EAL	
EAL support Teaching Assistant to be employed to provide support for children whose English is a significant barrier to their learning, including those new to the country.	Evidence of accelerated progress will be seen at data capture points.
Targeted support staff to evaluate successes regularly in order to see whether children being targeted are demonstrating taught skills in classroom environment, independently.	Evidence in lessons that children are transferring their learnt skills and knowledge into the classroom environment.
Additional Support (Funding & Opportunities)	
Families that would otherwise be financially excluded from attending school trips will be supported as appropriate.	Contributions to education visits will mean no disadvantaged children will be excluded from taking part.
Provide specific opportunities for extra-curricular clubs to be specifically aimed at those in receipt of Pupil Premium funds.	The % of Disadvantaged pupils who have actively engaged in an extra-curricular activity has increased.
Ensure families are aware of the fact that school uniform can be cost-effective, and provide free uniform for those who may need it.	Financially-challenged families do not need to spend unnecessary funding on school uniform.

Engage with local outside agents to provide assemblies in order to promote a work ethic, specifically targeted at boys so that they can see and hear from positive male role models.	Feedback from boys questioned indicate that they have positive aspirations for when they are older.
Family Support	
Where required, families will be supported by a key member of staff (Family Support Worker/Learning Mentor) who will be able to signpost disadvantaged families to appropriate services to gain the help they need.	A higher proportion of our disadvantaged children will arrive at school ready to learn.
Provide regular opportunities for parents/carers to meet together to share experiences.	Parents/Carers that feel less engaged in the school community can become more involved.

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: £80,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective ongoing CPD to improve the teaching in all subjects – subscription to National College	Staff have ready access to National College so that they can self-develop, or be signposted. Effective Professional Development EEF	1,2,4-7,9
Continue to develop the use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (Success for All) across the school.	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 EEF (educationendowmentfoundation.org.uk)	2,6
Continue to embed an Oracy programme that allows children to develop their spoken language and the ability to actively engage in	Evidence suggests that high-quality oral intervention will lead to greater outcomes in all subject areas, as well as developing confidence in pupils.	2,6,9

higher-quality conversation	Oral language interventions Teaching and Learning Toolkit EEF	
Effective ongoing CPD linked to ASD.	The number of children with ASD has increased; this training will enable staff to support those children with ASD more effectively. Effective Professional Development EEF	1,4,7
Continue to develop teaching of the Arts through the use of a specialist teacher developing the teaching of all. Achieve the Gold Arts Mark.	There is good evidence to suggest that the involvement of a high-quality Arts provision within the curriculum leads to improved academic success in core subjects. Arts participation EEF (educationendowmentfoundation.org.uk)	1-4,7,8
Provide targeted interventions across KS1 through the use of an additional teacher.	There is strong evidence that providing small-group tuition, led by a teacher who is knowledgeable in the delivery of the core subject-curriculum, can benefit disadvantaged pupils. Small group tuition EEF	2, 6, 9
Create 'enhanced provision' classes for those children with most complex SEND needs.	Providing bespoke teaching and learning, led by SEND specialist teaching, will ensure greater progress for those children with most complex needs, and will also enable more able pupils to be successful. Reducing class size EEF	1,4,6-9
Develop teaching that considers meta-cognition and self-regulation (especially through the delivery of Maths Mastery)	Evidence indicates that teaching that follows the seven-step model is the most effective method of delivery as it builds on prior knowledge and allows for small-step progression. Metacognition and self-regulation EEF	2,6,7
Enable pupils to articulate their learning more effectively through the development of the Pupil Book Study initiative.	Research indicates that allowing pupils to discuss their learning in a specific way will ensure that they remember and can retrieve more. Teacher Feedback to Improve Pupil Learning EEF	2,6,7,9

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

Budgeted cost: £37,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions in Key Stage 1.	<p>Additional support linked to core subjects, aimed at those children 'just below' will enable selected children to catch-up more rapidly.</p> <p>Teaching Assistant Interventions EEF</p>	2,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2,6
Utilise specific reading strategies and interventions to support reading comprehension (Bookmark)	<p>Past use of Bookmark has proven success rates; the Reading Fluency intervention has been previously trialled by DfE with known success.</p> <p>Reading comprehension strategies EEF</p>	2,6
Continue to use a language and communication toolkit to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (Wellcomm)	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,6,7,9

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

Budgeted cost: £76,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and developing the role of attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Develop provision of Mental Health & Wellbeing by:</p> <ul style="list-style-type: none"> -embedding trauma-informed practice into the whole-school provision -working with Compass to offer wider opportunities to our wider community 	<p>The various support packages made available will further enhance our offer of Mental Health & Wellbeing support, which will include supporting families within the community and siblings that do not attend our school.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1,3,4,5,7,8
<p>Provide specific opportunities to improve pupil resilience and wellbeing, including through the introduction of 'Zones of Regulation' & 'Stormbreaks'</p>	<p>Pupils have been identified who may benefit from specific interventions that will improve resilience and wellbeing.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	3,4,7,8
<p>Continue to develop the roles of the Nurture staff so that they can support pupils and families with varying needs, including behavioural, and personalising their approach to the individual case.</p>	<p>CPD for our Nurture staff has meant that they can use strategies and programmes to support pupils, largely to improve their self-regulation; develop social and emotional skills; improve social behaviours.</p>	1,2,3,4,8

	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	
Contributions towards the cost of trips so no disadvantaged child is excluded from the experience.	<p>Due to the deprivation indicator in the area of the school, we are aware that many of our families would not be able to afford the various experiences we would like the children to have, many linked to the Arts and wider curriculum. The school's contribution means that no child will miss out.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	1,3,8
Providing support for families that are struggling financially to provide school uniform / PE kit	<p>The Government have provided non-statutory guidance that schools should support families who cannot afford school uniforms; our policy reflects this.</p> <p>School uniforms - GOV.UK (www.gov.uk)</p>	3,4
Contingency fund for acute issues.	<p>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.</p>	All

Total budgeted cost: £193,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

- In EYFS, the percentage of disadvantaged children reaching GLD was 76% whilst the overall national level was 51%; this is a differential of +25%.
- In Year 1 Phonics, 81% of disadvantaged pupils met the Phonics Screening Check expectations compared to 67% nationally. This was also an increase of 11% compared to the previous year at Sladefield.
- At the end of Year 2 Phonics, 87% of disadvantaged pupils met the Phonics Screening Check expectations, compared to 81% nationally.

These key performance indicators against national figures indicate that disadvantaged children at Sladefield achieve either in line with, or better than, the national picture.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that:

- The number of disadvantaged pupils on the school's 'vulnerable' list has decreased, showing the success of our Nurture and wellbeing work
- Attendance of disadvantaged pupils has increased by 0.9% compared to the previous academic year, and was above the national figure by 0.5%
- Persistent absence of disadvantaged pupils dropped almost 15% from the previous year, and was 6.1% lower than the national figure
- 88% of EYFS pupils having Wellcomm targeted support made expected or better progress
- 93% of Year 2 pupils targeted through Bookmark reading made at least expected progress, with 65% reaching ARE at the end of the year
- 90% of pupils targeted in Phonics across KS1 met the Phonics Screening Check pass mark
- 90% of staff have accessed at least 3 training modules through National College
- We now have 5 Mental Health First Aiders trained at the school, meaning that we have a depth of knowledge to draw on to support pupils and adults who may have a mental health need
- We now have 2 staff trained in trauma-informed practices, both with a diploma, who are disseminating learnt practices and procedures across the school community over the academic year
- All children accessing our 2 'enhanced provision' rooms have made accelerated progress when reviewed during SEND review meetings

- Staff feedback has indicated that the use of Pupil Book Study has been instrumental in finding out what the children know and can retrieve from past learning, therefore making monitoring much more meaningful

Based on all the information above, the performance of our disadvantaged pupils met our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the ongoing work linked to Mental Health & Wellbeing has positively impacted on a vast amount of school life, including academic progress and attainment. We also believe that the specific targeted interventions have positively contributed to 'close the gap' for identified disadvantaged pupils. The financial support we offer disadvantaged pupils in terms of trips and uniform mean that all children get to access the wider curriculum and there is no stigma attached to them attending school.

We have reviewed our strategy plan and made limited changes to how we intend to use some of our budget this academic year; this is largely due to the successes our previous offer had, and the positive outcomes identified.

Externally provided programmes

Programme	Provider
1-1 Reading Support	Bookmark
Wellcomm	GL Assessment
Arts Award	Arts Mark
Mental Health TIAS Training	BEP
Mental Health & Wellbeing Support	Compass
Pupil Book Study	Alex Bedford (through BEP)
Online CPD	National College
Phonics Development	Success for All
Oracy Development	Voice 21
ASD Training	C/AT
Maths Mastery	Maths Hub

