



Pupil premium strategy statement – Sledmere CofE VC Primary School

School overview

Detail	Data
School name	Sledmere CofE VC Primary School
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Peter Richardson
Pupil premium lead	Peter Richardson
Governor / Trustee lead	Andrew McCormack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,665
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,665



Part A: Pupil premium strategy plan

Statement of intent

- *To achieve in line with national expectations from their starting points or better.*
- *To match the progress, they are capable of.*
- *We want to widen pupils' horizons and to continue to equip them with Growth Mindsets so they aim high and reach their potential.*

Challenges

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

Challenge number	Detail of challenge
1	Enhancing writing skills in all pupils
2	Social and emotional issues limit curriculum access
3	Lack of cultural capital affects curriculum access
4	Enhancing maths skills in all pupils
5	Enhancing learning behaviours (metacognition)

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
All staff to have received in-house high quality training on writing, maths and inclusion.	100% of staff will have received writing, maths and inclusion training. Increased % of pupils reaching expected and greater depth within the standard across school in writing and maths.
Social and emotional issues limit curriculum access.	When baselined these children are more positive about learning. We are able to



	provide emotional support in a timely fashion. There are fewer incidents of upset children and children who display maladaptive behaviours. Continued high quality support for all pupils.
Provide children with opportunities to add cultural awareness so that they are able to access the curriculum and achieve.	Children have a wide range of experiences which enable them to be able to access the curriculum. Children are able to articulate the kinds of experiences which they feel they need in order to succeed. Experiences continue to be broad and children are excited about learning and eager to attend. Pupils are more confident about accessing the curriculum due to the opportunities which complement their learning.

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: £3016

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff who are undertaking ITT training	Continued collaboration with Vantage Teaching School and Bishop Grosseteste University	2 and 4
CPD for all staff on maths	See Ofsted Framework	1, 2 and 5



CPD for all staff on high-quality inclusion	See Ofsted Framework	2 and 5
CPD for all staff on writing	See Ofsted Framework	1, 2 and 5

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clicker	National Literacy Trust – helps pupils overcome barriers; facilitates self-expression; improves self-regulation, resilience and promotes inclusivity	1 and 2
Maths resources to support maths in the real world. For example, money, banking and possible shop	This has been recommended for the new curriculum	4 and 5
Precision teaching	SEN COP 2015 Review Journal of Autism and Developmental Disorders EEF 2025	1 and 2
In-class support targeted to individuals Class 1, Class 2 and Class 3	Quality targeted support will enable these individuals to improve speaking skills, whilst immersed in high quality lessons	1, 2 and 5
CPD opportunities for teaching assistants on Quality First Teaching strategies in all subjects	Increased knowledge of practitioners about expectations and best practice	1,2,4 and 5
ELSA interventions	ELSA Network – social learning theory. Recommended by ERC specialist teachers and EP	2 and 5



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

Budgeted cost: £8,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to visits (including Residential)	See research from Ofsted and French sociologist Pierre Bourdieu (1970s)	3 and 5
Access to Picture News	See research from Ofsted and French sociologist Pierre Bourdieu (1970s)	3 and 5
Breadth of visitors including Madame Ruze (MFL)	See research from Ofsted and French sociologist Pierre Bourdieu (1970s)	3 and 5
Access to extra-curricular activities (including Forest Schools, cooking and gardening)	See research from Ofsted and French sociologist Pierre Bourdieu (1970s)	3 and 5
Supporting work on aspirations/ careers	See Ofsted Framework	2, 3 and 5

Total budgeted cost: £16665



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 2024 to 2025 academic year.

- Multiplication Tables Check = Y4 – Average score 21.6 (National = 20.6)
- 2x pupils scored 115 in Maths which is greater depth within the standard
- 2 x pupils scored 116 and 120 in Reading which is greater depth within the standard
- 1x pupil from a neighbouring school who is SEN and was pre-key stage on arrival reached EXS in R,W,M, Sc and GPS
- 1x pupil from a neighbouring school who was also pre-key stage on arrival reached EXS in GPS and R

KS1 – KS2 progress

- 100% of Pupil Premium pupils made above expected progress in maths and 100% made above expected progress in writing
- 80% of SEND pupils made above expected progress in maths and reading and 66.7% made above average progress in writing

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
Read Write Inc	Ruth Miskin



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



Further information (optional)

--