



# Slade Primary School Pupil Premium Strategy 2020/2021

1. Summary information							
School	Slade Primary School						
Academic Year	2020/2021	Total PP budget		£63,835	Date of most recent PP Review	2 <sup>nd</sup> May 2017	
Total number of pupils	420	Total number of pupils eligible for Ever6 FSM	41	Total number of pupils eligible for FSM	38	Date for next internal review of this strategy	TBC
External Achievements							
Following the completion of the Achievement for All (AfA) programme, we were awarded with the AfA Quality Mark in September 2018.							

2. Desired Outcomes and barriers to future attainment		
Desired Outcome	Internal and External Barrier/s	Success Criteria
1. Diminish the difference between pupil premium pupils and non-pupil premium pupils in Reading by the end of KS1.	<p>End of KS1 outcomes show that Pupil Premium pupils are still slightly below non-Pupil Premium pupils in Reading, particularly the girls.</p> <p>Phonics outcomes show that Pupil Premium pupils are below non-pupil premium pupils at the end of Year 1 and end of Year 2 re-takes.</p> <p>The initial gap analysis from teacher assessment following school closures indicates across KS1 that pupils need additional support with their phonics and sight vocabulary. Teachers have identified the need to re-visit previous phases in phonics in order to close the gaps.</p>	<ul style="list-style-type: none"> <li>• Pupils eligible for Pupil Premium are broadly in line with or above March 2020 data by the end of the academic year.</li> <li>• The gap between Pupil Premium pupils diminishes each year during KS1 in Reading.</li> <li>• Pupils eligible for Pupil Premium achieve the expected standard in Reading by the end of KS1.</li> <li>• Pupils eligible for Pupil Premium achieve the expected standard in the phonics screening</li> </ul>

<p>2. Diminish the difference between pupil premium girls and non-pupil premium girls in Reading, Writing and Maths by the end of KS2.</p>	<p>By the end of KS2, the gap between the pupil premium girls and non-pupil premium girls' increases compared to the gap between the boys in Reading, Writing and Maths.</p> <p>There are 9 pupil premium pupils in KS2 that have a special educational need which means they are not able to access the same curriculum as their peers.</p> <p>During school closures, engagement in remote learning was mixed with 10 of the PP pupils showing very limited engagement.</p> <p>Teachers have completed an initial gap analysis following school closures and have identified not only the previous year group's objectives that need to be covered but the misconceptions that have arisen from home schooling.</p>	<ul style="list-style-type: none"> <li>• Pupils eligible for Pupil Premium are broadly in line with or above March 2020 data by the end of the academic year.</li> <li>• The gap between girls eligible for pupil premium diminishes each year during KS2 in order to be at least in line with their peers.</li> <li>• Pupils eligible for Pupil Premium that also have a special educational need make good progress against their SEN outcomes.</li> </ul>
<p>3. Pupil Premium Pupils to have developed strategies to improve their behaviours for learning in order to have a positive impact on their learning</p>	<p>The whole school 'Barriers and Needs' analysis showed that a high number of pupils have limited behaviours for learning with concentration, experiences and memory amongst the highest across the school.</p> <p>The engagement in learning during school closures for those not in school showed 39% did not engage fully in learning.</p>	<ul style="list-style-type: none"> <li>• Pupil premium pupils will achieve in all areas of the curriculum by the end of each key stage to be in line with non-pupil premium pupils</li> </ul>
<p>4. Children's wellbeing will be catered for which will have a positive impact on their learning.</p>	<p>Up until school closures on the 20<sup>th</sup> March, Pupils Premium attendance was 93%. This is compared to 96.4% for all pupils.</p> <p>10 pupils had an attendance up until the 20<sup>th</sup> March of below 90%.</p> <p>Autumn 2020 KS2 PASS results show that 'Perceived learning capability' and 'self-regard as a learner' indicate a lower score to non PP pupils. However, attitudes to teachers comes out slightly above.</p> <p>Autumn 2020 KS1 PASS results show that PP pupils are broadly in line with non-PP pupils in all areas except for 'Response to learning' which is slightly below.</p>	<ul style="list-style-type: none"> <li>• Gaps in PASS reports to diminish between PP and non-PP pupils.</li> <li>• Pupil premium pupils will achieve in all areas of the curriculum by the end of each key stage to be in line with non-pupil premium pupils</li> <li>• Pupil premium pupil attendance to be at least in line with whole school attendance</li> </ul>

## 5. Planned expenditure for 2020/2021

Item/Project	Responsibility and Cost	What is the evidence and rationale for this choice?	Objectives/Milestones	Monitoring	Review date
<b>Quality of Teaching and Learning</b>					
Reading Professional Development	£3000 English Leaders	<ul style="list-style-type: none"> <li>As indicated in the statutory data, reading is a focus not only for the school but for pupils in receipt of Pupil Premium funding.</li> <li>It has been identified by our English Leaders the need to review how reading is taught across the school to ensure there is consistency in order to improve pupil progress.</li> <li>It has also been identified through teacher voice the need for updated professional development on Reading to ensure all members of staff are confident with the skills needed to teach reading.</li> </ul>	<ul style="list-style-type: none"> <li>T4R to have been rolled out to all staff by the end of the year to ensure there is a consistent approach to reading</li> <li>Staff to be confident by the end of the academic year how they are teaching reading</li> <li>English leaders to have identified appropriate training for all members of staff including support staff</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Meetings</li> <li>Pupil Progress Meetings</li> <li>Learning Walks</li> <li>Teacher Voice</li> <li>Pupil Voice</li> <li>English leaders action plan</li> </ul>	Termly
Reading is prioritised across the school	£3000 English Leaders	<ul style="list-style-type: none"> <li>Due to school closures, it is important that reading attainment is assessed and gaps are addressed quickly and effectively for all pupils in order for them to be able to access all areas of the curriculum.</li> <li>English leaders have identified the need for pupils to be able to access a wide range of high quality books as part of our home reading offer in order to accelerate reading progress.</li> </ul>	<ul style="list-style-type: none"> <li>High quality home reading books are made accessible to all</li> <li>Pupils are regularly assessed to ensure their home reading book meets their needs and enables them to make progress</li> <li>Reading corners are developed in all classrooms and across the school in order to demonstrate a love for reading</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Pupil Voice</li> <li>English leaders action plan</li> <li>Pupil Progress Meetings</li> </ul>	Termly
Development of Reading room and corridor	£3000 Reading recovery curriculum group	<ul style="list-style-type: none"> <li>With reading currently being a school priority, it is important that all children have the opportunity to accelerate their progress. The 'Group Room' is currently used for small group intervention but is very unloved and cluttered which means it is not a suitable space for children to use. It is particularly important that this space is developed into a more engaging and inspiring room as a high number of pupils from a disadvantaged background and those working at a lower ability use this room.</li> </ul>	<ul style="list-style-type: none"> <li>HT/DHT to meet with Artist in Residence and agree project outcomes, timeline and cost by end of Term 1</li> <li>Artist in Residence to work with the Recovery Curriculum Group to plan and design what the space will look like by end of Term 2</li> <li>Space to be completed by Term 3 or 4.</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Pupil voice</li> <li>Reading recovery curriculum group minutes</li> </ul>	Termly

		<ul style="list-style-type: none"> <li>The aim is to create a space which is inspiring and engaged to those that use the room which also reflects the children's love for reading.</li> </ul>			
Conferencing Teaching Assistants for each phase	£34000 Deputy Head Teacher	<ul style="list-style-type: none"> <li>Conferencing Teaching Assistants have continued to have a positive impact on PP pupils since their introduction in 2016/2017 following a review with regards to how TAs are deployed across the school</li> <li>Conferencing TAs provide immediate, individualised verbal feedback which is recognised by the Education Endowment Foundation as having a positive impact on learning by 8 months with little cost</li> <li>Evidence of impact on identified pupils is shared regularly at the Pupil Progress Meetings which are attended by the Conferencing TAs</li> <li>The role of the Conferencing TA was commended during our Achievement for All accreditation in September 2018 as we were able to demonstrate examples of individual children which had resulted in rapid, accelerated progress.</li> </ul>	<ul style="list-style-type: none"> <li>Conferencing TAs have a good understanding of the needs of the PP pupils and provide appropriate support in liaison with the class teacher</li> <li>Conferencing TAs use the barriers and needs analysis to target their support in order to ensure it is personalised for each child they support</li> <li>All teachers understand the role of the Conferencing TA and deploy them appropriately in order to have a positive impact on pupil progress</li> <li>Pupils make good progress against their individual targets</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks</li> <li>Pupil Progress Meetings</li> <li>Performance Management</li> <li>Pupil Voice</li> <li>Impact tracking document</li> </ul>	Seasonally
Speech and Language Sessions	£10000 Inclusion leader	<ul style="list-style-type: none"> <li>Speech and Language continues to be an area for development for a number of pupils across the school for two reasons:</li> <li>One reason is due to changes in the demographic of the school community which is seen through low starting points for some children in the EYFS</li> <li>Second reason is due to individual children needing additional speech and language support</li> <li>Previous speech and language support has had a positive impact on children's development and is therefore a source of provision we will continue to invest in</li> <li>Communication and language continues to be a priority as recognised by the Kent County Council research project as well as from our own analysis of pupils in school</li> <li>The relationship we have with our speech and language therapist allows us to personalise the support for the children we currently have in school</li> </ul>	<ul style="list-style-type: none"> <li>Communication and Language to be above national for EYFS Pupil Premium pupils</li> <li>Identified pupil premium pupils with S&amp;L and communication issues to achieve well against their set targets</li> </ul>	<ul style="list-style-type: none"> <li>Impact reports from Speech and Language therapist</li> <li>Pupil Voice</li> <li>Pupil Progress Meetings</li> </ul>	Seasonally
Forest School	£5000 Forest School Leader	<ul style="list-style-type: none"> <li>Due to the additional needs of some of our pupil premium children and their home situations, we have identified the need for pupils to have the opportunity to take part in outdoor learning.</li> </ul>	<ul style="list-style-type: none"> <li>Forest School areas are set up periodically over the course of the year</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Progress Meetings</li> <li>Learning Walks</li> </ul>	Seasonally

		<ul style="list-style-type: none"> <li>The studies from the Education Endowment Foundation shows that adventure learning interventions consistently demonstrate positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.</li> <li>An evaluation into Forest Schools which was carried out by The New Economics Foundation showed how children having access to Forest School can increase confidence, social skills, communication as well as knowledge and understanding. These are all skills which we feel our identified children need to improve on.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have fortnightly access to Forest School</li> <li>Wellbeing and engagement of identified pupils to be tracked and an increase to be seen over a period of time</li> </ul>		
<b>Targeted Support</b>					
Family Liaison Officer (FLO)	£1,200  Inclusion Leader	<ul style="list-style-type: none"> <li>Over the last 2 – 3 years we have seen an increase in the amount of families needing to be referred to Early Help which demonstrates to us the need for early intervention with some of our families</li> <li>Recent changes in the local area, including the development of new housing, has altered the demographics of the school community</li> <li>By continuing to have the position of a FLO in school it helps to build capacity within the team in order to better support families across the school</li> <li>Since the introduction of the role in September 2018, the FLO has supported a high number of pupil premium and non-pupil premium families across the school for a variety of reasons</li> <li>For 50% of pupil premium pupils, home stability is a factor</li> </ul>	<ul style="list-style-type: none"> <li>Identified families are provided with the support needed and improvements are quickly seen</li> <li>Identified pupils supported by the FLO demonstrate positive learning behaviours in all lessons</li> <li>Identified pupils supported by the FLO make good progress from their starting points in R/W/M</li> <li>Identified pupils to have achieved an average of 95% for their attendance by the end of the academic year</li> </ul>	<ul style="list-style-type: none"> <li>DSL Meetings</li> <li>Inclusion Leader/FLO meetings</li> <li>Attendance Reports</li> <li>Pupil Progress Meetings</li> <li>Learning Walks</li> <li>Pupil Voice</li> </ul>	Seasonally
<b>Other Approaches</b>					
Pupil Premium Promise  <ul style="list-style-type: none"> <li>Breakfast Club</li> <li>School Uniform</li> <li>PE Kit</li> <li>Extra-curricular after school club</li> <li>Curriculum Trips</li> <li>School Journey (Year 6)</li> </ul>	£2000  Deputy Head Teacher	<ul style="list-style-type: none"> <li>We have identified the need to ensure all pupils eligible for Pupil Premium receive the items listed as a bare minimum to enable them to have a similar starting point to their peers. Items have been chosen for the following reasons:</li> <li>Research indicates that pupils who have eaten will have an increased level of concentration and engagement</li> <li>By providing these spaces in the past, it has helped to remove the barrier for those pupils that have poor attendance/punctuality; prepare pupils for the day's learning and provide parents with support when required</li> </ul>	<ul style="list-style-type: none"> <li>Identified pupils to have received a good breakfast and have a positive start to the day</li> <li>Improved attendance/punctuality for identified pupils</li> <li>Pupils demonstrate positive learning behaviours</li> <li>Pupil premium pupils attend extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>Registers to track attendance</li> <li>Pupil Progress Meetings</li> <li>Pupil Voice</li> <li>Learning Walks</li> <li>Attendance Reports</li> </ul>	Seasonally

		<ul style="list-style-type: none"> <li>Over the last 2 – 3 years we have been able to use the Pupil Premium money to fund a number of spaces at our Extra-Curricular clubs after school which has been appreciated greatly by the children and their families</li> <li>This has helped to increase the number of PP pupils attending extra-curricular clubs and provide additional opportunities to these pupils</li> </ul>			
Fruit, Milk and Cereals for KS2 pupils	£1,500 School Business Manager	<ul style="list-style-type: none"> <li>In 2018/2019 it was identified by the SLT the need for our PP pupils in Year 3 to have access to healthy food at playtimes as they no longer receive free fruit as they enter KS2</li> <li>It was also identified the need for free fruit and milk across KS2 to ensure all pupils are receiving the right food to be able to then be ready for learning following break time</li> <li>A high majority of pupils took up the free fruit at break times and commented highly when asked for pupil voice. Teachers also commented how much the children liked having the fruit and were keen to eat it.</li> <li>A supply of breakfast cereals is also required for some children who do not receive breakfast in the morning regularly and do not attend our breakfast clubs</li> <li>Research indicates that pupils who have eaten will have an increased level of concentration and engagement</li> </ul>	<ul style="list-style-type: none"> <li>All pupils in KS2 receive a healthy snack for playtime</li> <li>Improved learning behaviours for identified pupils</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks</li> <li>Pupil Progress Meetings</li> <li>Pupil Voice</li> </ul>	Seasonally
Attendance Incentives	£150 Deputy Head Family Liaison Officer	<ul style="list-style-type: none"> <li>We have identified a number of pupils that continue to have poor attendance which is therefore having an impact on their progress</li> <li>In addition to our Family Liaison Officer supporting these pupils, we have identified the need to introduce alternative reward systems that are an incentive to the pupil premium pupils</li> <li>Incentives will recognise those that have made vast improvements to their attendance as well as those that consistently demonstrate a good attendance throughout the year</li> <li>Having introduced the incentives during 2018/2019, we saw a positive impact on a number of identified pupils who had increase in % for their attendance compared to the previous year</li> </ul>	<ul style="list-style-type: none"> <li>Identified pupils to have discussed incentives that would work for them with the FLO to ensure the system in place is beneficial</li> <li>Identified pupils to have demonstrated an improvement in their attendance % by the end of 2019/2020</li> <li>Identified pupils to have achieved an attendance of at least 95% by the end of 2019/2020</li> <li>The gap between pupil premium attendance and whole school attendance to continue to diminish</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Reports</li> <li>Pupil Progress Meetings</li> </ul>	Termly

			<ul style="list-style-type: none"> <li>• Pupil Premium attendance to be in line or higher than national</li> <li>• All staff to be aware of any identified pupil premium pupils in their class and be supported by the Family Liaison Officer</li> <li>• All Pupils to be recognised for demonstrating good attendance throughout the year</li> </ul>		
				<b>Total budgeted cost</b>	<b>£62850</b>

6. Review of expenditure for 2019/2020				
Desired outcome	Chosen action/approach	Evaluation and Impact:	Lessons learned (and whether you will continue with this approach)	Cost
Diminish the difference between pupil premium pupils and non-pupil premium pupils in Reading by the end of KS1.	Reading Professional Development	<p>Mixed:</p> <p>Strengths and areas for development have been identified by the newly appointed English leaders and an action plan has been put in place to address these areas. Reading has been a focus during the Pupil Progress Meetings which is evident in the high number of actions linked to additional provision to ensure pupils are supported with their reading. Teachers are aware of which children are a focus for the year. Conferencing TAs are focusing on Reading with the Pupil Premium pupils in their phase.</p> <p>An agreed programme for the teaching of phonics was agreed to ensure there is a consistent approach across EYFS and KS1. The programme 'Monster Phonics' was purchased and training was delivered to all teachers and teaching assistants. The delivery of Monster Phonics started in Term 4. Due to partial school</p>	<p>Even though the Monster Phonics programme only started a few weeks before school closures, it meant that all the training had taken place and staff are ready to roll out the programme from September 2020. We will continue with this approach and monitor the impact throughout 2020/2021. Additional training to be put in place for any new members of staff and as a refresher for identified members of staff.</p> <p>T4R training for all staff has been postponed due to school closures and has been re-booked for 2020/2021.</p> <p>Reading will remain a school priority particularly following the recent school closures.</p>	£1013
Diminish the difference between pupil premium girls and non-pupil premium girls in Reading, Writing and Maths by the end of KS2.				
Pupil Premium Pupils to have developed strategies to improve their behaviours for learning in order to have a positive impact on their learning				

Children's wellbeing will be catered for which will have a positive impact on their learning.	Talk for Writing (T4W)	<p>closures, we were unable to measure the impact of the programme on pupils.</p> <p>English leaders have researched into how Reading can be taught effectively and it has been agreed that we will invest in Talk for Reading training. Identified members of staff from the English curriculum team had started to trial the T4R approach with their classes prior to the T4R training which was booked for Term 5.</p> <p>Good: All teachers received T4W training with a focus on the teaching of non-fiction. Evidence in books, planning and from pupil voice of T4W becoming embedded across the school. Additional training was provided for new members of staff to the school and those that were identified as needing additional support. Training had been booked for EYFS teachers to attend in order to identify additional ways to apply T4W in their setting. This has been postponed. Stronger evidence of T4W has been seen in books and through pupil voice following the additional training the Year 5/6 teachers attended. Children were able to confidently share their writing and the tools being used. They talked positively about their learning. Staff are keen to develop their practice.</p>	<p>By investing in external CPD it allowed some members of staff to visit a local T4W school to observe how T4W had been adapted to meet the needs of pupils in Year 5 and 6. A high impact was seen following this training due to staff being able to see the T4W process in action in a real life classroom.</p> <p>Time is now needed for T4W to become even further embedded as teachers develop their practice.</p>	£195
	Conferencing Teaching Assistants for each phase	<p>Good: Conferencing TAs continued to be a strength this year. We identified during the autumn term though that pupils were missing out on some of the foundation subjects and therefore we made the decision from Term 3, that the conferencing TAs would support PP pupils in class during the afternoon lessons rather than taking them out 1:1. We made this decision so that these pupils do not miss out on some areas of the curriculum and felt it was equally important that they were supported so that they could access some of the more challenging texts that could be presented to them in other lessons. All TAs had a focus on reading with their identified pupils which has helped to keep reading a priority.</p>	<p>We will continue to have conferencing TAs in school due to the approach working so well. Due to the bubble approach in school this year, we will be using the catch-up funding to develop the skills of other TAs in the school in order for them to be able to work effectively in a similar way.</p>	£34,743
	Colour Coding/Speech and Language	<p>Good: Colour Coding is now used throughout the school with a strong emphasis seen in EYFS – Year 3</p>	<p>Training no longer is needed for colour coding due to the high level of expertise we have in school.</p>	£6295



		<p>classrooms which is where children require this level of input most. This approach to learning word types is now embedded in the school's ethos.</p> <p>Our speech and language therapist has continued to work with a high number of pupils due to the need in the school. This year, some of our TAs have been provided with the training so that they can deliver interventions in order for more pupils to be able to receive the support that they need. This means we are creating a good level of sustainability.</p>	<p>We will continue to invest in the speech and language provision due to the needs of the pupils currently in the school. We are able to see a high level of impact from having this expertise in school and by using our therapist to train additional members of staff it means pupils are able to have the support back in the classroom.</p>	
	Forest School	<p>Mixed: Due to the school closures we were limited in what we were able to achieve this year. The Forest School leader was able to attend her initial training session and met with specialists to assess our school grounds ready to start creating our forest school. Trialling of Forest School was unable to take place due to lockdown.</p>	<p>There will be a big focus on Forest School during the next academic year.</p>	£0
	Family Liaison Officer	<p>Very good: Our FLO continues to have excellent relationships with a range of families and works very closely with our school counsellor. During lockdown, our FLO worked tirelessly in order to provide support to identified families as well as additional families that were impacted by the pandemic.</p>	<p>We will absolutely be continuing to invest in having a school FLO.</p>	£1204
	Group Tuition	<p>Good: We moved away from 1:1 tuition towards group tuition this year due to feedback from teachers. Teachers that delivered the group tuition were able to plan for pupils in their class and due to the relationship already built, it meant they were able to make good progress with them</p>	<p>We will continue to put additional support in place for identified pupils next year through the use of the catch-up funding and The National Tutoring programme.</p>	£550
	Pupil Premium Promise	<p>Very good: We saw a high uptake in the promise this year with a pupils attending a range of extra curricular activities both in school and outside of school. Due to connections with Music Station, we were able to continue to offer lessons during lockdown. Due to the pandemic, we made the decision to offer to pay for the new school uniforms of our current Year 6 pupils as well as our new EYFS pupils. Parents were incredibly grateful for this level of support.</p>	<p>We will continue to offer the pupil premium promise but will review what is on offer in order to ensure it is accessible for all under the current circumstances.</p>	£3030

	Fruit for KS2	Very good: Providing fruit to our KS2 pupils continues to be very popular. During lockdown, we ensured this continued for those pupils still in school and purchased fruit from the school kitchen. The children loved eating the fruit at playtimes and would often ask for more.	This will continue. We identified during lockdown that the fruit provided by the school kitchen providers was a much better quality so they will make this change.	£1588
	Attendance Incentives	Mixed: We continued to offer raffle prizes out to those pupils that achieved 100% attendance each term.	We have identified though that this does not necessarily inspire all the pupils that we are trying to target so need to review this year whether to try a different approach.	£80
	Nurture Room	Very good: The old 'music mobile' has now been transformed into the 'wobble room'. The project was led by our artist in residence who transformed this space into an area where the children will be able to visit when they need time away from their class. The whole school was able to be involved in the project with mini art projects continuing to be run during Term 6 when some pupils returned to school.	This has been a brilliant investment due to the transformation that has taken place. The impact of the room will be seen over the next few years.	£5000
	PASS	Mixed: The PASS survey was completed by the majority of pupils in school and provided us with information regarding how pupils viewed themselves and the school. Due to the school closures we were unable to repeat the survey later in the school year however we felt this was a good trial run in order to ensure staff and pupils knew how to use the survey and reasons for completing it.	We will continue to invest in the PASS survey and will be a good indicator during Term 1 of 2020/2021 to identify the wellbeing needs of the pupils.	£1600
<b>Total Spent</b>				<b>£55,298</b>