

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Slade Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers.	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Karen Slade Head teacher
Pupil premium lead	Nicola Hill
Governor lead	Scott Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,420
Recovery premium funding allocation this academic year	£5,616
School-led Tutoring	£4830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£61,866

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Slade, is that all pupils, irrespective of their background or the challenges they face, achieve the school aims, as outlined in our vision for all pupils, and make good progress from their individual starting points.

The focus of our pupil premium strategy is to support disadvantaged pupils to love and respect themselves as individuals; for them to be proud of their behaviour and to achieve personal success and happiness. That our disadvantaged pupils will develop a love of learning and aim high in all aspects of their school life; that their individuality will be celebrated within a caring, creative and inspirational learning environment.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, and provide a supportive school family to support their needs, regardless of whether they are disadvantaged or not. We will enable all pupils to share in and explore vibrant learning experiences which motivate and challenge them, both in school and out.

Quality first teaching underpins all that we do at Slade, with a focus on areas in which disadvantaged pupils require the most support. We believe that this will have the greatest impact on closing the disadvantage attainment gap whilst also benefitting the non-disadvantaged pupils in our school too. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy complements our aim this year to ensure that all teaching and learning is consistently excellent across the school and in all areas of the curriculum thus enabling all groups of pupils to achieve exceptionally well from their starting points, as outlined in our School Development Plan. This includes planned targeted support where required for pupils whose education has been negatively impacted by the pandemic to safeguard both their emotional and educational recovery.

This is a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes alongside the expectations of what they can achieve. All staff will be responsive to collective challenges and individual needs, using diagnostic assessments and educational research to underpin the approaches that we take to ensure that all pupils at our school excel.

Challenges

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

Challenge number	Detail of challenge
1	45% of all Pupil Premium children within the school compared to 69% of non-Pupil Premium children are working at the expected standard in Reading. We have identified this is partly due to the lack of access to high quality texts and support at home as well as 23% of these pupil premium children being identified as having a Special Educational Need or Disability (SEND). In addition to this, 10% of pupil premium children at Slade have English as an additional language.
2	The oral language skills and vocabulary development for children in Years 1 and 2 is lower than for other pupils. This is due to the high level of EAL and PP children in these year groups. 40% (24/60) of Year 1 children have EAL or have language difficulties with 4 of these children being eligible for the Pupil Premium. In Year 2, 32% (19/60) of children have EAL or have language difficulties and 3 of these receive Pupil Premium funding. The Covid pandemic has also effected the language development of these children as they have missed out on exposure to a language rich environment.
3	39% of all Pupil Premium children within the school compared to 72% of non-Pupil Premium children are working at the expected standard in Maths. This need is particularly great in Year 6 where only 8% of Pupil Premium children are working at the expected standard. However, 41% of the Year 6 pupil premium children have SEND which provides an additional challenge.
4	Currently 4 of the 49 children eligible for Pupil Premium funding attend an after school club and therefore have limited out-of-school experiences. We have identified for some Pupil Premium children this limits their ability to have the opportunity to mix with others and develop their social skills which is something children have missed out on during the pandemic. This therefore potentially impacts negatively on their wellbeing. In addition to this, Pupil Premium pupils are not receiving the same level of opportunity to their peers and therefore are missing out on being able to draw on outside experiences when accessing all areas of the curriculum.

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
<p>Pupils eligible for PP make rapid progress in Reading by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.</p>	<p>The gap between the number of Pupil Premium children achieving the expected standard and those non pupil premium children achieving expected is less.</p> <p><u>By the end of 2022:</u></p> <p>50% of PP children to be at the expected standard in Reading at the end of KS2 (currently 8% are expected)</p> <p>75% of PP children to be at the expected standard in Reading at the end of KS1. (currently 62% are expected)</p> <p><u>By the end of 2023:</u></p> <p>60% of PP children to be at the expected standard in Reading at the end of KS2 (currently 40% are expected)</p> <p>56% of PP children to be at the expected standard in Reading at the end of KS1. (currently 33% are expected)</p> <p><u>By the end of 2024:</u></p> <p>66% of PP children to be at the expected standard in Reading at the end of KS2 (currently 62% are expected)</p> <p>50% of PP children to be at the expected standard in Reading at the end of KS1.</p>
<p>Improve oral language skills and increase children's progress in reading for pupils eligible for PP and for those with EAL or language difficulties.</p>	<p>The children in Years 1 and 2 demonstrate a greater understanding of language in all lessons and make accelerated progress in reading.</p> <p><u>By the end of 2022:</u></p> <p>79% of PP, EAL and those with language difficulties to be working at the expected standard in Reading at the end of KS1 (currently 68% are at expected)</p> <p><u>By the end of 2023:</u></p> <p>68% of PP, EAL and those with language difficulties to be working at the expected standard in Reading at the end of KS1 (currently 48% are at expected)</p>
<p>Pupils eligible for PP make rapid progress in Maths by the end of the year so that</p>	<p>The gap between the number of Pupil Premium children achieving the expected</p>

<p>greater numbers of pupils eligible for PP meet age related expectations.</p>	<p>standard and those non pupil premium children achieving the expected standard is less.</p> <p><u>By the end of 2022:</u></p> <p>41% of PP children to be at the expected standard in Maths at the end of KS2 (currently 8% are expected)</p> <p>75% of PP children to be at the expected standard in Maths at the end of KS1. (currently 62% are expected)</p> <p><u>By the end of 2023:</u></p> <p>100% of PP children to be at the expected standard in Maths at the end of KS2 (currently 80% are expected)</p> <p>56% of PP children to be at the expected standard in Maths at the end of KS1. (currently 44% are expected)</p> <p><u>By the end of 2024:</u></p> <p>66% of PP children to be at the expected standard in Maths at the end of KS2 (currently 62% are expected)</p> <p>75% of PP children to be at the expected standard in Maths at the end of KS1.</p>
<p>Increase accessibility of club experiences for pupils eligible for PP.</p>	<p>Parents will have an increased awareness of clubs for pupils eligible for Pupil Premium. All pupils eligible for PP have the opportunity to take part in clubs.</p> <p>80% of Pupil Premium children will be taking part in or will have taken part in a club by July 2022 (Currently 8% of Pupil premium children take part in a club).</p>

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk for Reading CPD for teachers with the focus on reading skills to enable high quality teaching for all.</p>	<p>The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.</p> <p>Following the positive impact of Talk for Writing across the school and the trial of Talk for Reading in the previous academic year, additional CPD in this area is required in order to enable high quality teaching for all. There is also the need to ensure there is consistency across the school in order to have the greatest impact as seen with Talk for Writing.</p> <p>The way in which Talk for Reading is delivered, provides pupils from disadvantaged background the opportunity to learn in a way which compensates for the limited experiences within their lives.</p>	<p>1,2</p>
<p>Staff training on mainstream core standards and how to support SEN and disadvantage pupils.</p>	<p>Education Endowment Foundation (EEF) research suggests that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Due to the high level of pupils with an EHCP at Slade and those receiving High Needs Funding, it is</p>	<p>1,2,3</p>

	fundamental that staff are secure in meeting the needs of these pupils which ultimately has an impact on all pupils.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lightning Squad Intervention through Fisher Family Trust (Reading intervention) (This is funded through the Recovery Premium)</p>	<p>Research by the Fisher Family Trust has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.</p> <p>The use of Lightning Squad in the academic year 2020-21 enabled Pupil Premium children to make progress from their starting point and develop their love for Reading.</p> <p>Year 1: 62.5% (5/8 pupil premium pupils) achieved expected standard in Reading v 63.3% all pupils (2 SEN pupils)</p> <p>Year 2: 40% (2/5 pupil premium pupils) achieved expected standard in Reading v 69.7% (2 SEN pupils)</p>	1,2
<p>Personalised Group Tuition (This is funded through the School-led tutoring)</p>	<p>The EEF demonstrates that one to one tuition can on average accelerate learning by five additional month's progress.</p> <p>As a school we have invested in 1:1 tuition/small group tuition over a number of years and where we have seen a positive impact on either learning or attitude to learning is when there is a clear identified focus</p>	1,3

	<p>and the sessions is planned to meet the needs of the pupils.</p> <p>We have identified that the small group tuition works well and has a positive impact as it means the pupils are able to work alongside their peers towards a common objective and learn from each other as well as the teacher.</p>	
<p>Speech and language teaching assistant to deliver NELI intervention as well as targeted individual support as identified by a speech therapist.</p>	<p>The EEF found that in England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, such as: NELI.</p> <p>Targeted speech and language support at Slade has enabled children to make progress with their speech and understanding of vocabulary.</p> <p>Weekly speech therapist sessions has been able to support EHCP applications and review targets to ensure accurate provision. Improvement has been seen in the speech sounds and understanding in many children.</p> <p>Investment in a speech and language therapist has provided staff with an additional form of CPD with time planned in to ensure support staff observe the speech and language sessions so that skills can be transferred into the classroom environment. A high number of support staff members are now able to confidently deliver interventions which has meant we are able to reach more children.</p>	1,2
<p>Using the Book Box scheme to provide high quality text to Pupil Premium children in Year 1, 3 and 5.</p>	<p>EEF findings suggest that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that</p>	1,2,4

	challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.	
Conferencing TAs to focus on Reading and Maths.	<p>EEF states that there is good evidence that one-to-one and small group tuition can have a positive impact on attainment. The trial found that children who received tutoring from Tutor Trust made three months' additional progress with attainment measured using KS 2 maths scores.</p> <p>Conferencing Teaching Assistants have continued to have a positive impact on PP pupils within the school since their introduction in 2016/2017 following a review with regards to how TAs are deployed across the school.</p> <p>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. 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.</p>	1,2,3

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a fitness and wellbeing champion to raise the profile of fitness and wellbeing as well as encourage disadvantaged children to take part in afterschool clubs.	Public Health England in 'The link between pupil health and wellbeing and attainment' paper explain that research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational	4

	outcomes and their health and wellbeing outcomes. Participation in extra-curricular activities also has a positive effect on attainment.	
Use of Family Liaison officers to engage with and support disadvantaged families. This will involve providing a listening ear, buying uniform and liaising with external agencies where needed. Improving the wellbeing of the families will mean that the children are more ready to learn.	Key finding from EEF study suggest that parental engagement has a positive impact on average of 4 months additional progress. There is a higher impact for children with lower attainment.	1,2,3,4
<p>Forest School</p> <p>All children to attend forest school twice a term.</p> <p>Groups of children including Pupil Premium children to be identified to receive additional Forest school sessions.</p>	<p>The Natural Connections project provides strong evidence that learning outdoors has multiple benefits for school children. 92 per cent of teachers surveyed said that pupils were more engaged with learning when outdoors and 85 per cent saw a positive impact on their behaviour.</p> <p>The majority of children also thought they learned better and achieved more when learning outside. 92 per cent of pupils involved in the project said they enjoyed their lessons more when outdoors, with 90 per cent feeling happier and healthier as a result.</p> <p>Studies from the Education Endowment Foundation show 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.</p> <p>Teachers at Slade have commented that they have seen an increase in the wellbeing of the disadvantaged children in their class when at Forest school. This has also improved their ability to focus in class.</p>	1,2,3,4

Total budgeted cost: £57,000

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 2020 to 2021 academic year.

Outcome 1: Diminish the difference between pupil premium pupils and non-pupil premium pupils in Reading by the end of KS1.

Due to the pandemic the intended spend on Talk for Reading in order to raise standards across the school had to be delayed until the summer term which has meant the impact of this will need to be measured over the next 2 – 3 years. Spending continued to be spent on making Reading a priority across the school with the development of the new Reading Den carried out. Some spending however was diverted to identify additional ways to target children's gaps in Reading. For example, the school invested in e-books so children could access a reading book each week which met their needs and could have the opportunity to be able to read with their teacher via Teams. We also invested in the Collins Big Cat Reading Scheme so once pupils were back in school and books could safely go home, children were matched to the correct book to meet their needs. The recovery premium was also used to invest in Lightning Squad for Years 1 – 4 in order to target gaps identified in Reading. Evidence demonstrated that all pupils made progress from their starting point on Lightning Squad. Teachers also commented that they could see the impact from Lightning Squad within the classroom.

Impact:

Year 1: 62.5% (5/8 pupil premium pupils) achieved expected standard in Reading v 63.3% all pupils (2 SEN pupils)

Year 2: 40% (2/5 pupil premium pupils) achieved expected standard in Reading v 69.7% (2 SEN pupils)

Outcome 2: Diminish the difference between pupil premium girls and non-pupil premium girls in Reading, Writing and Maths by the end of KS2.

Conferencing TAs continued to be used during the previous academic year but due to the need to remain in class bubbles, each conferencing TA was allocated to a class. This meant that the way in which conferencing TAs were utilised was carried out by all additional members of staff to ensure the needs of pupils were being met. Teachers carried out a thorough assessment of each individual child's needs and planned lessons to cover gaps in knowledge from the pandemic. The recovery premium supported the pupil premium funding in ensuring there was investment in remote learning during the period of partial school closures. A member of the senior leadership team led on this and made huge improvements to the remote learning offer. Investment in additional laptops was also made to ensure all pupil premium pupils and

identified vulnerable families had the correct technology to be able complete their remote learning at home. Levels of engagement were significantly higher compared to the first period of partial school closures. Investment in Speech and Language support continued with the speech language therapist operating via TEAMS. Even though there were a few issues with being able to deliver high quality sessions over the computer, the children still had access to their sessions.

Outcome 3: Pupil Premium pupils to have developed strategies to improve their behaviours for learning in order to have a positive impact on their learning

Behaviours for learning on return to school following both lockdowns were observed as being good or better. Pupils responded well to the changes in school life and the emphasis on building relationships during each of the returns supported the children immensely with this. The investment in Forest School also had a significant impact on pupils as it provided pupils, who have a limited access to the outdoors, time and space to explore.

Behaviours for learning improved considerably during second lockdown due to the investment in TEAMS and how remote learning was carried out. This was recognised by the School Improvement Advisor in the Summer Term.

Engagement levels for PP pupils (average across the school):

	Lockdown 1	Lockdown 2
No engagement	33%	16.3%
Some engagement	54%	22%
Full Engagement	13%	61.7%

Outcome 4: Children’s wellbeing will be catered for which will have a positive impact on their learning

The Family Liaison Officers (FLOs) continued to operate during the year and provided support the families during the period of remote learning. The FLOs continued to provide support virtually using TEAMS, Zoom, telephone calls and email depending on which way was the best in order to communicate with the families.

The Pupil Premium Promise continued to be available to pupils but was adapted to ensure the needs of the current pupils and their current circumstances was catered for in order to have a positive impact on their wellbeing.

Due to not as many extra-curricular activities being available to pupils we ensured those most vulnerable came into school during the lockdown so that they had access to the outside space here at school. Children also attended Forest School and some had access to music lessons virtually with Music Station.

Attendance continued to be monitored throughout the year with systems in place during the period of remote learning to ensure children’s wellbeing was catered for. (see engagement levels above during remote learning).

Attendance Figures for 2020/21:

Grouping	%
All Pupils	97.2%
Pupil Premium	94.4%
Free School Meals (FSM)	94%
Pupil Premium + SEN/D	88.8%
Non-SEN Pupil Premium	96%

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
Lightning Squad	Family Fischer Trust
Third Space Learning	Third Space Learning

Further information (optional)

At Slade we feel that a child's wellbeing is just as important as their academic progress and achievement and always have Maslow's hierarchy of needs in mind when planning for the needs of all children. We have a strong pastoral team comprising of a Family Liaison Officer, Deputy Family Liaison Officer, School Counsellor and a Fitness and Wellbeing Champion, who all work closely with the children and their families to make sure all their needs are being met. No child should miss out because of their families' financial situation so we have also put together our Slade Pupil Premium Promise which outlines to parents of our Pupil Premium children what we are able to provide to support their child in top of what we provide within the classroom. Some of the things we promise to provide support for are;

- ✓ *A place at Breakfast Club*
- ✓ *Financial support towards milk.*
- ✓ *Financial support towards School Uniform*
- ✓ *Financial support towards a PE Kit*
- ✓ *Financial support towards PTA events*
- ✓ *A place at one extra-curricular after school club*
- ✓ *Financial support for curriculum trips*

Parents are reminded of our Pupil Premium Promise at the beginning of each year and are given details of how to apply for pupil premium funding. Our family liaison officers work with the families if needed supporting them with the application and organising the additional support. We also remind families of the PP Promise throughout the year when needed.

This year we are providing training for some of our learning support assistants in order to enable them to develop a greater understanding of pupil premium and how to support the disadvantaged children within the school. Our curriculum teams have also developed a broad and balanced curriculum which takes into account the needs of all learners.