

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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   | 420                         |
| Proportion (%) of pupil premium eligible pupils                          | 15%                         |
| Academic year/years that our current pupil premium strategy plan covers. | 2022-2025                   |
| Date this statement was published  | December 2022               |
| Date on which it will be reviewed  | July 2023                   |
| Statement authorised by  | Karen Slade<br>Head teacher |
| Pupil premium lead   | Nicola Hill                 |
| Governor / Trustee lead  | Scott Miller                |

### Funding overview

| Detail  | Amount     |
|---|------------|
| Pupil premium funding allocation this academic year   | £71,300    |
| Recovery premium funding allocation this academic year  | £5,064.25  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0         |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £76,364.25 |

## 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                | 49% of all Pupil Premium children within the school met Age Related Expectations in Reading compared to 73% of the whole school in July 2022. This is due in part to the lack of access to high quality texts and support at home. 18% of these Pupil Premium children are SEND and 10% of Pupil Premium children at Slade have English as an additional language.  |
| 2                | 35% of all Pupil Premium children within the school met Age Related Expectations (ARE) in Writing compared to the 61% of the whole school at the end of July 2022. This need is particularly greater in Year 2 where only 30% of Pupil Premium children are currently meeting ARE and in Year 4 where only 28% of Pupil Premium children are working at the expected standard. 38% of Pupil Premium children in year 4 have been identified as having a Special Educational Need. |
| 3                | 41% of all Pupil Premium children within the school met Age Related Expectation compared to 71% of the whole school in maths in July 2022. This need is greater in Year 2 where only 30% of Pupil Premium children are working at ARE and in Year 4 where only 28% of Pupil Premium children are at the expected standard.  |
| 4                | During the last academic year 41% of Pupil Premium children had an attendance below 95% with 30% of these children had an attendance below 90%.   |

## 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   |
|---|--|
| 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. | The gap between the number of Pupil Premium children and non-Pupil Premium achieving the expected standard diminishes over time.<br><u>By the end of 2023;</u> |

|  |   |
|--|---|
|  | <p>100% of PP children to achieve the expected standard in Reading at the end of KS2 (currently 80%)</p> <p>64% of PP children to achieve the expected standard in Reading at the end of KS1. (Currently 30%)</p> <p><u>By the end of 2024;</u></p> <p>71% of PP children to achieve the expected standard in Reading at the end of KS2 (currently 42%)</p> <p>80% of PP children to be at the expected standard in Reading at the end of KS1. (Currently 60%)</p> <p><u>By the end of 2025;</u></p> <p>75% of PP children to be at the expected standard in Reading at the end of KS2 (currently 57%)</p>  |
| <p>Pupils eligible for PP make rapid progress in Writing 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 and non-Pupil Premium children achieving the expected standard diminishes over time.</p> <p><u>By the end of 2023;</u></p> <p>80% of PP children to achieve the expected standard in Writing at the end of KS2 (currently 60%)</p> <p>64% of PP children to achieve the expected standard in Writing at the end of KS1. (Currently 20%)</p> <p><u>By the end of 2024;</u></p> <p>71% of PP children to achieve the expected standard in Writing at the end of KS2 (currently 42%)</p> <p>80% of PP children to achieve the expected standard in Writing at the end of KS1. (Currently 60%)</p> <p><u>By the end of 2025;</u></p> <p>63% of PP children to achieve the expected standard in Writing at the end of Year 4. (Currently 38%)</p> |
| <p>Pupils eligible for PP make rapid progress in Maths 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 and non-Pupil Premium achieving the expected standard diminishes over time.</p> <p><u>By the end of 2023;</u></p>   |

|  |   |
|--|---|
|  | <p>100% of PP children to achieve the expected standard in Maths at the end of KS2 (currently 80% )</p> <p>64% of PP children to achieve the expected standard in Maths at the end of KS1. (currently 30% )</p> <p><u>By the end of 2024;</u></p> <p>71% of PP children to achieve the expected standard in Maths at the end of KS2 (currently 57%)</p> <p>100% of PP children to achieve the expected standard in Maths at the end of KS1. (currently 80% )</p> <p><u>By the end of 2025;</u></p> <p>66% of PP children to achieve the expected standard in Maths at the end of KS2 (currently 62% )</p> |
| <p>To improve the current attendance and punctuality of a group of Pupil Premium children whose attendance is below 95%?</p> | <p>Pupil Premium will improve their attendance and lateness to school</p> <p>80% of Pupil Premium children have an attendance above 95% by the end of the year.</p> <p>(Currently 41% of Pupil Premium children had an attendance below 95% with 30% of these children had an attendance below 90 %.)</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: £2,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Talk for Reading and Writing CPD for teachers with the focus on ensuring that all genres are taught using high quality text to enable progression across the school and high quality teaching for all. | Talk for reading and writing CPD for teachers with the focus on knowledge and skills to enable high quality teaching for all. 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. | 1,2                           |
| Staff training recapping Mainstream core standards, provision maps and how to support SEND and disadvantaged pupils.   | Education Endowment Fund (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.   | 1,2,3                         |
| Staff training on attendance, relationships with the children and how to support children and families.  | According to researcher John Hattie, healthy teacher-student relationships have a strong positive effect on student learning. When students believe their teachers know and care for them as individuals, they are more willing to take risks and make mistakes and to see these mistakes not as failures but as opportunities to   | 4                             |

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|  | learn. A student who knows his teacher cares for him is likely to work harder and aim higher and be more willing to be at school   |       |
| TA training<br>Various training sessions will take place for TAs across the school. Training will cover various topics such as behaviour, phonics and maths support. | EEF Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. | 1,2,3 |

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

Budgeted cost: £31,800

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Speech and language teaching assistant to deliver targeted individual support as identified by a speech therapist.                            | 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. Target speech and language support at Slade has enabled children to make progress with their speech and understanding of vocabulary which supports children throughout the curriculum.<br>Weekly speech therapist 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. | 1,2,3                         |
| Targeted invite only KS2 Maths club/tutoring run by our Maths lead to enable children to develop an understanding of the basic skills through | EEF research findings published in November 2022 suggests as part of an overarching school development strategy, one that prioritises high quality teaching and incorporates wider strategies to remove non-academic barriers to attainment,   | 3                             |

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| <p>games and fun activities.<br/>Parents will then be invited in to school and will be shown the games the children have learnt so they can play them at home.</p>          | <p>tutoring can provide specific pupils the targeted support they need to make good progress alongside their classmates.<br/>EEF evidence has shown that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. The teaching and learning tool kit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>   |       |
| <p>Reading and writing tutoring group delivered by class teacher and targeting year 2 children using assessment to highlight their needs.</p>                               | <p>EEF research suggests the average impact of the small group teaching is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, results in more sustained engagement by the pupils in smaller groups, Work which is more closely matched to learners' needs also explains this impact.<br/><br/>The pupil premium questionnaire showed that a majority of pupil premium children across the school believed that working in a small group with the class teacher helped them to learn more effectively.</p> | 1,2   |
| <p>Class teacher will work with their pupil premium children regularly within lessons and some children PP children will receive tutoring offered by the class teacher.</p> | <p>The pupil premium questionnaire showed that a majority of pupil premium children across the school believed that working in a small group with the class teacher in lessons helped them to learn.<br/>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,</p>  | 1,2,3 |
| <p>Reading club where year 6 children are trained to support younger children by hearing them read</p>  | <p>Evidence from EEF research suggests that peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect</p>  | 1,2   |



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| and play phonics games with year 1 and 2 children. | equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.  |     |
| Conferencing TAs to focus on reading and Maths.    | 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. 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. 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. | 1,3 |

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

Budgeted cost: £39,560

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Use of Family Liaison officers to engage with and support | Key findings from EEF study suggest that parental engagement has a positive impact on average of | 4                             |

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|--|---|----------------|
| <p>disadvantaged families. This will involve providing a listening ear, buying uniform and liaising with external agencies where needed.</p> <p>Improving the wellbeing of the families will mean that the children are more ready to learn.</p> | <p>5 months additional progress. It also showed the impact is higher for children with lower attainment.</p>  |                |
| <p>Attendance action plan to be written to highlighting desired outcome and key areas in which attendance can be improved. (See attached plan)</p>   | <p>Department for Education guidance suggests that the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. Our action plan for attendance takes this into account and ensure that all staff are also aware of the boundaries affecting attendance.</p>  | <p>1,2,3,4</p> |
| <p>A reading for pleasure Read and Feed breakfast club to be provided for pupil premium pupils to ensure that they are in school on time and are ready to learn.</p>   | <p>Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.</p> <p>Research suggests that breakfast clubs have a much deeper positive impact on children's learning. A 2014 audit of school breakfast provisions found that 45% of schools saw attendance improve as a direct result of breakfast clubs and nearly 50% noticed an increase in student concentration.</p> | <p>1,4</p>     |

|   |  |                |
|---|--|----------------|
| <p>Forest School<br/>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. 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> | <p>1,2,3,4</p> |
|---|--|----------------|

|  |  |                |
|--|--|----------------|
| <p>Slade Pupil Premium Promise (see Further information)</p> <p>This ensures that all children at Slade school have access to the same opportunities such as clubs and music lesson. It also enables Pupil Premium children to have the correct uniform and equipment and are able to come to school ready to learn.</p> | <p>When explaining his Hierarchy of Needs Maslow's highlights the fact that it is important for basic needs to be met in order for a child to progress and learn. If these needs such as physiological needs, safety, belonging and self-esteem are not met then a child is less likely to be ready to learn and see themselves as learners.</p> | <p>1,2,3,4</p> |
|--|--|----------------|

**Total budgeted cost: £73,360**

## 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: 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.**

Talk for Reading was delivered in the summer term 2021 with additional monitoring and training being carried out throughout this past academic year to ensure high quality teaching for all and consistency across the school. Due to the success of Lightning Squad last year we used the recovery premium to invest in this again 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. Staff also received training on the Mainstream Core Standards with a number of sessions focussing on how to meet the needs of those children receiving high needs funding and ultimately impacting the progress of all children. Staff reported that they had developed a greater understanding of how to support all children and were confident to ask for support from our SENCO if needed.

#### Impact:

41% of PP children achieved the expected standard in Reading at the end of KS2 in July 2022 compared to 8% in September 2021.

62% of PP children achieved the expected standard in Reading at the end of KS1. Despite this number being the same as at the beginning of the academic year, 1 Pupil Premium child progressed from working Below Key Stage to working within the year 2 curriculum.

#### By the end of 2023:

The target of 60% of PP children to reach the expected standard in Reading at the end of KS2 in 2023 was met by the year 5 pupil premium children at the end of the academic year therefore a new target of 80% has been set.

The end of KS1 target did not change from 33% at the end of year 1. The current year 2 will therefore be targeted further in order to meet the 56% target set.

#### By the end of 2024:

The number of Year 4 children who were predicted to achieve the expected standard at the end of the year grew from 42% to 57% so these children will continue to be monitored in order to meet the target of 66% of these PP children achieving expected by the end of KS2 2024.

Our target of 50% of PP children to achieve the expected standard in Reading at the end of KS1 2024 was met at the end of 2022. A new target of 75% has therefore been set.

**Outcome 2: Improve oral language skills and increase children's progress in reading for pupils eligible for PP and for those with EAL or language difficulties.**

Targeted support delivered by a Speech and Language therapist once a week and followed up by specialist speech and language TAs meant that 50% of the year 1 and 2 children receiving support met their targeted outcomes and will now be monitored by the class teacher. Many of the remaining children partially met their targets and will continue to receive support.

At the end of KS1 2022 the number of PP, EAL and children with language difficulties predicted to achieve the expected standard in Reading remained at 68%, however 10% of the remaining children moved from Below Key Stage (BKS) to working towards the Year 2 curriculum therefore demonstrating good progress.

The number of PP, EAL and children with language difficulties on track to achieve the expected standard at the end of KS1 2023 rose from 48% to 55% and 5 children moved from BKS to working towards. This group of children will continue to be monitored closely in order to meet the target of 68%.

**Outcome 3: Pupils eligible for PP make rapid progress in Maths by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.**

As highlighted in outcome number one, staff received training on the mainstream core standards and as a result developed a greater understanding of how to support not only children with SEND but all children within their class. The need to use TAs to cover classes due to staff absence meant that conferencing did not happen as often as we had originally planned. Class teachers however paid particular attention to these children within class.

**Impact**

8% of PP children were at the expected standard in Maths at the end of KS2 in July 2022 meaning that our target was not met. However 41% of the Year 6 pupil premium children were SEND and these children made progress from their starting point.

62% of PP children were at the expected standard in Maths at the end of KS1. One child moved from working below year group to working towards the expected standard.

**By the end of 2023:**

An SEND child in year 5 who is working at below key stage was identified as PP during the year therefore 66% ended the year as working at the expected standard. A new target has therefore been set as 80% of PP children to achieve the expected standard at the end of KS2.

At the beginning of the year 40% of PP children were at the expected standard in Maths and 30% were at expected at the end of the year. One child missed a lot of school due to a stay in hospital and subsequent appointments and went from working at the expected standard to working towards as a result. These children will continue to be targeted in order reach the target of 56% by the end of key stage one.

#### By the end of 2024:

50% of year 4 children were working at the expected standard at the beginning of the year. A pupil premium child joined half way through the year and 57% of children were at the expected standard by the end of the academic year. The children will continue to be targeted in order to meet the target of 66%.

Our target of 75% of PP children to be at the expected standard in Maths at the end of KS1 2024 was met at the end of 2022. A new target of 80% has therefore been set.

#### **Outcome 4: Increase accessibility of club experiences for pupils eligible for PP.**

During the academic year 2021-22 only 4 of the 49 children eligible for Pupil Premium funding attended an after school club and therefore had limited out-of-school experiences, which limited their ability to mix with others and possibly impacted on their wellbeing too. We therefore put a plan in place to ensure this number improved. Our school Fitness and Wellbeing Champion invited external clubs to provide sport at the school as well as running some of her own. School staff were also asked whether they would consider running a free club for the children at Slade with PP and vulnerable children given the priority. Paid clubs were paid from out of the pupil premium budget if needed and the interests of our PP children were also taken into account when planning clubs so that they would want to attend. An example of this was a train club which was run for KS1 children as it was identified that a group of PP and SEND children enjoyed playing with and talking about trains. By July 2022 there were 16 clubs available and as a result the number of PP children attending clubs grew from 8% to 86%. The 14% of children who did not attend were offered clubs but did not want to join for various reasons. Not only did a large of PP children attend clubs but this resulted in 21% of these children representing the school at various sporting competitions. We are hoping that this will grow next year as more competitions take place as interschool competitions did not start until term 4 due to there still being some Covid restrictions.

## **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*

| <b>Programme</b>     | <b>Provider</b>      |
|----------------------|----------------------|
| Lightning Squad      | Fischer Family 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 two Family Liaison officers, a 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 addition to 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.