



Slade Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Slade Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	15%, 61 pupils
Academic year/years that our current pupil premium strategy plan covers.	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£90,480
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£7,061
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£97,541

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, fulfil our vision for all and strive to meet our school values of Resilience, Kindness, Inclusivity and Honesty, whilst making good progress from their individual starting points.

The focus of our pupil premium strategy is to support all pupils to love and respect themselves as individuals; for them to be proud of their behaviour and to achieve personal success and happiness. That all 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 pupils require the most support. We believe that this will have the greatest impact on closing any attainment gaps for all pupils, regardless of need.

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 common challenges and individual needs, to safeguard both their emotional and educational progress.

This is a whole school approach in which all staff take responsibility for the outcomes of all pupils alongside the expectations of what individuals 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	Reading Some pupils have limited experience of reading at home, and this is a barrier to their educational attainment. We prioritise additional reading for disadvantaged pupils, however, timetabling constraints and staffing availability can sometimes prevent the opportunities for frequent and regular additional reading in school. An LA PP Review (November 2023) also identified that there is a variation in the quality of texts

	available for all pupils in some parts of the school.
2	Writing Communication and Language, including vocabulary Some of our pupils experience difficulty in articulating their learning, due in the main to their limited vocabulary and delayed development of communication and language skills. For some pupils, their reduced vocabulary is also a barrier to the progress that they are making in Reading and Writing, in addition to the wider curriculum too.
3	Metacognition, behaviours for learning We have identified that some pupils are not always able to organise themselves for learning and that they do not always demonstrate independence and resilience within the classroom. In addition, an LA PP Review (November 2023) also identified that some transitions between lessons often resulted in extraneous cognitive load which resulted in some pupils being unclear of expectations.
4	Attendance We have identified that for some pupils, good school attendance can often be impacted by the decisions made by their parents and have therefore begun to identify families where school support is required. In addition, we know that our next step in improving attendance is to ensure that all staff in school are clear in their role in promoting good school attendance.

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
We are aiming for: <ul style="list-style-type: none"> An increase in pupil engagement and self-confidence in all pupils across the school when they are reading All pupils to leave Slade in Year 6 as confident, fluent readers 	How we will know we have succeeded: <ul style="list-style-type: none"> By the end of our current plan, monitoring will show that the large majority of our pupils are confident when reading out loud with most being willing to read aloud in class too Teachers feedback will show that most pupils are willing to ask questions and engage more in discussions when a text is read in lessons, in all areas of the curriculum All pupils across the school will make at least expected progress from their starting points in Reading, with some pupils making accelerated progress, each year Each year our statutory headline data will be above or at least broadly in line with both local and national data in Reading, including at GD, unless there are cohort specific reasons why this is
We are aiming for:	How we will know we have succeeded:

<ul style="list-style-type: none"> • More focus in all year groups, for all pupils and in all lessons on the development and extension of oral language skills and vocabulary • A positive impact on outcomes for all pupils in their phonics, reading and writing attainment following more focus on developing their vocabulary 	<ul style="list-style-type: none"> • Teachers will report that pupils are using a greater range of vocabulary both in written and spoken form, across all areas of the curriculum • Each year our statutory headline data will be above or at least broadly in line with both local and national data in reading, writing and phonics, including at GD, unless there are cohort specific reasons why this is • Our Year 1 phonics outcomes will show that disadvantaged pupils have made accelerated progress from their starting points each year • Assessments and monitoring will indicate significantly improved oral language and language comprehension among all pupils - with a lower proportion of children needing S&L interventions in Key Stage 2 • All of the above will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments
<p>We are aiming for:</p> <ul style="list-style-type: none"> • All pupils across the school to be explicitly taught and understand about metacognition and self-regulatory strategies • All pupils to be able to use these strategies independently and habitually, so that they can all manage their own learning and overcome any challenges in lessons and in the wider life of school 	<p>How we will know we have succeeded:</p> <ul style="list-style-type: none"> • Regular monitoring indicates that all pupils take greater responsibility for their learning in lessons and can articulate their understanding of what is required to succeed • There is evidence across the school of all children in all lessons being given opportunities to Plan, Monitor and Review their own learning and this impacting positively on outcomes for individuals • This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment • As a result, each year our statutory headline data will be above or at least broadly in line with both local and national data in Reading, Writing and Maths including at GD, unless there are cohort specific reasons why this is
<p>We are aiming for:</p> <ul style="list-style-type: none"> • A whole school culture in which everyone recognises and promotes the benefits and importance of being in school every day • All of our children understand why it is important to be in school on time every day and will always try their hardest to be here 	<p>How we will know we have succeeded:</p> <ul style="list-style-type: none"> • Each year, our whole school end of year attendance figures will remain at least in line with national and local data, included figures for our most vulnerable children too • There is a reduction in the number of pupil absences for each class in school across the year

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: £4,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for identified members of staff on the English Curriculum Team to deepen their knowledge and understanding of the teaching of vocabulary in order to be able to disseminate to all staff successfully (Alex Quigley)	Research carried out by Mary Myatt (Helping pupils learn the curriculum through vocabulary) highlights that a rich vocabulary is likely to lead to better outcomes for all pupils and particularly for those who may not be exposed to this outside of school. Alex Quigley in his book 'Closing the Vocabulary Gap' talks about teachers needing to understand which words to teach in order to ensure the children are successful in their learning. EEF studies on vocabulary have also highlighted the positive relationship between teaching vocabulary and fewer behavioural issues.	2 Budget £800
Regular training for support staff in 'Listening to children read' to ensure the disadvantaged pupils receive high quality support.	Research by the EEF has shown that targeted reading with children, especially those from a disadvantaged background can support children with the development of vocabulary, their articulation of ideas as well as spoken expression. Oral intervention such as reading has proven to have a high impact of learners with some making as much as 6 months additional progress	1 Budget £1,800
Support staff delivering phonics sessions to receive regular support in the form of coaching to ensure pupils receive high quality teaching	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.	1 Budget £1,800
Make steps forward in becoming an attachment aware school through a programme of training for all members of staff in order to improve	Research shows that by realising and recognising the impact and symptoms of trauma, schools can create welcoming, safe, and nurturing environments that support trauma-informed approaches to practice. When explaining his Hierarchy of	3 Budget £200

relationships and behaviours across the school.	Needs, Maslow 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.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£24,306**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a School Led Tutor one day a week to deliver targeted sessions to identified pupils that need support in making accelerated progress in Reading and Writing	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, tutoring can provide specific pupils the targeted support they need to make good progress alongside their classmates.	1 and 2 Budget £8,400
A timetable review to be carried out to ensure disadvantaged pupils have the opportunity for daily reading.	Research has shown that reading practice can play an “important role” in closing achievement gaps between different socio-economic groups. Frequent, high-quality reading practice may help children compensate for and even overcome the challenges of being socially or economically disadvantaged.	1 Budget £1000 DBS for Volunteer Readers
Conferencing TAs to deliver ‘on-the-day’ feedback for identified pupils with a focus on Reading and Writing	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 made three months’ additional progress. 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.	1 and 2 Budget 10,000
Speech and Language Teaching Assistant to deliver targeted individual	The EEF found that in England, positive effects have been found in studies where teaching assistants deliver high-quality	2

support as identified by the school's Speech Therapist	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. 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.	Budget £4,906
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer to work alongside the Attendance Champion in order to implement the attendance action plan	Key findings from an EEF study suggests that parental engagement has a positive impact, on average 5 months additional progress. The findings also showed that this impact was higher for children with lower attainment.	4 - Attendance Budget £3,900
A review of the behaviour policy to be carried out in order to: develop relationships across the school, develop the language which is used by all members of staff and to improve routines in place for transition and organisation of learning	Findings from the EEF suggest that in order to improve behaviour there needs to be a consistent approach and every pupil should have a supportive relationship with a member of staff. The explicit teaching of strategies to help students be aware of specific behaviours for learning can enable some children to make up to 7 months progress.	3 Budget £2,000
Zones of Regulation to be fully embedded across the school in all classrooms as well as other spaces used by children	Evidence from the EEF's teaching and learning tool kit suggests that effective social and emotional learning can lead to learning gains of 4 months over the course of the year.	3 Budget £5,000
Senior Mental Health First Aider to oversee the support in place	Research has shown that when children and young people look after their mental health and develop their coping skills it can help them to boost their resilience, self-esteem and confidence. It can also help them learn to manage their emotions, feel calm, and engage positively with their education which can, in turn, improve their academic attainment.	3 and 4 Budget: £4,735

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 2022 to 2023 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.

Further 'Talk for Reading' professional development training was carried out by the English curriculum leaders in order to continue to upskill staff and ensure there is consistency across the school. Staff were also supported in producing a curriculum map showing texts to be used throughout the year. This ensured that the children were exposed to language rich text and that there was progression across the school. English leaders also supported staff in the planning process which enabled teachers to become more confident in planning for the needs of the children in their class. Term 4 saw the start of a new Peer Tutoring initiative which involved year 6 children tutoring targeted, pupil premium, year 2 children before school started, supporting them with phonics, reading and writing. This enabled both sets of children to develop more confidence and foster an understanding of how each other learn. Year 2 teachers reported that the children who took part demonstrated a greater focus and readiness to learn when they entered the classroom on the day the tuition took place. 5 of the 12 children who took part passed their year 2 phonics screening retake and those who did not improved their year 1 score considerably. A read and feed breakfast club was also set up to support year R and 1 children with their reading. The younger children were buddied up with a year 5 child and they read together. Again, both groups of children grew in confidence and an increased love of learning was observed.

Impact:

60% of PP children achieved the expected standard in Reading at the end of KS2 in July 2023 compared to 80% in Sept 2022. One child improved by moving from below year to working towards. 25% of PP children achieved the expected plus standard in Reading at the end of KS1, with one of these children achieving greater depth, compared to 30% in Sept 2022. Two children also moved from below key stage to working towards and these children will be targeted to achieve the expected standard in year 3. Since September one PP child has been placed on a pathway for ADHD and another lower ability child has joined the year group.

By the end of 2024;

The number of Year 5 children who were predicted to achieve the expected standard at the end of the year remains 42% so these children will continue to be monitored in order to meet the target of 71% of these PP children achieving expected by the end of KS2 2024. One child working at expected left during this academic year and was replaced by a child who was working towards.

40% of PP children achieved the expected standard in Reading at the end of Year 1 compared to 60% in Sept 2022. One PP child moved from expected at the end of year R to WTS at the end of year 1 so will therefore be targeted in year 2.

By the end of 2025;

42% of PP children achieved the expected standard in Reading at the end of year 4 compared to 57% in July 2023. One expected PP child left during this academic year. In year 3 this year 1 PP child who was targeted moved from working towards to expected in reading.

Outcome 2: 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.

Talk for writing has continued to be taught and is fully embedded in the English curriculum. Writing has been monitored throughout the year and teachers have been supported in developing a curriculum map showing a wide range of language rich text across each year group. The peer tutoring initiative spoken about above has made an impact on the children's ability to use punctuation in their writing as well as make their writing more interesting. Children were also supported to improve their handwriting.

Impact:

40% of PP children achieved the expected standard in Writing at the end of KS2 in July 2023 compared to 60% in July 2022.

17% of PP children achieved the expected plus standard in Writing at the end of KS1 compared to 20% in September 2022. One PP child moved from below year to working toward in writing. Since September one PP child has been placed on a pathway for ADHD and One PP child has joined the year group.

By the end of 2024;

29% of Year 5 children achieved expected at the end of year 5 compared to 42% in July 2022. One expected child left during this academic year and was replaced by a child who was working towards.

40% of PP children achieved the expected standard in Writing at the end of Year One. One child moved from expected at the end of year R to WTS at the end of year 1 so will therefore be targeted in year 2.

By the end of 2025;

The number of Year 4 children who achieved the expected standard at the end of the year is now 57% compared to 38% in September 2022. We will continue to be monitored these children in order to meet the target of 63% of these PP children achieving expected by the end of KS2 2025. One expected child left during this academic year

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.

A year 4,5,6 targeted Maths club took place, after school one day a week in order to support the invited children who found maths challenging and were not meeting the expected standard. The club enabled the children to play games which helped them to practise the basic skills needed in maths and apply these to further concepts. Parents were then invited into school to learn the games with their child and went home with a games pack so that they could continue to practise the skills at home. Our maths lead reported that the children were engaged in maths and as a result developed more confidence. We will continue to monitor the impact on the club as the children use the skills learnt in class over the year to come.

TAs received training on the Numicon scheme used in school as well as how to use the manipulatives. This has enabled staff to support the children with their learning in class, particularly when using manipulatives in Maths lessons.

Impact:

60% of PP children achieved the expected standard in Maths at the end of KS2 in July 2023 compared to 80% in July 2022.

25% of PP children achieved the expected plus standard in Maths at the end of KS1 compared to 30% in July 2022. Since July one PP children has been placed on a pathway for ADHD and one pupil premium child has joined the year group.

By the end of 2024;

43% of Year 5 children achieved expected in Maths at the end of year 5 compared to 57% in July 2022. One expected child left during this academic year and was replaced by a PP child who was working towards.

40% of PP children achieved the expected standard in Maths at the end of Year One compared to 80% in September. These children will be targeted in order to achieve the expected level.

By the end of 2025;

The number of Year 4 children achieved the expected standard in July 2023 was 43% compared to 62% in July 2022. We will continue to be monitor these children in order to meet the target of 38% of these PP children achieving expected by the end of KS2 2025. One expected child left during this academic year.

Outcome 4: To improve the current attendance and punctuality of a group of Pupil Premium children whose attendance is below 95%.

An action plan was written outlining clearly how to tackle the problem of children being absent from school with particular attention to Pupil Premium children. An assembly was used to explain to the children about the importance of being in school and the Family Liaison Officer delivered a staff meeting explaining the importance of attendance and the measures the school were taking to address the problem of persistent absences. The FLO and DHT liaise constantly with the attendance officer to ensure family circumstances are taken in to account and a flow chart was designed to clearly outline what to do when a child is absent. Another flow chart was also designed outlining what to do when a child is unwell and if or when to send a child home.

Externally provided programmes **Budgeted cost: £18,690**

*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
Speech and Language Therapy	YooHoo Speech and Language Therapy

Further information (optional)

Budgeted cost (including externally provided programmes) : £53,000

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, 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;

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| 1. A place at Breakfast Club | Budget £6,600 |
| 2. Financial support towards milk | Budget £1,500 |
| 3. Financial support towards School Uniform
a PE Kit & towards events/activities | Budget £9,300 |
| 4. A place at one extra-curricular after school clubs
or music lessons | Budget £3,750 |
| 5. Financial support for curriculum trips/residential | Budget £3,160 |
| 6. KS2 Fruit | Budget £10,000 |

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 Officer works 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.