



Slade Primary School Pupil Premium Strategy 2017/2018

1. Summary information					
School	Slade Primary School				
Academic Year	2017/2018	Total PP budget	£57,200	Date of most recent PP Review	2 nd May 2017
Total number of pupils	379	Number of pupils eligible for PP	44	Date for next internal review of this strategy	TBC

2. Current attainment (2016/2017) (Provisional)						
Context: 7 Pupil Premium Pupils in Year 6. 1 pupil eligible for Free School Meals. 3 pupils receiving SEN support. 1 pupil started in EYFS at Slade.	Pupils eligible for PP		Gap with national	Pupils eligible for PP (without SEN)	Pupils not eligible for PP	
	School	National		School	School	National
% achieving Age Related Expectations (ARE) or above in reading	43%	60%	17%	50%	79%	77%
% achieving ARE or above in writing	57%	65%	8%	75%	87%	81%
% achieving ARE or above in maths	57%	63%	6%	50%	79%	80%
% achieving ARE or above in English grammar, punctuation and spelling	71%	66%	+5%	75%	79%	82%
% achieved ARE in R/W/M combined	29%	47%	18%	25%	71%	67%

3. Desired Outcomes and barriers to future attainment

Desired Outcomes	Internal Barrier/s	Success Criteria	Milestone																												
<p>Pupil Premium pupils (without Special Educational Needs) to have achieved age related expectations in Reading, Writing and Maths.</p>	<p>2016/2017 end of year data showed Pupil Premium pupils (without SEN) only diminished the difference and achieved ARE in:</p> <ul style="list-style-type: none"> Year 2 in R/W/M Year 4 in Maths Year 6 in Writing <p>5 pupils have been identified as having S&L difficulties which impacts on their Writing and Reading.</p> <p>Whole school barriers to learning analysis shows the main barriers for pupils at Slade are:</p> <ul style="list-style-type: none"> Attendance (less than 95%) Vocabulary Concentration Memory 	<ul style="list-style-type: none"> EYFS pupil premium pupils to have achieved a good level of development (GLD) and diminished the difference compared to national Year 1 – Year 6 pupils to have achieved the expected standard or more by the end of the academic year and diminished the difference compared to national 	<p>% to be on track to achieve combined (without SEN)</p> <table border="1" data-bbox="1576 331 2112 774"> <thead> <tr> <th></th> <th>Term 2</th> <th>Term 4</th> <th>Term 6</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>66%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 2</td> <td>45%</td> <td>51%</td> <td>57%</td> </tr> <tr> <td>Year 3</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 4</td> <td>40%</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>Year 5</td> <td>75%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 6</td> <td>28%</td> <td>42%</td> <td>51%</td> </tr> </tbody> </table>		Term 2	Term 4	Term 6	Year 1	66%	100%	100%	Year 2	45%	51%	57%	Year 3	100%	100%	100%	Year 4	40%	60%	80%	Year 5	75%	100%	100%	Year 6	28%	42%	51%
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<p>Pupil Premium pupils (without SEN) to have made expected progress based on prior attainment from previous Key Stage in Reading, Writing and Maths.</p>	<p>2016/2017 end of year data showed Pupil Premium pupils (without SEN) only diminished the difference and achieved ARE in:</p> <ul style="list-style-type: none"> Year 6 in R/W/M Year 4 in Maths EYFS in Writing and Reading <p>5 pupils have been identified as having S&L difficulties which impacts on their Writing and Reading.</p> <p>Whole school barriers to learning analysis shows the main barriers for pupils at Slade are:</p> <ul style="list-style-type: none"> Attendance (less than 95%) Vocabulary 	<ul style="list-style-type: none"> EYFS pupils to have achieved a good level of development (GLD) Year 1 and Year 2 pupils that achieved a good level of development in EYFS to have made 4 points progress by the end of the academic year Year 1 and Year 2 pupils that achieved exceeding in EYFS to have made more than 4 points progress by the end of the academic year Year 3 – 6 pupils that achieved the expected standard in KS1 to have made 4 points progress by the end of the academic year Year 3 – 6 pupils that achieved greater depth in KS1 to have made more than 4 points progress by the end of the academic year 	<p>100% of pupils that achieved Greater Depth in previous KS to continue to achieve Greater Depth.</p> <p>Milestone as above for pupils that achieved expected in previous KS.</p>																												

	<ul style="list-style-type: none"> Concentration Memory 		
Pupil Premium pupils with a Special Educational Need to be on track to meet their end of key stage SEN outcomes	<p>A number of children eligible for pupil premium also have complex SEN/D (16%).</p> <p>5 pupils have been identified as having S&L difficulties which impacts on their Writing and Reading.</p> <p>2016/2017 end of year data showed 63% of pupil premium children with SEN are on track to meet their end of key stage SEN outcomes.</p>	<ul style="list-style-type: none"> 100% of pupils to be on track by the end of the year to meet their end of key stage SEN outcomes 	<p>Autumn Term: 65%</p> <p>Spring Term: 80%</p> <p>Summer Term: 100%</p>
Pupil Premium attendance % to be in line with whole school attendance.	<p>2016/2017 Attendance Data:</p> <p>Pupil Premium Pupils = 91.7%</p> <p>Whole school = 96.2%</p> <p>Gap of 4.5% between Pupil Premium and all pupils.</p> <p>56% of pupils from Year 1 – Year 6 had less than 97% attendance during 2016/2017.</p> <p>25% of pupils from Year 1 – Year 6 were late more than 1%.</p>	<ul style="list-style-type: none"> Identified pupils that had below 95% during 2016/2017 to have improved their attendance by the end of the academic year Pupil Premium pupils average attendance to be in line or higher with the whole school attendance % Pupil premium pupils average attendance to be in line or higher with national 	<p>Autumn Term: 94.5%</p> <p>Spring Term: 95.5%</p> <p>Summer Term: 96.5%</p>

4. Planned expenditure for 2017/2018

Item/Project	Responsibility and Cost	What is the evidence and rationale for this choice?	Objectives/Milestones	Monitoring	Review date
Achievement for All	<p>£7500</p> <p>VG</p>	<ul style="list-style-type: none"> Achievement for All was bought during 2016/2017 with the aim to raise the profile of our pupil premium pupils. The second year of a two year programme which will include focusing on two additional year groups through a selection of modules that link with the school improvement plan including: Governor training, support in the Early Years and maximising the impact of Teaching Assistants. 	<ul style="list-style-type: none"> Pupil Premium pupils (without SEN) in target year groups to have made expected progress from their starting point Pupil Premium pupils with SEN in target year groups to have shown progress towards their SEN outcomes 	<ul style="list-style-type: none"> Phase Leader Data Reports Governor Visit Performance Management for Teaching Assistants 	Seasonally

		<ul style="list-style-type: none"> The 'Structured Conversation' module from Achievement for All proved highly successful with increasing parental engagement with identified families. All five families attended at least 1 meeting and four out of the five families attended two meetings with clear progress seen against targets set at the meetings. Due to the impact seen, Slade will continue to invest in this element of the programme (see below). 		<ul style="list-style-type: none"> Evaluations from Structured Conversations SEN outcomes reports 	
Conferencing Teaching Assistants for each phase	£18000 Phase leaders	<ul style="list-style-type: none"> Conferencing Teaching Assistants were introduced during 2016/2017 following a review looking into how TAs are deployed across the school. The new way of working has enabled an increase in immediate, individualised verbal feedback which is recognised by the Education Endowment Foundation as having a positive impact on learning by 8 months and is also in line with the school's feedback policy that was introduced during 2016/2017. Last year, teaching assistants had a number of targeted pupil premium pupils to focus on during the morning lessons and were able to ensure learning is consolidated during later conferencing sessions. Impact of pupils individual progress was shared at pupil progress meetings and seen in the key stage leader reports for some year groups. 	<ul style="list-style-type: none"> Pupil Premium pupils within the classroom setting and during conferencing to consistently receive immediate verbal feedback in line with the school's feedback expectations Pupil Premium pupils (without SEN) to have achieved age related expectations in R/W/M. Pupil Premium pupils with SEN to have shown progress towards their SEN outcomes 	<ul style="list-style-type: none"> Observations Phase Leader Termly Reports SEN outcomes reports Book Looks 	Seasonally
Colour Coding	£11,400 AP	<ul style="list-style-type: none"> Colour coding trialled in a Year 1 class during 2016/2017 which had a positive impact on pupils understanding of word types. Three out of six PP pupils achieved expected standard in Writing and Reading. Two out of six pupils made good progress from their starting point in these areas. Training to be provided for all teachers with additional focused support for staff working in Year 1 and Year 2. 	<ul style="list-style-type: none"> Pupil Premium pupils (without SEN) in Years 1 and 2 to have made expected progress from their starting point in Reading and Writing by the end of the academic year Evidence of pupils understanding of different word types to be evident during pupil voice surveys 	<ul style="list-style-type: none"> Phase leader termly data reports Observations Pupil Voice Book looks 	Termly
Speech and Language Sessions		<ul style="list-style-type: none"> Speech and language identified as an area for development for a number of pupils across the school. Previous speech and language sessions delivered by specialist has had a positive impact on children's development in recent years so as a school we recognise the value in spending more in this area. Impact seen in 2017 EYFS data as 100% of pupils achieved at least a '2' for communication and language compared to 25% in 2016. Progress seen for individual pupils that receive speech and language sessions across the school in the termly 	<ul style="list-style-type: none"> Communication and language to be above national for EYFS pupil premium pupils. Evidence of progress against individual targets for pupils receiving speech and language therapy 	<ul style="list-style-type: none"> Seasonal reports from Speech and Language therapist Phase leader termly reports 	Termly/ Seasonal

		<p>updates produced by the speech and language therapist and during pupil progress meetings.</p> <ul style="list-style-type: none"> • One of the outcomes from the Kent County Council research project showed that communication and literacy was a key focus for all schools involved in the project to improve outcomes for pupils. 			
1:1 Tuition	£12,000 Phase Leaders	<ul style="list-style-type: none"> • Education Endowment Foundation demonstrates that one to one tuition can on average accelerate learning by five additional month's progress. • Spend in this area in previous years has demonstrated an impact on pupils individual progress in specific areas as clear targets are provided to the teacher carrying out the tuition. 	<ul style="list-style-type: none"> • Pupil Premium pupils to have achieved their SMART targets set by the class teacher for their 1:1 sessions 	<ul style="list-style-type: none"> • Evaluation of provision pyramid • Books looks • Observations • TA record of targets 	Seasonally
Breakfast and After School Club spaces	£3000 VG	<ul style="list-style-type: none"> • Research indicates that pupils who have eaten will have an increased level of concentration and engagement. • 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 required. 	<ul style="list-style-type: none"> • Pupils receive a good breakfast and have a positive start to the day • Improved attendance/punctuality for those identified as a concern • Pupils demonstrate good behaviours for learning throughout the day 	<ul style="list-style-type: none"> • Observations • Pupil Voice • Attendance milestone 	Termly
Extra-curricular lessons	£2000 VG and Phase Leaders	<ul style="list-style-type: none"> • A number of pupils have been identified as either having low self-esteem or not having the opportunity to access enrichment activities. • Impact has been seen in this area during 2016/2017 with pupils having the confidence to perform their instrument in assembly and at the Spring Concert and improve rapidly at a life skill e.g. swimming. 	<ul style="list-style-type: none"> • Identified pupil premium pupils to receive regular access to an enrichment opportunity • Progress seen through reports from pupils teacher leading the enrichment activity • All pupils across the school to have access to additional to extra-curricular activities through the introduction of a weekly enrichment afternoon • Improved attendance for those identified as a concern 	<ul style="list-style-type: none"> • Termly reports • Attendance milestone 	Termly
Structured Conversations	£500 VG	<ul style="list-style-type: none"> • The 'Structured Conversation' module from Achievement for All proved highly successful with increasing parental engagement with identified families. All five families attended at least 1 meeting and four out of the five families attended two meetings with clear progress seen against targets set at the meetings. Due to the impact seen, Slade will continue to invest in this element of the programme. 	<ul style="list-style-type: none"> • All class teachers to have completed a series of Structured Conversations with an identified pupil premium family • SMART targets to be set for each child and agreed with the family 	<ul style="list-style-type: none"> • Proformas to be completed following each meeting to track targets and impact • Impact to be discussed during Pupil Progress Meetings 	Seasonally

		<ul style="list-style-type: none"> Developing parental engagement research by the Education Endowment Foundation has reports that two recent meta-analyses had on average 2-3 months positive impact. 	<ul style="list-style-type: none"> Evidence of progress and impact on either children's learning or their wellbeing by the end of the academic year 		
Dyslexia in-class support	Included in with Conferencing TA hours AP	<ul style="list-style-type: none"> A number of identified pupils have either been diagnosed with dyslexia or are demonstrating the need for extra support in this area. Lesson observations and discussion at pupil progress meetings has highlighted the need to provide additional support for both the identified pupils and support for class teachers to ensure strategies are in place. Positive impact started to be seen during the Summer Term when an additional TA was used to support the identified pupils. 	<ul style="list-style-type: none"> A range of strategies to support the identified pupils in place at all times to enable good pupil progress Opportunity to provide additional CPD to class teachers and to share good practice Identified pupils to have made expected progress in Reading and Writing 	<ul style="list-style-type: none"> Phase leader termly reports Observations Book looks 	Termly
School Uniform	£200 VG	<ul style="list-style-type: none"> A number of identified pupils have been reported as not having the correct school uniform so we will be providing school uniform for those that need it to ensure all pupils at Slade present smartly and in line with school rules. 	<ul style="list-style-type: none"> All Pupil Premium pupils to be in the correct school uniform 	<ul style="list-style-type: none"> Observations around school 	On-going
Early Excellence for Early Years and Year 1	£2400 LM	<ul style="list-style-type: none"> Research from the Education Endowment Foundation has shown that early years intervention is beneficial and on average can have an impact of five additional months' progress. In addition to this, early intervention appears to be particularly beneficial for children from low income families. One of the outcomes from the Kent County Council research project showed that investment in Early Years had a positive impact in all schools that took part in the project. With an increase seen in the number of pupil premium pupils attending Slade in comparison to other year groups, it is important for us to invest in EYFS and Year 1 to ensure the gap between pupil premium and non-pupil premium does not widen. 	<ul style="list-style-type: none"> CPD opportunity for the EYFS and Year 1 team to investigate a different approach to supporting pupils from different backgrounds Teaching to be at least good Pupil Premium pupils progress to be in line with non-pupil premium 	<ul style="list-style-type: none"> CPD evaluations from staff Observations Book looks Phase leader termly reports 	Termly
Read and Feed	£500 LM	<ul style="list-style-type: none"> Research shows that children who eat breakfast are more likely to perform better and have improved concentration/behaviour. 16 pupil premium children (yrs 1-6) have been identified as not on track in reading during the summer term. Target pupil premium children who have poor attendance. 	<ul style="list-style-type: none"> Pupil Premium children to achieved age related expectations in reading. Pupils to receive breakfast and have a positive start to the day. Improved attendance/punctuality for those children identified. 	<ul style="list-style-type: none"> Phase Leader Data Reports Pupil Progress Meetings Pupil voice Attendance milestones 	Termly

			<ul style="list-style-type: none"> Boost confidence and self-esteem for pupils. 		
				Total budgeted cost	£57500

5. Review of expenditure for 2016/2017

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve outcomes in R/W/M for all pupils eligible for pupil premium	Achievement for All Lexia Pupil Premium Teaching Assistants for each phase I can talk boost Develop the love of reading NQT/NQT+1 training KS1 language project Speech and language sessions Third Space Learning 1:1 Tuition Develop the love of reading	<p>For pupil premium pupils (without SEN) 58% achieved ARE in Reading, 61% in Writing and 55% in Maths.</p> <p>63% of pupil premium children with SEN are on track to meet their end of key stage outcomes.</p> <p>By investing in Achievement for All it has raised the profile of our pupil premium pupils across the school and has provided us with some additional support to improve identified areas for development. For example, all families identified positively engaged with the Structured Conversation process. Impact clearly seen against individual targets e.g. reduction in number of lates over the course of the year; improved engagement and enjoyment in writing and developing positive relationships with parents. In addition to this, training was provided to our Teaching Assistants on how best to support identified pupils through effective questioning and also how to manage behaviour.</p>	<p>Talk Boost: Trialled intervention for four terms during 2016/2017. Pupils made small steps of progress in relation to their attention and turn taking skills with teachers commenting on improved confidence seen in class. Programme however needed to be differentiated down due to children's needs being greater so was not completely appropriate and will not be continued for next year.</p> <p>As Achievement for All is a two year programme we will continue to invest and be sure to choose appropriate modules to best support our pupil premium children on roll.</p> <p>Positive impact seen in our deployment of Pupil Premium TAs, NQT Training, Speech and language sessions and 1:1 tuition which will all continue next year. To improve further, we will ensure there are clear SMART targets and milestones in place to measure the impact as accurately as possible.</p> <p>Lexia and Third Space Learning have been in place for a number of years and we have found that it is difficult to measure the impact these online programmes have on the children's progress. We have decided to stop these programmes once subscriptions have finished to ensure pupil premium money is funded on strategies which has maximum impact on all pupils.</p>	AfA £7150 Lexia £1950 PP TAs £18000 Talk Boost £750 Reading £200 Speech and language £1805 Language Project £3000 1:1 Tuition £10500 Third Space Learning £1791 NQT Training £4000

All pupil premium more able pupils to achieve greater depth	NQT/NQT + 1 Training 1:1 Tuition Pupil Premium Teaching Assistants for each phase	66.6% achieved greater depth in identified subjects (2 out of 3 pupils)	There was a raised awareness during 2016/2017 across the school with identifying our more able and more able pupil premium pupils which was tracked carefully by the Key Stage 2 leader. As this was part of the NPQSL project, the findings and research completed will continue to feed into 2017/2018.	As above
Improve attendance for identified pupil premium pupils	Breakfast and After School club spaces	Three places were provided to pupil premium pupils who were identified as a need to attend breakfast and/or after school club. Improvement in punctuality seen by pupils with the number of 'lates' decreasing significantly over the course of the year. For some pupils the places also meant we were able to provide suitable supervision for this time of the day.	Attendance for the group did not improve significantly enough. Will continue to provide breakfast and after school club places to identified pupil premium pupils as impact was seen for these pupils. As the introduction of structured conversations saw a significant improvement on one child's punctuality in particular then we will invest in this further to have an impact on the overall attendance for pupil premium pupils by targeting additional families with poor attendance.	£1995
Provide a wider range of enrichment opportunities for pupil premium pupils	Music lessons at Music Station Extra-curricular club spaces	Following conversations either with parents at structured conversation meetings or with teachers at pupil progress meetings, five pupil premium pupils were provided with the opportunity to attend an extra-curricular club. Good progress was seen by the teacher of the clubs for every pupil with either written or verbal reports provided. Following targets set at one of the structured conversations, places were provided for two pupils to attend after school clubs that had not had the opportunity to attend previously.	Providing these places were highly successful and not only did the children make progress in the activity they were attending but clear enjoyment could be seen when the children spoke about it when collecting pupil voice. We will continue to invest in this area to provide opportunities to pupils that do not have access to additional enrichment outside of school. We will also plan to invest in providing an enrichment afternoon for all pupils during 2017/2018.	£800 £749
To provide a boost in mental and emotional health and wellbeing to ensure pupils are more receptive to learning	Music Therapy	Discussion with class teachers during pupil progress meetings showed that for some pupils an improvement was seen in focusing their attention during lessons. For other pupils they demonstrated the skills during the music therapy but found it difficult to consistently apply skills to the classroom. Pupil Voice was carried out by the Pupil Premium Teaching Assistants which showed: <ul style="list-style-type: none"> All children enjoyed coming to school 'I like learning new things' 'Really love learning. It's my life. It's what I'm good at.' 	Music Therapy was provided for a number of children during 2016/2017 with positive progress seen by pupils during the sessions which had an impact on some pupils' concentration in class. We will decide whether to continue to invest if a need is raised during Pupil Progress Meetings.	£3000

		<ul style="list-style-type: none">Individual comments made by children which showed an impact on their wellbeing were followed through with additional conversation with the child to ensure needs were met.		
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6. Additional detail

In order to be more effective we will:

- Governor training will be provided through one of the Achievement for All modules to ensure governors show challenge on monitoring visits
- A pupil premium governor will be introduced this academic year