



Slade Primary School Pupil Premium Strategy

1. Summary information					
School	Slade Primary School				
Academic Year	2016/2017	Total PP budget	£65,780	Date of most recent PP Review	2 nd May 2017
Total number of pupils	366	Number of pupils eligible for PP	43	Date for next internal review of this strategy	TBC

2. Current attainment (2015/2016)						
In Year 6, there were 5 pupils registered as disadvantaged. 2/5 were SEN with ½ with EHC plan, 2/5 were FSM and 1/5 was EAL.	<i>Pupils eligible for PP</i>		<i>Gap with national</i>	<i>Pupils eligible for PP (without SEN)</i>	<i>Pupils not eligible for PP</i>	
	School	National (other)		School	School	National
% achieving ARE or above in reading	60%	71%	12% below	100%	81%	71%
% achieving ARE or above in writing	60%	79%	19% below	100%	90%	79%
% achieving ARE or above in maths	60%	79%	16% below	100%	79%	75%
% achieving ARE or above in R/W/M combined	60%	60%	No gap	100%	74%	60%
% achieving ARE or above in English grammar, punctuation and spelling	80%	78%	+2% above	100%	81%	78%

3. Desired Outcomes and barriers to future attainment

Desired Outcomes	Internal Barrier/s	Success Criteria	Milestone	Chosen Strategies
<p>Improve outcomes in R/W/M for all pupils eligible for pupil premium</p>	<p>A number of children eligible for pupil premium also have complex SEND (216%)</p> <p>A number of children eligible for pupil premium have speech and language needs which impacts on their Reading and Writing skills.</p>	<ul style="list-style-type: none"> All pupil premium pupils to have made expected progress based on prior attainment from previous KS. Disadvantaged SEN pupils to have made expected progress in line with school assessment policy. Staff have better understanding of speech and language strategies. Pupils' communication and language to be at least in line with national. 	<ul style="list-style-type: none"> 100% of disadvantaged pupils (without SEN) to have reached embedded in R/W/M by end of Term 6 Disadvantaged pupils with SEN to have made progress from their individual starting point Disadvantaged pupils with SEN to be on track to meet their end of Key Stage outcomes by end of Term 6 	<ul style="list-style-type: none"> Achievement for All Lexia Pupil Premium Teaching Assistants for each phase I can Talk Boost for Year 1 Developing the love of reading NQT/NQT+1 Training CPD Training for all staff KS1 language project 1:1 Tuition Third Space Learning
<p>All disadvantaged more able pupils to achieve greater depth</p>	<p>Identified disadvantaged more able pupils have emotional needs which impacts on their behaviour for learning.</p> <p>Confidence amongst staff to broaden and deepen learning to enable identified pupils to achieve greater depth.</p>	<ul style="list-style-type: none"> All pupil premium pupils to have achieved greater depth in subjects where they achieved greater depth in previous KS Staff have a better understanding with how to broaden and deepen learning for their more able pupils 	<ul style="list-style-type: none"> 100% of disadvantaged more able pupils to have achieved greater depth in identified subjects by end of Term 6 	<ul style="list-style-type: none"> Music Therapy CPD Training for all staff Pupil Premium Teaching Assistants for each phase 1:1 tuition NQT/NQT+1 Training Developing the love of reading

<p>Improve attendance for identified disadvantaged pupils</p>	<p>A number of children eligible for pupil premium have attendance below 90% (26% of pupil premium children).</p>	<ul style="list-style-type: none"> Identified pupils to have improved attendance and this impacts on better achievement and progress 	<ul style="list-style-type: none"> Identified pupils to have an average attendance of at least 90% or higher 	<ul style="list-style-type: none"> Achievement for All – Structured Conversations Punctuality Pup and Attendance Ted
<p>Provide a wider range of enrichment opportunities for disadvantaged pupils</p>	<p>A number of children eligible for pupil premium do not experience a range of enrichment opportunities</p>	<ul style="list-style-type: none"> Children have regular access to different enrichment experiences. Impact is seen through pupil voice questionnaires. Improved behaviour and concentration in class for identified pupils. 	<ul style="list-style-type: none"> Increase in percentage of children taking up after school clubs 	<ul style="list-style-type: none"> Music Lessons (including Music Station) Breakfast and After School club spaces Achievement for All – Structured Conversations
<p>To provide a boost in mental and emotional health and wellbeing to ensure pupils are more receptive to learning</p>	<p>A number of children eligible for pupil premium have emotional needs which impacts on their behaviour for learning</p>	<ul style="list-style-type: none"> Increased concentration and engagement within lessons seen 	<ul style="list-style-type: none"> Identified disadvantaged pupils to have reached embedded in R/W/M by end of Term 6 	<ul style="list-style-type: none"> Music Therapy Breakfast and After School Club spaces

4. Planned expenditure for 2016/2017

Item/Project	Responsibility and Cost	What is the evidence and rationale for this choice?	Objectives/Milestones	Monitoring	Review date
Achievement for All	£7150 VG/AP	<ul style="list-style-type: none"> A need for an increased awareness of pupil premium spending and children eligible for pupil premium across the school Achievement for All programme is tailored to meet the specific needs of children at Slade and provide: coaching support to expand leadership capacity, build effective relationships with parents and carers, develop teaching and learning and widen opportunities and outcomes Developing parental engagement research by Education Endowment Foundation has reported that two recent meta-analyses had on average 2-3 months positive impact. 	<ul style="list-style-type: none"> Disadvantaged pupils to have achieved age related expectations in R/W/M Gap between disadvantaged pupils and all pupils to be diminishing throughout the academic year Identified parents to have positively engaged with the Parent Partnership Scheme and progress to be seen against targets set <p><i>*Please see Achievement for All action plan for all desired outcomes*</i></p>	<ul style="list-style-type: none"> Key Stage Leader Reports (three times a year) Evaluation forms from Parent Partnership Scheme Achievement for All Action Plan 	December 16 April 17 July 17
Lexia	£1950 SL	<ul style="list-style-type: none"> Research by the Education Endowment Foundation demonstrates that smaller group tuition has a positive impact on progress rates in schools. Lexia targets individual readers and supports pupils to develop their reading and comprehension skills further. Reading identified through data analysis for disadvantaged pupils as an area for development 	<ul style="list-style-type: none"> Disadvantaged pupils not on track for Reading to have access to Lexia twice a week Disadvantaged pupils to have achieved age related expectations in Reading 	<ul style="list-style-type: none"> Key Stage Leader Reports (three times a year) Assessment data to show marked improvement over the academic year Pupil Voice 	April 17 July 17
Pupil Premium Teaching Assistants for each phase	£18000 VG	<ul style="list-style-type: none"> Self-evaluation of how interventions are carried out has shown that progress is not rapid enough. New intervention model to be trialled from January 2017 to allow for allocated teaching assistants to provide 'conference' time following the taught session to ensure all children achieve the intended objective of the lesson. Immediate, individualised verbal feedback research by the Education Endowment Foundation demonstrates a high level of positive impact on learning of 8 months. 	<ul style="list-style-type: none"> Identified pupils within the session receive immediate verbal feedback with support from teaching assistant Disadvantaged pupils achieve age related expectations in R/W/M 	<ul style="list-style-type: none"> Key Stage Leader Reports Progress in books shows positive impact of 'conferencing' and rapid level of progress 	April 17 July 17

I can Talk Boost for Year 1 pupils	£750 AP	<ul style="list-style-type: none"> • Communication and language and Writing identified as an area for development from Early Years data analysis • Research by the Education Endowment Foundation demonstrates that children who are involved in communication and language approaches make approximately six months additional progress over the course of the year. 	<ul style="list-style-type: none"> • Improvement seen in initial identified areas to develop 	<ul style="list-style-type: none"> • Impact report from SENCO • Pupil Progress Meetings 	Three times a year
Music Therapy	£3000 AP	<ul style="list-style-type: none"> • A small number of children identified have difficulties in maintaining concentration and engaging in learning due to a wide range of reasons. A boost in mental and emotional health and wellbeing will ensure pupils are more receptive to learning. 	<ul style="list-style-type: none"> • Identified pupils to have clear objectives set by Music Therapy teacher in response to information shared by class teacher and SENCO • Increased concentration and engagement within lessons seen 	<ul style="list-style-type: none"> • Impact report/s from Music Therapy Teacher • Lesson observations • Pupil Voice 	Three times a year
Individual/group Speech and Language sessions	£2000 AP	<ul style="list-style-type: none"> • Speech and language identified as an area for development through pupil progress meetings as well as data analysis of the Early Years. • An area to develop in Early Years and KS1 in order to attempt to 'close the gap' for identified pupils earlier on in their education. • 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. 	<ul style="list-style-type: none"> • CPD opportunity for classroom teachers and teaching assistants to develop their understanding of speech and language strategies • Communication and Language to be at least in line with national. 	<ul style="list-style-type: none"> • Impact report from Speech and Language specialist • CPD evaluation from EYFS and KS1 staff • Key Stage Leader reports 	Three times a year
KS1 Language project	£3000 AP				
1:1 tuition	£12900 VG	<ul style="list-style-type: none"> • Education Endowment Foundation demonstrates that one to one tuition can on average accelerate learning by five additional months progress • Spend in this area in previous years has had a positive impact on pupils progress as is delivered by qualified teachers who know the gaps of the children very well. 	<ul style="list-style-type: none"> • Children to have achieved age related expectations in area focused on during 1:1 tuition • Developed confidence in pupils 	<ul style="list-style-type: none"> • Key stage leader reports • Progress seen in books 	Three times a year

Third Space Learning	£1800 JH	<ul style="list-style-type: none"> • Education Endowment Foundation demonstrates that one to one tuition can on average accelerate learning by five additional months progress and an average of four months when using technology • Learning is individualised for each child and topics are set by the class teacher. Class teacher has option to review learning which is going to be taught to guide the online tutor. • Programme used last academic year with an impact seen in children's understanding mathematical knowledge and being able to clearly explain mathematical concepts. 	<ul style="list-style-type: none"> • Raise pupils confidence in Maths • All pupils to achieve age related expectations in Maths 	<ul style="list-style-type: none"> • Weekly reports • Key Stage Leader reports • Pupil Voice 	
Breakfast and After-School club spaces	£3000 VG/KS	<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 it removes the barrier for some children that have poor attendance/lateness. 	<ul style="list-style-type: none"> • Pupils receive a good breakfast and have a good start to the day • Improved attendance • Children are ready to learn 	<ul style="list-style-type: none"> • Attendance register • Pupil Voice • Lesson observations 	Termly
Music Lessons at Music Station	£1000 VG	<ul style="list-style-type: none"> • Enrichment opportunity available to help develop self-esteem 	<ul style="list-style-type: none"> • Pupils receive regular access to music lessons • Improved behaviour and concentration in class for some pupils 	<ul style="list-style-type: none"> • Progress impact report from Music Station • Pupil Voice • Lesson observations 	Three times a year
Personalised CPD training for NQT/NQT+1 teachers to improve the quality of teaching and learning to meet the needs of all pupils	£1500 VG	<ul style="list-style-type: none"> • To be able to provide personalised training to our most newly qualified teachers in order to ensure all teaching meets the needs of all pupils with a particular focus on the disadvantaged pupils. • To provide an opportunity for teachers to collaborate with local schools and network • CPD led and planned by DHT at Slade and other local school to ensure needs of the teachers are met and evaluated 	<ul style="list-style-type: none"> • All teaching to be at least good • Disadvantaged pupils to make age related expectations in all areas of the curriculum 	<ul style="list-style-type: none"> • Lesson observations • Key Stage Leader reports • Pupil Voice • CPD evaluation forms 	July 2017

Developing the love of Reading	£5000 VG	<ul style="list-style-type: none"> • Reading identified as an area to focus on for disadvantaged pupils • Development of the library at lunchtime and during the day to ensure it is well resourced and engaging to develop the love of learning • Increase the use of the library to have an impact on Reading progress and attainment • Evidence from local schools in Kent shows that the most effective schools have invested heavily in reading 	<ul style="list-style-type: none"> • Library is well resourced and engaging • Focused reading groups during lunchtimes are run by the librarian • Classes regularly use the library to support their learning • Increase in pupils achieving age related expectations in Reading compared to last year 	<ul style="list-style-type: none"> • Key stage leader reports • Pupil Voice • Lesson observations 	July 2017
				Total budgeted cost	£61000

5. Review of expenditure for 2015/2016

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
To enable focus teaching of smaller groups (January – July) in Year 5 and 6	KS2 additional teacher	<ul style="list-style-type: none"> Additional teacher used to be able to provide smaller class sizes in Year 5 and 6 for Maths. 60% of pupils eligible for Pupil Premium achieved age related expectations in Maths. The other 20% also had additional SEN needs with one pupil on an EHC. Pupil voice collected from pupils in smaller Maths group indicated a high level of positivity towards being in a smaller group: e.g. "Could concentrate better" "you can have help quicker" See case study for additional impact. 	<ul style="list-style-type: none"> Classes were split into ability. This has since been reviewed by SLT using research to look into whether this puts a ceiling on children's learning and whether more children could have achieved ARE. To stop setting for Maths from September 2016/2017. Additional teacher to be appointed for Terms 4 and 5 in order to make smaller class sizes in Years 5 and 6. Classes to not be set for English or Maths to be able to measure impact. 	£15,000
To improve attainment and progress in Writing and Maths for PP children who have not made expected progress.	1:1 Tuition	<ul style="list-style-type: none"> 62% on track for Reading, 38% on track for Writing and 62% on track for Maths (13 children received 1:1 tuition). Improved confidence reported by class teachers 	<ul style="list-style-type: none"> Teachers to focus on just one subject area next year to help track impact more accurately. All teachers to set SMART targets using the data to meet the needs of the children. To provide 1:1 tuition for all pupil premium children including disadvantaged more able Identify alternative way to provide 1:1 tuition to ensure all pp children receive the additional provision. Look into how 1:1 tuition can be provided in an alternative subject area for children who currently have 1:1 through high needs funding. 	£8000
To improve attainment and progress for PP children who have not made expected progress	KS1 and KS2 Afternoon TA interventions	<ul style="list-style-type: none"> Children achieved SMART targets during interventions but skills learnt not always transferred into their learning in class 	<ul style="list-style-type: none"> SLT to review intervention model to ensure additional support provides children with the opportunity to make accelerated progress. 	£8000

To provide additional speech and language support for PP children.	Speech and language therapist sessions every fortnight as well as individual private assessments	<ul style="list-style-type: none"> All children have made progress towards their speech and language targets Pupil Progress Meetings show impact on child's progress 	<ul style="list-style-type: none"> Good impact seen on children's progress in this area. Timetable to be reviewed to ensure all children identified in EYFS and Year 1 have access to the support. To use specialist support to provide training to EYFS and KS1 staff for succession planning. 	£2600
To improve attainment and progress in Reading.	Lexia TA and afternoon Lexia TA	<ul style="list-style-type: none"> Year R 88% on track in Lexia, Year 1 84% on track in Lexia, 42 children have finished the programme this year. 	<ul style="list-style-type: none"> Reading has been identified as an area to develop particularly for our disadvantaged pupils. SLT to review the use of Lexia to ensure there is a positive impact on children for remainder for licence. 	£2600
To provide emotional support for PP children to ensure they are emotionally prepared to complete learning. To develop their social skills.	Counselling and Lego Therapy	<ul style="list-style-type: none"> 100% of children have met their targets for Lego Therapy Wellbeing and involvement scales of pp pupils taking part show that all pupils have either maintained or raised their scores. 	<ul style="list-style-type: none"> Continue to provide counselling service on Monday lunchtimes and afternoon slots for identified pupils. Provide update training for member of staff. 	£8500
To provide support at lunchtimes for identified pupils to improve behaviour	Middy Supervisor	<ul style="list-style-type: none"> Support plans provided for individual pupils have had a positive impact on their behaviour at lunchtimes with less incidents seen 	<ul style="list-style-type: none"> To use support plans in the future where necessary 	£2000

6. Additional detail

In order to be more effective we will:

- Commission a pupil premium review to ensure our approach is strategic and effective
- Review Achievement for All action plan termly and feedback progress and impact to Governors