



Slade Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil 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	419
Proportion (%) of pupil premium eligible pupils	16.3%, 68 pupils
Academic year/years that our current pupil premium strategy plan covers.	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Karen Slade Head teacher
Pupil premium lead	James Duffin
Governor lead	Scott Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98, 691
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	98, 691

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 and all other action plans. 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	<p>Reading</p> <p>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.</p>
2	<p>Writing Communication and Language, including vocabulary</p> <p>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.</p>
3	<p>Metacognition, behaviours for learning</p> <p>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.</p>
4	<p>Attendance</p> <p>We have identified that for some pupils, good school attendance can often be impacted by the decisions made by their parents and have systems in place 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.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>We are aiming for:</p> <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 	<p>How we will know we have succeeded:</p> <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

	<ul style="list-style-type: none"> • 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
<p>We are aiming for:</p> <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 	<p>How we will know we have succeeded:</p> <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: £35,000

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) in both English lessons and in the wider curriculum.	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
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
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. A priority is to be made in making sure the most vulnerable children are taught by more experienced members of staff.	1
Continue to make steps forward in becoming an attachment aware school through a programme of training for all members of staff in order to improve relationships and	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 Needs, Maslow highlights the fact that it is	3

behaviours across the school.	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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure disadvantaged pupils have access to a high range of quality texts	Research from the National Literacy Trust shows that children have the lowest levels of ‘reading for pleasure’ ever recorded, with a lack of access to high quality texts being thought to be one of the barriers. Research from a variety of sources shows the link between regularly reading for pleasure and academic attainment, as well as a wider variety of impacts that last into adulthood.	1
To ensure disadvantaged pupils have the opportunity for daily reading and regular reading with a qualified adult.	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
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
TAs to deliver targeted individual support as identified by the school’s 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	2

	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.	
To use the Number Stacks maths intervention to help disadvantaged children catch up and then keep up with their peers through targeted support in a number of key areas in maths.	Number Stacks aligns closely to the EEF Maths Guidance published in 2020 on improving academic attainment in mathematics.	2 and 3

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

Budgeted cost: £33,000

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
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
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
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	3 and 4

	education which can, in turn, improve their academic attainment.	
To ensure disadvantaged pupils have access to as much 'cultural capital' as possible, through access to a range of experiences through trips, clubs (including Junior Duke) and visitors.	Research from the National College highlights the importance of cultural capital – '... a person's level of cultural capital is a huge indicator of how well they can succeed academically and engage in wider society.' This ensures children have access to key reference points that might be outside of their daily experience and will help them to make progress.	2 and 3

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 2023 to 2024 academic year.

Intended outcome	Success criteria	Impact (end of Year 1)																										
<p>We are aiming for:</p> <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 	<p>How we will know we have succeeded:</p> <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 	<p><i>Ofsted March 2024: Reading is at the heart of the school's curriculum. The school provides books that match closely with what pupils can read for themselves. In early years, the environment is language-rich and filled with resources to help children learn letters and sounds. Children enjoy poems and rhymes as well as the stories that guide their topics. Staff use assessment to identify weaker readers with accuracy. These pupils benefit from work in targeted groups to build their fluency and confidence.</i></p> <p>Reading:</p> <p>Year 6 Statutory Data</p> <table border="1" data-bbox="1048 882 2078 1380"> <thead> <tr> <th></th> <th colspan="2">Slade</th> <th colspan="2">Kent</th> <th colspan="2">National</th> </tr> <tr> <th></th> <th>All</th> <th>FSM</th> <th>All</th> <th>FSM</th> <th>All</th> <th>FSM</th> </tr> </thead> <tbody> <tr> <td>% Expected standard in Reading</td> <td>75%</td> <td>28.6% (2/7 pupils) *Without SEND FSM pupils - 50%</td> <td>75.2%</td> <td>61%</td> <td>74%</td> <td>NA</td> </tr> </tbody> </table>							Slade		Kent		National			All	FSM	All	FSM	All	FSM	% Expected standard in Reading	75%	28.6% (2/7 pupils) *Without SEND FSM pupils - 50%	75.2%	61%	74%	NA
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% GDS standard in Reading	31.7%	14.3%	30.4%	18.5%	28%	NA
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Years 1 - 6

Expected Standard	All (previous year)	FSM (previous year)
Year 1	68.3%	33.3%
Year 2	65.5% (65.5%)	25% (25%)
Year 3	60% (56.9%)	28.6% (25%)
Year 4	72.4% (75.4%)	37.5% (57.1%)
Year 5	82.8% (74.1%)	62.5% (57.1%)

Greater Depth	All (previous year)	FSM (previous year)
Year 1	15%	0%
Year 2	13.8% (12.7%)	0% (0%)
Year 3	18.3% (13.8%)	7.1% (8.3%)
Year 4	29.3% (28.1%)	0% (0%)

		Year 5	46.6% (31.5%)	0% (0%)																																								
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Year 4	58.6% (56.1%)	37.5% (42.9%)
Year 5	70.7% (68.5%)	50% (57.1%)

Greater Depth	All (previous year)	FSM (previous year)
Year 1	0%	0%
Year 2	0% (0%)	0% (0%)
Year 3	5% (3.4%)	0% (0%)
Year 4	13.8% (12.3%)	0% (0%)
Year 5	25.9% (14.8%)	0% (0%)

Speech and Language Interventions

Number of children having Speech and Language sessions with a trained therapist.
(PP children)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2022/2023	6 (5)	4 (1)	9 (5)	1	4 (3)	6 (1)	4
2023/2024	15 (3)	9 (5)	5 (1)	4 (3)	3 (2)	4 (2)	7 (3)

In addition to the direct SaLT sessions for the children above, we have also been able to build capacity by our SaLT training up identified members of the support staff to be able to deliver interventions. Therefore, wider impact is being provided from our investment in a SaLT.

<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><i>Ofsted March 2024: The school has clear systems to help pupils make the right choices about behaviour. Pupils feel that this is effective and fair. They are proud of accumulating house points and having their work showcased. Staff in early years establish strong classroom routines for children.</i></p>
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Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year.
This will help the Department for Education identify which ones are popular in England*

Programme	Provider

Further information (optional)

At Slade we feel that a child's wellbeing is just as important as their academic progress and achievement and always have Maslow's hierarchy of needs in mind when planning for the needs of all children. We have a strong pastoral team comprising of a Family Liaison officer, 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. For example, a place at one extra-curricular after school club or music lesson.

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.