



Slade Primary School Pupil Premium Strategy 2019/2020

1. Summary information							
School	Slade Primary School						
Academic Year	2019/2020	Total PP budget			£57,360	Date of most recent PP Review	2 nd May 2017
Total number of pupils	405	Total number of pupils eligible for PP	41 (10.1%)	Total number of pupils eligible for FSM	30 (7.4%)	Date for next internal review of this strategy	TBC
External Achievements							
Following the completion of the Achievement for All (Afa) programme, we were awarded with the Afa Quality Mark in September 2018.							

2. Current attainment (End of KS2)							
Context: 8 disadvantaged pupils. 7 pupils eligible for FSM Ever 6 including 1 pupil eligible for FSM. 1 pupil eligible for post adoption funding. 3 pupils receiving SEN support and 1 pupil with an EHCP.		Pupils eligible for FSM Ever 6		Gap with national	Pupils eligible for FSM Ever 6 (without SEN)	Pupils not eligible for FSM Ever 6	
% achieving age related expectations (ARE) or above in:		School	National (all pupils)		School	School	Local (National not available yet)
Reading		42.9%	73%	-30.1%	75%	87.2%	80.7%
Writing		57.1%	78%	-20.9%	100% (including 1 pupil working at GDS)	79.5%	86.8%

Maths	57.1%	79%	-21.9%	100%	84.6%	83.8%
English Grammar, punctuation and spelling	57.1%	78%	-20.9%	100%	79.5%	82.5%
R/W/M Combined	42.9%	65%	-22.1%	75%	76.9%	74%

3. Current attainment (End of KS1)

Context: 6 Pupil Premium Pupils. 4 pupils are eligible for FSM 'Ever 6' with ¾ pupils currently receiving a FSM. 2 pupils are adopted.	Pupils eligible for Pupil Premium		Gap with national	Pupils eligible for FSM Ever 6 (without SEN)	Pupils not eligible for Pupil Premium	
% achieving age related expectations (ARE) or above in:	School	National (All pupils)		School	School	Local (National not available yet)
Reading	66.7%	74.9%	-8.2%	N/A	78.2%	80%
Writing	83.3%	69.2%	+14.1%	N/A	74.5%	75.5%
Maths	83.3%	75.6%	+7.7%	N/A	81.8%	81.2%

4. Desired Outcomes and barriers to future attainment

Desired Outcome	Internal and External Barrier/s	Success Criteria
1. Diminish the difference between pupil premium pupils and non-pupil premium pupils in Reading by the end of KS1.	End of KS1 outcomes show that Pupil Premium pupils are still slightly below non-Pupil Premium pupils in Reading, particularly the girls. Phonics outcomes show that Pupil Premium pupils are below non-pupil premium pupils at the end of Year 1 and end of Year 2 re-takes.	<ul style="list-style-type: none"> The gap between Pupil Premium pupils diminishes each year during KS1 in Reading. Pupils eligible for Pupil Premium achieve the expected standard in Reading by the end of KS1. Pupils eligible for Pupil Premium achieve the expected standard in the phonics screening
2. Diminish the difference between pupil premium girls and non-pupil premium girls in Reading, Writing and	By the end of KS2, the gap between the pupil premium girls and non-pupil premium girls' increases compared to the gap between the boys in Reading, Writing and Maths.	<ul style="list-style-type: none"> The gap between girls eligible for pupil premium diminishes each year during KS2 in order to be at least in line with their peers Pupils eligible for Pupil Premium that also have a special educational need make good progress against their SEN outcomes.

Maths by the end of KS2.	There are 6 pupil premium pupils in KS2 that have a special educational need which means they are not able to access the same curriculum as their peers.	
3. Pupil Premium Pupils to have developed strategies to improve their behaviours for learning in order to have a positive impact on their learning	The whole school 'Barriers and Needs' analysis showed that a high number of pupils have limited behaviours for learning with concentration, experiences and memory amongst the highest across the school.	<ul style="list-style-type: none"> Pupil premium pupils will achieve in all areas of the curriculum by the end of each key stage to be in line with non-pupil premium pupils
4. Children's wellbeing will be catered for which will have a positive impact on their learning.	<p>The 'Barriers and Needs' analysis showed for a third of pupil premium pupils' parental engagement is a factor impacting on their learning and for 50% of pupil premium pupils home stability is a factor.</p> <p>Pupils Premium attendance was 94.07% at the end of 2018/2019 which was below 'all pupils' attendance.</p> <p>11 pupils had an attendance during 2018/2019 which was below 95%.</p>	<ul style="list-style-type: none"> Pupil premium pupils will achieve in all areas of the curriculum by the end of each key stage to be in line with non-pupil premium pupils Pupil premium pupil attendance to be at least in line with whole school attendance

5. Planned expenditure for 2019/2020

Item/Project	Responsibility and Cost	What is the evidence and rationale for this choice?	Objectives/Milestones	Monitoring	Review date
Quality of Teaching and Learning					
Reading Professional Development	£3000 English Leaders	<ul style="list-style-type: none"> As indicated in the statutory data, reading is a focus not only for the school but for pupils in receipt of Pupil Premium funding. It has been identified by our English Leaders the need to review how reading is taught across the school to ensure there is consistency in order to improve pupil progress. It has also been identified through teacher voice the need for updated professional development on Reading to ensure all members of staff are confident with the skills needed to teach reading. 	<ul style="list-style-type: none"> English leaders to have investigated through talking to staff, visiting other schools and attending courses what is the best approach for Slade with regards to Reading English leaders to have shared findings with staff and begun to implement how reading will be taught across the school to ensure there is consistency and progression 	<ul style="list-style-type: none"> Professional Development Meetings Pupil Progress Meetings Learning Walks Teacher Voice Pupil Voice English leaders action plan 	Termly

			<ul style="list-style-type: none"> • Staff to be confident by the end of the academic year how they are teaching reading • English leaders to have identified appropriate training for all members of staff including support staff 		
Talk for Writing (T4W)	£1000 English Leaders	<ul style="list-style-type: none"> • 2017/2018 end of year data and lesson observations showed that for Writing pupil progress and attainment is not meeting the needs of all pupils across the school • The Senior Leadership Team (SLT) identified the need to invest in Talk for Writing in order to improve outcomes for all pupils and this was introduced in January 2019. • The following impact has been seen so far during the first year of T4W: <ul style="list-style-type: none"> - Process of teaching writing is evident in the majority of classrooms which can be seen within the learning environment, in books and by talking to pupils - Lessons are more engaging for pupils with an increase seen in pupil participation - Pupils enjoy creating story maps as it helps them to remember their ideas when they go on to produce pieces of writing - Pupil voice shows that children are enjoying Writing lessons and can identify the parts from T4W that help them with their writing 	<ul style="list-style-type: none"> • All teachers to have received Non-Fiction training in order to ensure the T4W process is applied for all text types • All teachers are involved in Lesson Studies to develop their practice by learning from their colleagues • All PP pupils make good progress from their starting points • All English teaching and learning is 100% consistently good or better • Evidence of Talk for Writing is becoming embedded in every classroom • PP pupils speak positively about English and show positive learning behaviours • Impact from T4W is seen during data harvests 	<ul style="list-style-type: none"> • Learning Walks • Pupil Voice • Teacher Voice • Pupil Progress Meetings 	Termly
Conferencing Teaching Assistants for each phase	£34000 Deputy Head Teacher	<ul style="list-style-type: none"> • Conferencing Teaching Assistants have continued to have a positive impact on PP pupils since their introduction in 2016/2017 following a review with regards to how TAs are deployed across the school • Conferencing TAs provide immediate, individualised verbal feedback which is recognised by the Education Endowment Foundation as having a positive impact on learning by 8 months with little cost • Evidence of impact on identified pupils is shared regularly at the Pupil Progress Meetings which are attended by the Conferencing TAs • The role of the Conferencing TA was commended during our Achievement for All accreditation in September 2018 	<ul style="list-style-type: none"> • Conferencing TAs have a good understanding of the needs of the PP pupils and provide appropriate support in liaison with the class teacher • Conferencing TAs use the barriers and needs analysis to target their support in order to ensure it is personalised for each child they support • All teachers understand the role of the Conferencing TA and deploy them appropriately 	<ul style="list-style-type: none"> • Learning Walks • Pupil Progress Meetings • Performance Management • Pupil Voice • Impact tracking document 	Seasonally

		as we were able to demonstrate examples of individual children which had resulted in rapid, accelerated progress.	<p>in order to have a positive impact on pupil progress</p> <ul style="list-style-type: none"> • Pupils make good progress against their individual targets 		
Colour Coding	£15,015 Inclusion Leader	<ul style="list-style-type: none"> • Colour Coding has continued to have a positive impact on pupils up to Year 4 since the introduction in 2016/2017. • Learning walks and book looks have demonstrated the positive impact it is having on pupils' development of vocabulary and understanding. • The use of colour coding is continuing to be embedded across the school and is seen as good practice in Years 1 – 4. • Training is planned for Year 5 teachers during 2019/2020 to ensure colour coding becomes embedded across the whole school 	<ul style="list-style-type: none"> • Pupil Premium pupils in Year 1 – 5 make good progress from their starting point in Reading and Writing • Classroom environment to demonstrate Colour Coding is embedded and is available to all pupils as part of Quality First Teaching • Teachers in Years 1 – 5 are confident at applying Colour Coding during English lessons 	<ul style="list-style-type: none"> • Pupil Progress Meetings • Impact reports from Speech and Language Therapist • Learning Walks • Pupil Voice 	Seasonally
Speech and Language Sessions		<ul style="list-style-type: none"> • Speech and Language continues to be an area for development for a number of pupils across the school for two reasons: • One reason is due to changes in the demographic of the school community which is seen through low starting points for some children in the EYFS • Second reason is due to individual children needing additional speech and language support • Previous speech and language support has had a positive impact on children's development and is therefore a source of provision we will continue to invest in • Communication and language continues to be a priority as recognised by the Kent County Council research project as well as from our own analysis of pupils in school • The relationship we have with our speech and language therapist allows us to personalise the support for the children we currently have in school 	<ul style="list-style-type: none"> • Communication and Language to be above national for EYFS Pupil Premium pupils • Identified pupil premium pupils with S&L and communication issues to achieve well against their set targets 	<ul style="list-style-type: none"> • Impact reports from Speech and Language therapist • Pupil Voice • Pupil Progress Meetings 	Seasonally
Forest School	£1000	<ul style="list-style-type: none"> • Due to the additional needs of some of our pupil premium children and their home situations, we have identified the need for pupils to have the opportunity to take part in outdoor learning. • The studies from the Education Endowment Foundation shows that adventure learning interventions consistently demonstrate positive benefits on academic learning. On average, pupils who participate in adventure learning 	<ul style="list-style-type: none"> • Forest School is set up and trialled in EYFS and Year 4 over the course of the year • Wellbeing and engagement of identified pupils to be tracked and an increase to be seen over a period of time 	<ul style="list-style-type: none"> • Pupil Progress Meetings • Learning Walks 	Seasonally

		<p>interventions make approximately four additional months' progress.</p> <ul style="list-style-type: none"> An evaluation into Forest Schools which was carried out by The New Economics Foundation showed how children having access to Forest School can increase confidence, social skills, communication as well as knowledge and understanding. These are all skills which we feel our identified children need to improve on. 			
Targeted Support					
Family Liaison Officer (FLO)	£1,200 Inclusion Leader	<ul style="list-style-type: none"> Over the last 2 – 3 years we have seen an increase in the amount of families needing to be referred to Early Help which demonstrates to us the need for early intervention with some of our families Recent changes in the local area, including the development of new housing, has altered the demographics of the school community By continuing to have the position of a FLO in school it helps to build capacity within the team in order to better support families across the school Since the introduction of the role in September 2018, the FLO has supported a high number of pupil premium and non-pupil premium families across the school for a variety of reasons For 50% of pupil premium pupils, home stability is a factor 	<ul style="list-style-type: none"> Identified families are provided with the support needed and improvements are quickly seen Identified pupils supported by the FLO demonstrate positive learning behaviours in all lessons Identified pupils supported by the FLO make good progress from their starting points in R/W/M Identified pupils to have achieved an average of 95% for their attendance by the end of the academic year 	<ul style="list-style-type: none"> DSL Meetings Inclusion Leader/FLO meetings Attendance Reports Pupil Progress Meetings Learning Walks Pupil Voice 	Seasonally
Personalised Group Tuition	£250 Deputy Head Teacher	<ul style="list-style-type: none"> The Education Endowment Foundation demonstrates that one to one tuition can on average accelerate learning by five additional months progress. As a school we have invested in 1:1 tuition over a number of years and where we have seen a positive impact on either learning or attitude to learning is when there is a clear identified focus and the session is planned to meet the needs of the pupils In 2018/2019 we reviewed how the 1:1 tuition money has been used previously and trialled having small group tuition over a period of weeks with a clear target to in order to have a greater impact. This proved successful but will increase the amount of weeks available during 2019/2020 following feedback. 	<ul style="list-style-type: none"> Identified pupils have a clear target and progress is accelerated against the target Group tuition is well planned and meets the needs of the pupils being taught 	<ul style="list-style-type: none"> Pupil Progress Meetings Impact report from teacher leading the session Pupil Voice 	Seasonally
Other Approaches					

<p>Pupil Premium Promise</p> <ul style="list-style-type: none"> • Breakfast Club • School Uniform • PE Kit • Extra-curricular after school club • Curriculum Trips • School Journey (Year 6) 	<p>£2000</p>	<ul style="list-style-type: none"> • We have identified the need to ensure all pupils eligible for Pupil Premium receive the items listed as a bare minimum to enable them to have a similar starting point to their peers. Items have been chosen for the following reasons: • 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 when required • Over the last 2 – 3 years we have been able to use the Pupil Premium money to fund a number of spaces at our Extra-Curricular clubs after school which has been appreciated greatly by the children and their families • This has helped to increase the number of PP pupils attending extra-curricular clubs and provide additional opportunities to these pupils 	<ul style="list-style-type: none"> • Identified pupils to have received a good breakfast and have a positive start to the day • Improved attendance/punctuality for identified pupils • Pupils demonstrate positive learning behaviours • Pupil premium pupils attend extra-curricular activities 	<ul style="list-style-type: none"> • Registers to track attendance • Pupil Progress Meetings • Pupil Voice • Learning Walks • Attendance Reports 	<p>Seasonally</p>
<p>Fruit, Milk and Cereals for KS2 pupils</p>	<p>£1,500</p>	<ul style="list-style-type: none"> • In 2018/2019 it was identified by the SLT the need for our PP pupils in Year 3 to have access to healthy food at playtimes as they no longer receive free fruit as they enter KS2 • It was also identified the need for free fruit and milk across KS2 to ensure all pupils are receiving the right food to be able to then be ready for learning following break time • A high majority of pupils took up the free fruit at break times and commented highly when asked for pupil voice. Teachers also commented how much the children liked having the fruit and were keen to eat it. • A supply of breakfast cereals is also required for some children who do not receive breakfast in the morning regularly and do not attend our breakfast clubs • Research indicates that pupils who have eaten will have an increased level of concentration and engagement 	<ul style="list-style-type: none"> • All pupils in KS2 receive a healthy snack for playtime • Improved learning behaviours for identified pupils 	<ul style="list-style-type: none"> • Learning Walks • Pupil Progress Meetings • Pupil Voice 	<p>Seasonally</p>
<p>Attendance Incentives</p>	<p>£150</p> <p>Deputy Head Family Liaison Officer</p>	<ul style="list-style-type: none"> • We have identified a number of pupils that continue to have poor attendance which is therefore having an impact on their progress • In addition to our Family Liaison Officer supporting these pupils, we have identified the need to introduce alternative reward systems that are an incentive to the pupil premium pupils 	<ul style="list-style-type: none"> • Identified pupils to have discussed incentives that would work for them with the FLO to ensure the system in place is beneficial • Identified pupils to have demonstrated an 	<ul style="list-style-type: none"> • Attendance Reports • Pupil Progress Meetings 	<p>Termly</p>

		<ul style="list-style-type: none"> • Incentives will recognise those that have made vast improvements to their attendance as well as those that consistently demonstrate a good attendance throughout the year • Having introduced the incentives during 2018/2019, we saw a positive impact on a number of identified pupils who had increase in % for their attendance compared to the previous year 	<p>improvement in their attendance % by the end of 2019/2020</p> <ul style="list-style-type: none"> • Identified pupils to have achieved an attendance of at least 95% by the end of 2019/2020 • The gap between pupil premium attendance and whole school attendance to continue to diminish • Pupil Premium attendance to be in line or higher than national • All staff to be aware of any identified pupil premium pupils in their class and be supported by the Family Liaison Officer • All Pupils to be recognised for demonstrating good attendance throughout the year 		
Nurture Room Safe Spaces	£1000 Inclusion Leader	<ul style="list-style-type: none"> • Due to an increase seen in the amount of emotional need for some of our pupil premium pupils, we have identified a need for a nurture room in order to ensure all pupils are prepared and ready to learn • A type of nurture group was trialled during 2017/18 with a group of Year 2 pupils which saw great success. The group were taught in a small group for Maths which enabled all pupils to learn in a way best for them. Pupils were tracked on B-Squared to ensure their learning was focused on their gaps. Evidence of impact was seen through the progress each child made with one pupil closing the gap between him and his peers. • Over the last 1 – 2 years we have recognised that there is a need for pupils to use the learning environment around the school to create safe spaces. When these safe spaces have been created and used well, it has allowed the pupil to use strategies to get themselves back into the correct zone for learning. 	<ul style="list-style-type: none"> • Identified pupils are well supported in order to ensure they make good progress from their starting point • Identified pupils have access to a safe space around the school and this is clearly communicated to all members of staff • Nurture room is set up and correct level of training has been received 	<ul style="list-style-type: none"> • Pupil Progress Meetings • Learning Walk 	Seasonally
Pupils Attitudes to Self and School (PASS) – GL Assessment	£1,600	<ul style="list-style-type: none"> • It is important as a school to obtain pupil voice so that we can understand the mind-set of the children so that we can accurately assess the impact of initiatives in place. 	<ul style="list-style-type: none"> • PASS to be introduced to teachers during Term 3 so that 	<ul style="list-style-type: none"> • Pupil Progress Meetings 	

		<ul style="list-style-type: none"> By investing in PASS we will be able to identify children's attitudes towards school and use this information during Pupil Progress Meetings to continue to make informed decisions. 	<ul style="list-style-type: none"> children can complete online survey Teachers to have time prior to the Term 4 PPMs to analyse data and identify any trends/interesting points 		
				Total budgeted cost	£62000

6. Review of expenditure for 2018/2019

Desired outcome	Chosen action/approach	Evaluation and Impact:	Lessons learned (and whether you will continue with this approach)	Cost
Pupil Premium Pupils (without a Special Educational Need (SEN)) to have achieved age related expectations in Reading/Writing and Maths to enable them to be in line with their peers	Conferencing Teaching Assistants	Good: Conferencing TAs continue to have a very good understanding of the pupils they are supporting. They have a positive relationship with the teachers to ensure provision is personalised. TAs focus on individual targets as well as supporting children with any misconceptions that may have arisen during the day. Evidence can be seen against the progress made against their individual targets. This way of working is embedded across the school and is normal classroom practice.	Conferencing TAs: Will continue in 2019/2020. TAs will be allocated to where most need is across the school.	£33,484
Pupil Premium pupils with a Special Educational Need to be on track to meet their end of key stage SEN outcomes	Colour Coding	Good: Embedded in Years 1 – 4 and children apply the colour coding to support with their writing. Teachers have adapted their practice to ensure they continue to use colour coding as well as T4W. Evidence of practice can be seen within the classroom environment and through talking to pupils as they are able to explain how they use the 'dudes' to help them remember the different word types.	Colour Coding: Will continue in 2019/2020. Year 5 teachers will be trained to ensure colour coding becomes embedded across the school. Will monitor full impact over time with GPS results.	£14,805 (inc S&L)
Pupil Premium attendance % to be in line with whole school attendance by the end of 2018/2019				
Pupil Premium pupils across the school consistently display positive learning	Speech and Language	Good: Children are set individual targets by our speech and language therapist with evidence of impact shared 3 times a year. Teachers comment at pupil progress meetings the progress they are noticing within the classroom. We also benefit from the therapists	Speech and Language: To continue to invest in having a speech and language therapist in school. Due to the increase in need, this year we will be using our speech and language therapist to train members of the support staff team so that additional groups can be led during the week. This will also upskill the team and provide additional capacity. We will also be identifying additional ways to	

behaviours in all areas of the curriculum	Group Tuition	support with individual children due to the relationships she has built with the children and adults. Mixed: Group tuition worked well as teachers were able to target more pupils as well as make sessions more engaging due to more children to bounce ideas off. Evidence of impact seen against individual targets but in some cases there were not enough weeks to ensure learning was embedded.	support pupils in EYFS to ensure the provision in place meets their needs early on. Group Tuition: To have more weeks as 5 was not enough. To start tuition earlier in the school year.	£570
	Early Excellence Project	Very good: Practice is now fully embedded in EYFS and Year 1. Elements are seen in Year 2. Highly engaging lessons are seen in EYFS and Year 1 which was noticed by our School Improvement advisor on her latest visit: 'Pupils were demonstrating the characteristics of effective learning and opportunities for independence have improved'; 'In KS1 significant improvements were evident in the quality of the environment. In Year 1 there is clear evidence of the continuing learning journey from EYFS. Pupils in Year 1 now have the opportunity to lead their own learning during part of the day'.	Early Excellence: Investment no longer needed as enough staff have a good understanding to ensure the good practice continues.	£475 (additional costs in the first year as 2 year project) *check CPD and supply cover costs*
	Talk for Writing (T4W)	Good: All teachers have been trained on how to teach T4W with fiction text types. Majority of staff have a good understanding how to plan and teach the process. Some teachers require additional training to ensure T4W is fully embedded across the school. Impact can be seen within the classroom environment through the use of washing lines, working walls as well as during drop ins and through talking to the children. There is clear evidence in the children's books of the T4W process and the increase in the quality of writing being produced.	T4W: INSET Day to train teachers how to apply T4W to non-fiction texts. Some teachers (and English leader) booked on training at a local T4W school to look at good practice. English leaders will be continuing to embed throughout the school.	£2,936 (2 year project)
	Family Liaison Officer (FLO)	Very good: During the first year of having a FLO, many positive relationships have been established with a	FLO: To continue next year with the aim for the FLO to increase their hours due to the amount of families needing and benefitting	£1,153

		<p>number of families as well as with the staff. Relationships have been built with harder to reach families as well as those seeking support. Positive improvements seen in attendance and punctuality for families supported with this area as a focus where attendance has increased by 3% compared to last year in some cases. The FLO also attends the weekly DSL meetings in order to have a good understanding of which families need the most support.</p>	<p>from their support. To look into starting lunchtime groups to provide additional support for pupils.</p>	
	Pupil Premium Promise (PPP)	<p>Good: During the first year of running the Pupil Premium Promise, it has increased the amount of pupil premium pupils now attending an after school club which has enabled us to provide them with additional enrichment. From advertising the benefits the children receive if they are PP, it has led to two more children now being in receipt of Free School Meals. The promise has also been a good tool for our EYFS teachers to use during home visits with 7 families signing up to receive the PP funding.</p>	<p>PPP: This will continue next year as it is a good way of promoting the Pupil Premium funding to ensure we have the correct number of children on our register. It increases the opportunities available to these children.</p>	£4,175
	Fruit, milk and cereals for KS2 pupils	<p>Very good: This has been very successful and the children like having the fruit available to them at playtime. If children are hungry, then staff know to guide them towards the fruit that is available. Quotes of staff include: 'Our children devour it!'. 'Positive in my class, all gets eaten. Raisins are particularly popular!'</p>	<p>Fruit etc: This will continue next year due to the success from this year.</p>	£326
	Attendance incentives	<p>Average: 9/11 of the focus pupils increased their overall attendance compared to last year with some increasing quite significantly. E.g. 87.04% Overall attendance for PP is still below all pupils and this is due to a small number of pupils, some with SEN.</p>	<p>Attendance: Incentives to continue during 2019/2020. DHT to speak to Pupil Council to identify additional ways to improve attendance across the school.</p>	£250
Total Spent				£58,174