



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	15.0%, 63 pupils
Academic year/years that our current pupil premium strategy plan covers.	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Viki Garrett Head teacher
Pupil premium lead	James Duffin
Governor lead	Scott Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£118,400

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. Furthermore, all staff reflect on the changing needs of the pupils in each cohort. Adaptations are made to provision to help support the progress of all children. Where more wide scale adaptations are required, staff feedback to the Senior Leadership Team to enable more widescale change, always with the aim of supporting children to make progress from their individual starting points.

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. Some children also face barriers that can make accessing learning in the main classroom environment challenging. This has included, but is not limited to, sensory difficulties, struggling to self-regulate after free play and disagreements with peers.</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

	<p>expected progress from their starting points in Reading, with some pupils making accelerated progress, each year</p> <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 • Learning environments that meet the diverse needs of all children. All learning spaces are designed to be calm, inclusive and well-organised, with accessible resources, clear routines and supportive adult relationships • Provision at play times enables pupils to engage in purposeful and engaging learning opportunities. Structured activities, access to high-quality resources and targeted adult interaction help children build social skills, develop resilience and form positive relationships. These enriched play experiences contribute to improved behaviour, increased confidence, and a greater readiness to learn back in the classroom. 	<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 • Through monitoring of behaviour incidents on CPOMs, we will see a reduction in the number of behaviour incidents before and after play times

<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
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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: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 behaviours across the school.	Research shows that by realising and recognising the impact and symptoms of trauma and attachment, 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 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. Through carefully looking at the backgrounds and needs of our children, we will provide staff with specific CPD to enable them to provide appropriate support to these children.	3
Provide staff with high quality supervision and mental health support to enable them to provide	There are many reports on the levels of stress on adults working in schools (i.e. DfE document 'Teacher well-being at work in schools and further education providers').	3

<p>appropriate support to children.</p>	<p>There is also extensive research that shows how poor mental health can limit work output for all. In turn, this has been shown to have a detrimental impact on outcomes from children in school. Some children at Slade come from complex backgrounds and through monitoring behaviour on CPOMs, we are able to understand the challenging behaviour that some children present in school. We are able to see the impact that this can have on staff well-being and mental health. Staff will have access to high-quality provision in school. By strengthening staff wellbeing, we enhance their capacity to deliver consistent, emotionally attuned and responsive support for pupils. This investment helps staff manage challenging situations effectively, maintain strong relationships with children, and create a calm, supportive learning environment in which Pupil Premium pupils can thrive academically and emotionally.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£33,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure disadvantaged pupils have access to a high range of quality texts</p>	<p>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.</p>	<p>1</p>
<p>To ensure disadvantaged pupils have the opportunity for daily reading and regular reading with a qualified adult.</p>	<p>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.</p>	<p>1</p>
<p>Conferencing TAs to deliver ‘on-the-day’ feedback for identified pupils with a focus on</p>	<p>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</p>	<p>1 and 2</p>

Reading and Writing	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.	
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 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.	2

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

Budgeted cost: £52,000

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
Continue to ensure the behaviour policy is consistently being applied by all staff across all areas of the school, 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. Training in specific areas, such as declarative language, has been given, but still needs to be embedded across the school. 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	Evidence form the EEF's teaching and learning tool kit suggests that effective social and emotional learning can lead to	3

well as other spaces used by children (i.e. Yeti, lunch times etc.)	learning gains of 4 months over the course of the year.	
Senior Mental Health First Aider to oversee the support in place	Research has shown that when children and young people look after their mental health and develop their coping skills it can help them to boost their resilience, self-esteem and confidence. It can also help them learn to manage their emotions, feel calm, and engage positively with their education which can, in turn, improve their academic attainment. Our Fitness and Wellbeing Champion will also provide support to targeted supervision to children as and when appropriate.	3 and 4
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
To provide play therapy and Talk Time sessions for targeted children.	Play therapy provides targeted emotional and developmental support for pupils who may struggle with confidence, self-regulation or past adverse experiences. Through structured therapeutic play, children are given a safe space to express feelings, explore worries and develop coping strategies. This support can lead to improved emotional wellbeing, stronger peer relationships, and better engagement in learning. As pupils become more secure and resilient, they are better able to access the curriculum, participate positively in school life and make sustained academic progress. Talk Time has been shown to help close gaps in vocabulary, improves emotional literacy and strengthens relationships with adults and peers. These improvements in oral language underpin better learning across the curriculum, leading to increased engagement, improved behaviour and greater readiness to access classroom teaching.	3 and 4
To ensure playtimes provide wider opportunities for enriching activities, to enable children to return to class ready to learn	Research from the EEF has shown that play based learning can lead to a positive impact on learning outcomes (+ 4 months). We will look to follow the structure of OPAL playtimes, which enables children to experience increased freedom, creativity and choice, leading to higher levels of engagement and enjoyment at play. Pupils develop important skills such as teamwork,	3 and 4

	<p>problem-solving, communication and resilience, which contribute directly to improved behaviour and stronger relationships across the school. It will also promote inclusion by offering a wide range of accessible activities that reduce social barriers and enable all children to participate confidently. These positive play experiences support overall wellbeing and help pupils return to the classroom more settled, ready to learn and able to make better academic progress. By creating a more engaging environment on the playground, we are also hoping for a reduction in the number of behavioural incidents at playtime.</p>	
<p>To provide environments outside classrooms that appropriately provide for children’s sensory needs (i.e. The Snug)</p>	<p>A well-designed sensory environment provides children with a calm, regulated space that supports their emotional and physical wellbeing. By offering controlled sensory input, extensive research has shown children can better manage anxiety, improve focus and build self-regulation skills. For pupils who may become overwhelmed in busy classroom settings, a sensory environment offers a safe and supportive area where they can reset and prepare to re-engage in learning. This targeted provision is particularly beneficial for pupils who may require additional support to feel settled, secure and ready to learn.</p>	<p>3 and 4</p>

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 2024 to 2025 academic year.

Intended outcome	Success criteria	Impact (end of Year 2)																																		
<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="1043 890 2145 1353"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Slade</th> <th colspan="2">Kent</th> <th colspan="2">National</th> </tr> <tr> <th>All</th> <th>FSM (10 pupils) (6 pupils FSM + SEN)</th> <th>All</th> <th>FSM</th> <th>All</th> <th>FSM</th> </tr> </thead> <tbody> <tr> <td>% Expected standard in Reading</td> <td>73.8%</td> <td>30% Without SEND, FSM – 75%</td> <td>74.7%</td> <td>59.5%</td> <td>75%</td> <td>n/a</td> </tr> <tr> <td>% GDS standard in Reading</td> <td>52.5%</td> <td>10% Without SEND, FSM – 25%</td> <td>34.7%</td> <td>19.1%</td> <td>33.3%</td> <td>n/a</td> </tr> <tr> <td>Average scaled score</td> <td>107.1</td> <td>97.1 Without SEND, FSM – 104.0</td> <td>105.8</td> <td>102.4</td> <td>105.6</td> <td>n/a</td> </tr> </tbody> </table>		Slade		Kent		National		All	FSM (10 pupils) (6 pupils FSM + SEN)	All	FSM	All	FSM	% Expected standard in Reading	73.8%	30% Without SEND, FSM – 75%	74.7%	59.5%	75%	n/a	% GDS standard in Reading	52.5%	10% Without SEND, FSM – 25%	34.7%	19.1%	33.3%	n/a	Average scaled score	107.1	97.1 Without SEND, FSM – 104.0	105.8	102.4	105.6	n/a
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Years 1 - 5

Expected Standard	All (previous year)	FSM (previous year)	FSM without SEND
Year 1 (8 FSM pupils)	66.7%	12.5%	14.3% (7 pupils)
Year 2 (17 FSM pupils)	66.7% (68.3%)	52.9% (33.3%)	81.8% (11 pupils)
Year 3 (6FSM pupils)	75% (65.5%)	50% (25.5%)	75.5% (4 pupils)
Year 4 (13FSM pupils)	56.7% (60%)	30.8% (28.6%)	50% (6 pupils)
Year 5 (9 FSM pupils)	80% (72.4%)	55.6% (37.5%)	71.4% (7 pupils)

Greater Depth	All (previous year)	FSM (previous year)	FSM without SEND
Year 1 (8 FSM pupils)	5%	0%	0% (7 pupils)
Year 2 (17 FSM pupils)	15% (15%)	0% (0%)	0% (11 pupils)
Year 3 (6FSM pupils)	15% (13.8%)	0% (0%)	0% (4 pupils)
Year 4 (13FSM pupils)	10% (18.3%)	7.7% (7.1%)	16.7% (6 pupils)
Year 5 (9 FSM pupils)	35% (29.3%)	11.1% (0%)	14.3% (7 pupils)

Phonics:

Year 1 Phonics Screening - 65.5%

Year 2 Phonics Screening - 85% (71.7% Year 1)

Ofsted March 2024: The school emphasises extending pupils' vocabulary, in order to help them access future learning. Staff in early years build this strongly through thoughtful interactions and activities.

Writing:

Year 6 Statutory Data: writing

	Slade		Kent		National	
	All	FSM (10 pupils) (6 pupils FSM + SEN)	All	FSM	All	FSM
% Expected standard in Writing	73.8%	30% Without SEND, FSM - 75%	72.5%	56.0%	72.2%	n/a
% GDS standard in Writing	13.1%	0% Without SEND, FSM - 0%	15.0%	5.8%	12.7%	n/a

Year 6 Statutory Data: GPS

We are aiming for:

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

How we will know we have succeeded:

- 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

	Slade		Kent		National	
	All	FSM (10 pupils) (6 pupils FSM + SEN)	All	FSM	All	FSM
% Expected standard in GPS	77%	50% Without SEND, FSM – 100%	68.7%	51.3%	72.6%	n/a
% GDS standard in GPS	24.6%	0% Without SEND, FSM – 0%	24.8%	12.4%	29.4%	n/a
Average scaled score	105.2	98.4 Without SEND, FSM – 103.5	104.3	100.8	105.3	n/a

Years 1 – 5

Expected Standard	All (previous year)	FSM (previous year)	FSM without SEND
Year 1 (8 FSM pupils)	63.3%	12.5%	14.3% (7 pupils)
Year 2 (17 FSM pupils)	58.3% (58.3%)	17.6% (6.7%)	27.3% (11 pupils)
Year 3 (6 FSM pupils)	45% (57.6%)	16.7% (25%)	25.0% (4 pupils)
Year 4 (13 FSM pupils)	43.3% (48.3%)	15.4% (14.3%)	33.3% (6 pupils)
Year 5 (9 FSM pupils)	65% (58.6%)	55.6% (37.5%)	71.4% (7 pupils)

Greater Depth	All (previous year)	FSM (previous year)	FSM without SEND
Year 1 (8 FSM pupils)	3.3%	0%	0% (7 pupils)
Year 2 (17 FSM pupils)	5% (0%)	0% (0%)	0% (11 pupils)
Year 3 (6 FSM pupils)	5% (0%)	0% (0%)	0% (4 pupils)
Year 4 (13 FSM pupils)	6.7% (5%)	0% (0%)	0% (6 pupils)
Year 5 (9 FSM pupils)	16.7% (13.8%)	0% (0%)	0% (7 pupils)

EYFS Literacy data:

	Slade		Kent		National	
	All	FSM	All	FSM	All	FSM
EYFS % Good Level of Development	65.0	57.1	68.9	51.0	68.3	n/a
EYFS % Expected Standard Literacy Goals	68.3	57.1	71.1	53.3	70.5	n/a

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)
2024/25	26(9)	8 (3)	10 (6)	1(0)	10 (5)	0 (0)	14 (7)

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.

We are aiming for:

- 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

How we will know we have succeeded:

- 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

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.

	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 (https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2024-week-47) There is a reduction in the number of pupil absences for each class in school across the year 	<p><i>Ofsted March 2024: Attendance is promoted effectively here. Leaders work closely with families to remove barriers to attendance. This has been highly impactful for pupils with EHC plans, and their learning benefits as well.</i></p> <p>Three Year Trend</p> <table border="1"> <thead> <tr> <th></th> <th>2022/2023</th> <th>2023/2024</th> <th>2024/25</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>94.6%</td> <td>95.3%</td> <td>95.2%</td> </tr> <tr> <td>FSM</td> <td>90.6%</td> <td>90.7%</td> <td>91.8%</td> </tr> <tr> <td>Non-FSM</td> <td>95.2%</td> <td>96.1%</td> <td>96.0%</td> </tr> <tr> <td>Persistent Absentees (less than 90%)</td> <td></td> <td>9.8% (14 FSM pupils) (41 PAs all)</td> <td>11.9% (19FSM) (50 pupils all)</td> </tr> <tr> <td>Severe Absentees (less than 50%)</td> <td></td> <td>3.8% (3 FSM pupils) (3 all)</td> <td>0.2% (0 FSM pupils) (1 all)</td> </tr> </tbody> </table>		2022/2023	2023/2024	2024/25	All Pupils	94.6%	95.3%	95.2%	FSM	90.6%	90.7%	91.8%	Non-FSM	95.2%	96.1%	96.0%	Persistent Absentees (less than 90%)		9.8% (14 FSM pupils) (41 PAs all)	11.9% (19FSM) (50 pupils all)	Severe Absentees (less than 50%)		3.8% (3 FSM pupils) (3 all)	0.2% (0 FSM pupils) (1 all)
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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.