

Pupil premium strategy statement

School overview

Metric	Data
School name	Slade Primary School
Pupils in school	458 (20-21)
Proportion of disadvantaged pupils	46% (20-21)
Pupil premium allocation this academic year	£204 439
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Jenny Maskell
Pupil premium lead	Jenny Maskell
Governor lead	Yasmin Aktar

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA Covid-19
Writing	NA Covid 19
Maths	NA Covid-19

Strategy aims for disadvantaged pupils at the end of KS2

Measure	Score
Meeting expected standard at KS2	NA Covid-19
Achieving high standard at KS2	NA Covid 19
Measure	Activity
Priority 1	Ensuring that high attaining PP children achieve GD in all areas.
Priority 2	To develop teacher pedagogy around inference and vocabulary to impact on the attainment of disadvantaged pupils.
Barriers to learning these priorities address	1. High levels of disadvantaged children are also EAL.

	<ol style="list-style-type: none"> 2. Low levels of oracy on entry to the school. 3. Attendance of disadvantaged children is below that of all the pupils. (92.15%/95.09%) 4. Where teaching is weaker, teachers do not have high enough expectations of pupils ability, especially low attainers. 5. High proportion of our disadvantaged children arrive in school not ready to learn due to high levels of deprivation, child protection issues, domestic violence issues and drug abuse. 6. Many of the disadvantaged children live in a tight knit community and their understanding of the wider world is limited.
Projected spending	<p><u>Staffing</u></p> <p>Three teacher model in Y6 - £10,610 PP lead – £17,244 Strategic leadership and CPD - £17 536</p> <p><i>Sub total: £45,390</i></p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	100% to make expected progress. 30% to make better than exp progress.	September 2021.
Progress in Writing	100% to make expected progress. 30% to make better than exp progress.	September 2021.
Progress in Mathematics	100% to make expected progress. 30% to make better than exp progress.	September 2021.
Phonics	90% to reach the expected standard Teachers to provide daily high quality interventions for targeted children. Additional support teacher two days per week.	September 2021.
Teaching of reading	Teaching is never less than good with at least 75% outstanding. Reading ELG to be at least in line with prime areas Provision of phonics in nursery to be outstanding. Outcomes for disadvantaged pupils at the end of KS2 improve from 2018/19 – 72% combined.	September 2021.
Promote reading across the curriculum	Triangulation show that reading is of a high priority across the curriculum	September 2021.

Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure that PP children's attainment is at least in line with non PP
Priority 2	TAs delivering 1:1 support to PP children in phonics
Barriers to learning these priorities address	1. 74% of PP children were predicted to enter Y1 at the expected level for reading. However, due to Covid-19 this will be below this prediction.
Projected spending	Staffing TAs - £14, 000

Wider strategies for current academic year

Measure	Activity
Priority 1	Close attendance gap between disadvantaged and non-disadvantaged (4% gap historically)
Priority 2	Well-targeted and effective pastoral care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life.
Priority 3	Disadvantaged pupils have high expectations of themselves and high aspirations for the future.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. High proportion of our disadvantaged pupils arrive in school not ready to learn due to high levels of deprivation, various child protection issues including parents with mental health issues, domestic violence and drug abuse. 2. Many of our disadvantaged children live within a tight knit community and their understanding of the wider world is limited. This is affecting their aspirations for the future. 3. Many of our disadvantaged children have low levels of resilience leading to low levels of mental toughness.
Projected spending	<p><u>External support</u> Achievement for all - £4000 (leadership cover £2000) 'Our Place' - £1500 Beyond the Horizon - £3260 Breakfast club - £450 Additional resources for PP children (Y6 revision guides/specific support identified in structured conversations - £10,000</p> <p>Sub total: £19, 210</p> <p><u>Pastoral care support staff</u> LM1 - £7674 LM2 - £8170 LM3 - £6625</p> <p>Leadership of pastoral care - £13,587</p> <p><u>Attendance</u> Attendance officer - £9016</p> <p>Sub total: £45, 072</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring CPD continues to have depth and is based in evidence.	Strategic monitoring and reflecting by SLT.
Targeted support	Enough time for reading leader to support and evaluate the teaching of reading.	Supervision meetings half termly.
Wider strategies	External factors (see above) Attendance – Eid and holiday in term times	Robust attendance policy which has a waved approach.

Review: last year's aims and outcomes

Aim	Outcome
Ensuring that high attaining PP children achieve GD in all areas.	Predictions showed that a higher % of higher attaining PP children were due to achieve GD but due to covid-19 SATS did not take place.
PP phonics attainment of PP children is in line with non PP children.	PP predicted phonics attainment improved from previous year (86%). The actual test did not take place due to Covid-19.
To develop teacher pedagogy around inference and vocabulary to impact on the attainment of disadvantaged pupils.	Teachers received bespoke CPD to develop teacher pedagogy around inference and vocabulary. Teachers had a better understanding of how to support children with inference. Through phonics and vocabulary training, vocabulary was improved within Rec/Y1. Due to Covid-19 the extent of this impact could not be measured.