

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Slade Primary School
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jenny Maskell
Pupil premium lead	Jenny Maskell
Governor / Trustee lead	Yasmin Akhtar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,977
Recovery premium funding allocation this academic year	£24,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27,487.24
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£280,404.24 Recovery premium pooled by ATLP (available to Slade £24,940)

Part A: Pupil premium strategy plan

Statement of intent

At Slade Primary School, we believe that all children can reach their full potential academically and socially regardless of background. We have high aspirations for all of our pupils and families and support them through our outstanding pastoral provision, a well planned curriculum that is contextualised to Slade and through the use of external experts. Our curriculum has been designed by experts in the subject field to ensure it is broad, balanced and rich in opportunity. In order for us to ensure all pupils can reach their full potential, we ensure our teachers are skilful in implementing strategies that provide challenge for all and can provide support to overcome barriers to learning.

We work to ultimately ensure that all of our pupils become active members of society and are fully prepared for the next stage in their life.

Through the allocation of pupil premium and recovery premium funding, our carefully planned interventions and approaches enable us to provide additional learning opportunities, experiences and evidence based, research driven interventions that ensure our most disadvantaged pupils can thrive. Our interventions and approaches focus on specific needs of the individual pupil in receipt of pupil premium so that they perform as well as their non pupil premium peers.

Leaders at Slade are committed to ensuring that all of our disadvantaged pupils working towards, at or above their age related expectation receive intervention and whole class teaching that is never less than good, leading to outstanding teaching and outcomes over time. We work on the basis of keep up not catch up for our pupils and ensure the teaching and provision they receive supports us in meeting this.

As a school, we also recognise the crucial part parents play in the education of all pupils and in particular, our disadvantaged pupils. We work to support parents in how to support their children through the use of 'Structured Conversations'. At Slade we also work with experts in the field of raising attainment for disadvantaged pupils and use 'Achievement for All' as a strategy for developing teacher knowledge, parental engagement and wider collaborative working.

The pupil premium and recovery premium funding is allocated within our school budget by financial year and allows us to plan the provision for our pupils based on careful analysis of data and emerging trends each year. When allocating our funding, we also use a range of research and evidence such as the Education Endowment Foundation and Sutton Trust.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils low attainment in phonics and early reading due to lockdown and access to reading materials and support at home
2	Ensuring all staff are trained and skilled to a high standard, enabling them to provide high quality education across all curriculum subjects
3	Ensuring the Slade approach (Read Write Inc) to teaching phonics, early reading and writing is well embedded and supports all children to read fluently and independently by the end of KS1.
4	Social, emotional and mental health needs of our pupils and families impacts the pupils ability to engage fully in their education and wider school life
5	Attendance of our disadvantaged pupils is below that of our non disadvantaged pupils
6	Outcomes at the end of KS2 (Year 6) impacted significantly by COVID-19, engagement in home learning and behaviour for learning

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
Percentage of disadvantaged pupils in Year 1 achieving the PSC pass will show an increase in the schools prior attainment in PSC.	<ul style="list-style-type: none"> ○ Increased percentage of disadvantaged pupils passing the PSC at the end of Year 1. ○ Pupils are closely tracked and monitored to ensure they make accelerated progress. ○ One to one tutoring is implemented to support children identified as at risk of not achieving the expected standard. ○ Read Write Inc leaders support teachers and teaching assistants to ensure children keep up, not catch up.

Pupils in Year 2 achieve the expected standard in the PSC	<ul style="list-style-type: none"> ○ Increased percentage of pupils passing the PSC in Year 2. ○ Pupils are closely tracked and monitored to ensure they make accelerated progress. ○ One to one tutoring is used for children identified as a 'spotlight' child.
Staff are highly skilled and the quality of teaching is never less than good across school	<ul style="list-style-type: none"> ○ Teaching profile shows: 50% outstanding teaching 100% good or better teaching ○ Academic support staff profile shows: 50% outstanding 100% good or better
<p>All children read fluently and independently by the end of KS1</p> <p>All children in KS2 read fluently and independently.</p>	<ul style="list-style-type: none"> ○ Increased percentage of pupils reaching ARE in reading at the end of KS1. ○ Disadvantaged pupils read widely and often at school and home. ○ Children access the Oxford Owl e-book library frequently to read at home. ○ Increased percentage of pupils working at ARE in phonics and reading across KS2. ○ Approach to the teaching of reading is implemented consistently. ○ Access to high quality guided reading, whole class and cross curricular texts.
Highly effective support mechanisms are in place for supporting our pupils and families social, emotional and mental health needs	
Disadvantaged pupils attendance is at least in line with national figures and persistent	<ul style="list-style-type: none"> ○ Disadvantaged pupils attendance will be at least in line or above the national average for non

<p>absence percentages is improving year on year.</p>	<p>disadvantaged pupils (96% or above).</p> <ul style="list-style-type: none"> ○ Monitoring of attendance by school attendance officer ensures improvement in attendance for PP children and decreases persistent absence. ○ Staged approach to attendance is consistently applied to all pupils. ○ Early Help is used as a tool to improving attendance.
<p>Disadvantaged pupils attainment and progress at the end of key stage 2 will be in line with national percentages for this group.</p>	<ul style="list-style-type: none"> ○ Booster classes for Year 6 run from Autumn 1 throughout the year. ○ One to one and small group intervention will support the refreshing of childrens learning. ○ Additional Year 6 intervention teacher will enable targeted small class teaching. ○ Parent workshops throughout the year will allow for school to support parents in supporting their child. ○ Structured conversations for disadvantaged pupils ensure children are also aware of their targets.

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: £ 86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to ensure all staff are highly skilled at accelerating the learning and progress of our disadvantaged pupils across curriculum subjects.	Evidence from Education Endowment Foundation (EEF) – Teaching and Learning Toolkit One to one tuition +5 months Small group tuition +4 months	ALL
Read Write Inc weekly masterclasses	Evidence from EEF – Teaching and learning toolkit – Teaching Assistant supervision +4 months	1, 2, 3, 4
Termly external consultant support from Read Write Inc		1, 2, 3, 4
External consultant training for Read Write Inc (x2 days)		1, 2, 3
Achievement for All (AfA) Lead school accreditation	Evidence from Education Endowment Foundation (EEF) – Teaching and Learning Toolkit	1, 2, 3, 5
Coaching for staff/leaders (cover costs)		
Data Driven Instruction leader (cost of cover)		
Pupil Premium Lead – support and developing team	Evidence from EEF – Teaching and Learning Toolkit – *TA supervision	All
Subject Leadership time (cost of cover)	Evidence from EEF – The Guide to Pupil Premium, A tiered approach to spending	ALL

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring one to one tutoring and small group teaching	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: <ul style="list-style-type: none"> ○ Individualised instruction = + 4 Months ○ One-to-one tuition = +5 months ○ Metacognition & self-regulation = +7 Months ○ Small group tuition = +4 Months ○ Teaching assistant supervision = +4 Months 	1, 2, 3, 4, 6
Catch up Tutor (1:1 and small group support)		ALL
Play Therapy – weekly one to one sessions		ALL
Counselling – 12 week blocks across the year (x39 weeks, 5 children each 12 week cycle)		ALL
Introduction of 'Reading Plus' intervention/programme for all disadvantaged pupils across KS2		1, 2, 3, 4, 6
Additional Educational Psychologist support hours and intervention		ALL
Achievement for All consultant visits and programme		ALL
Class teachers 1:1 tutoring focus children		ALL

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
YogaBugs online subscription for use in school and at home	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:	4, 5

	Social and emotional learning = +4 Months	
Motional online SEMH tool	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: <ul style="list-style-type: none"> ○ Social and emotional learning = +4 Months ○ Behaviour and Interventions = +4 months 	ALL
Extra curricular clubs	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	ALL
Educational visits	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	ALL
Purchase of iPads for PP pupils to support learning	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	1, 2, 3, 4, 6
Attendance rewards	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	5
Nurture resources (for focussed nurture groups)	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	ALL
Marvellous Me subscription	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Behaviour Interventions = +4 months	ALL

Total budgeted cost: £ 281,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

See below for Internal School data for the end of Key Stage 2

End of KS2 2020-21 Internal school data	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in R, W, M	75%	75%
% achieving expected standard in reading	75%	78%
% achieving expected standard in writing	79%	75%
% achieving expected standard in maths	75%	78%
% achieving greater depth standard in R, W, M	21%	16%
% achieving greater depth standard in reading	21%	29%
% achieving greater depth standard in writing	18%	18%
% achieving greater depth standard in maths	25%	18%

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
Reading Plus	Reading Solutions
Achievement for All (AfA)	
YogaBugs	YogaBugs
MarvellousMe	MarvellousMe

Service pupil premium funding N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

