

Pupil Premium Strategy 2022/23

This statement details our school's use of pupil premium (for the 2022 to 2023 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	422
Proportion (%) of pupil premium eligible pupils	44% (183)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jenny Maskell
Pupil premium lead	Jenny Maskell/Jo Evanson
Governor / Trustee lead	Arthur Terry Learning Partnership Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,455
National Tutoring funding this academic year	£26,892
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£280,347

Part A: Pupil premium strategy plan

Statement of intent

At Slade Primary School, we believe that all children can reach their full potential both 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 skillful 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 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 national tutoring 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 enter Slade with low levels of literacy and oracy skills. These low levels include a significant increase in the number of children requiring speech and language therapy (SALT). Alongside these, our disadvantaged children enter school with a significant vocabulary deficit.
2	On average, Pupil Premium children have lower attainment than that of their non pupil premium peers. The progress they make is slower and COVID-19 continues to significantly impact the knowledge gap for the Pupil Premium pupils.

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. We also ensure all staff new to Slade have training and expertise in the teaching of Read Write Inc.
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 and national figures. The rate of persistent absence for our Pupil Premium pupils has risen significantly.
6	Many of our children in receipt of Pupil Premium have limited life experiences and opportunities.

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>Disadvantaged pupils demonstrate improved literacy and language skills.</p> <p>The vocabulary deficit for our disadvantaged pupils is diminished.</p> <p>Literacy and language outcomes for our disadvantaged pupils are improved and at least in line with national non-disadvantaged.</p>	<ul style="list-style-type: none"> ○ 100% of pupils who take part in a Wellcomm programme of intervention make rapid and sustained progress from their starting point, ensuring they are in line with age related expectation. ○ 100% of our disadvantaged pupils make significant progress towards end of year expectations (ELG) from their starting point. At least 80% achieve ARE in Literacy ○ 100% of pupils working on continuums for speaking and literacy, make rapid progress from their individual starting point (at least one band per term). ○ Voice 21 Oracy work impacts positively on the pupils ability to articulate and communicate effectively. This is demonstrated in their vocabulary bank growing – knowing more, remembering more words and using these in everyday conversations. The pupils progress is measured against the oracy framework.
<p>Disadvantaged pupils make at least expected progress from their individual starting points with many making rapid progress in Reading, Writing and Maths.</p> <p>The attainment and progress gap is diminishing between disadvantaged and non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> ○ The % of disadvantaged pupils in EYFS achieving the expected standard in Literacy is at least in line with all other areas. ○ The phonics attainment for our disadvantaged pupils continues to be above national figures overall. ○ By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing rapidly in RWM. ○ KS2 outcomes for maths, reading and GPS show that more than 65% achieve the met standard in 2022/23 and 75% in 2023/24. ○ Booster classes for Year 6 run from Autumn 1 throughout the year and 100% of disadvantaged pupils attend the sessions they are invited to. This is monitored through attendance registers. ○ Quality of teaching across school is 100% good or better. ○ Quality of academic support (teaching assistants) is 100% good or better
<p>Read Write Inc is taught with fidelity to impact positively on outcomes for pupils.</p>	<ul style="list-style-type: none"> ○ 100% of RWI teaching is judged to be good or better. ○ RWI Consultancy days triangulate teaching judgements (x3 per year) ○ At least 90% of disadvantaged pupils are working at the expected standard for phonics at the end of each half termly assessment point.

<p>Disadvantaged pupils attainment in phonics and Early Reading is at least in line with non disadvantaged. Disadvantaged pupils make accelerated progress in phonics and early reading.</p>	<ul style="list-style-type: none"> ○ Percentage of disadvantaged pupils reaching ARE in the PSC is at least in line with national non disadvantaged pupils but continues to be better than national outcomes. ○ Disadvantaged pupils reading progress is rapid and sustained with pupils progressing through RWI in line with ARE.
<p>Social, emotional and mental health of our pupils is supported through robust, high quality internal and external programmes of support.</p>	<ul style="list-style-type: none"> ○ Counseling is made available through school to support pupils (Beyond the Horizon and Urban Devotion). This leads to higher levels of engagement in learning and a reduction in behaviour incident logs for each pupil. ○ A therapeutic approach is used to support our pupils where necessary (art/drama therapy, play therapy, Lego therapy) and provides targeted support for our most vulnerable, disadvantaged pupils. ○ Highly effective pastoral provision ensures early intervention for pupils and their families. ○ Right Help Right Time is used effectively as a tool for supporting our disadvantaged pupils and their families, providing them with the most appropriate support in a timely manner. ○ Access and information to external support agencies is shared with parents/carers to ensure robust support for our children and families. ○ School have a broad range of links to services that ensure timely intervention and support. ○ Early Help is used effectively to identify families in need of support. ○ High quality CPD is provided for staff to ensure they can meet the ever changing needs of our pupils and families.
<p>Attendance of disadvantaged pupils is at least in line with national figures and persistent absence percentages are improving year on year.</p>	<ul style="list-style-type: none"> ○ Disadvantaged pupils attendance will be at least in line or above the national average for non disadvantaged pupils (95% or above). ○ Monitoring of attendance by school attendance officer ensures improvement in attendance for PP children (based on 21-22 figures and decreases persistent absence based on 21-22 figures) ○ Persistent absence figure of disadvantaged is at least below that of disadvantaged for 2020-21 (12.1%) (2021-22 published in March 23) ○ Staged approach to attendance is implemented consistently. ○ Early Help is used as a tool to improving attendance. ○ Statutory procedures are followed to address persistent absence where all other avenues have failed to improve attendance.
<p>Disadvantaged pupils have equitable access to wider opportunities that improve their life experiences and opportunities.</p>	<ul style="list-style-type: none"> ○ Additional learning opportunities are mapped out to link carefully with curriculum subjects and enhance the curriculum learning. ○ Wider opportunities are built into the school day and beyond to ensure our disadvantaged pupils have experiences beyond their day to day life.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 85,000

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 (led by Reading Leads) MASTERY LEARNING	Evidence from EEF – Teaching and learning toolkit – Teaching Assistant supervision +4 months MASTERY LEARNING +5 months	1, 2, 3, 4
Termly external consultant support from Read Write Inc		1, 2, 3, 4
External consultant training for Read Write Inc (x3 days)		1, 2, 3
Coaching for staff/leaders (cover costs)	Evidence from Education Endowment Foundation (EEF) – Teaching and Learning Toolkit	1, 2, 3, 5
Instructional Coaching 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

Voice 21 subscription to 3 year programme of oracy development. (2022-23 Year 2)	Evidence from EEF – The Guide to Pupil Premium, A tiered approach to spending	ALL
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 100,000

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 ○ Reading comprehension strategies +6 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
Additional Educational Psychologist support hours and intervention		ALL
Class teachers 1:1 tutoring focus children		ALL
Reading Plus for all pupil premium pupils in Year 3 and above		2

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

Budgeted cost: £ 95,455

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: Social and emotional learning = +4 Months	4, 5
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
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
Purchase of resources for growth mindset and wellbeing teaching	Evidence form EEF – Social and Emotional Learning = +4 months	4,5,6

Total budgeted cost: £ 280,455

<p>Highly effective support mechanisms are in place for supporting our pupils and families social, emotional and mental health needs</p>	<ul style="list-style-type: none"> ○ Counseling sessions have been offered to the most vulnerable disadvantaged pupils, leading to improved resilience and behaviour for learning in classrooms. Analysis of behaviour logs demonstrates an improvement. ○ Play Therapy provides targeted support for our most vulnerable, disadvantaged pupils. Analysis of children who accessed play therapy demonstrates that improvements in attitude, resilience and emotional wellbeing have been identified. ○ Highly effective pastoral provision ensures early intervention for pupils and their families. This has been identified and quality assured through SPRs. ○ Right Help Right Time is used effectively as a tool for supporting our disadvantaged pupils. This has been recognised by the Early Help Team working outside of the school. ○ Access to external agencies is shared with parents (via the school website) ○ School have a broad range of links to services that ensure timely intervention and support. ○ Early Help is used effectively to identify families in need of support with a number of families accessing support needed as a result of early help offered.
<p>Disadvantaged pupils attendance is at least in line with national figures and persistent absence percentages is improving year on year.</p>	<ul style="list-style-type: none"> ○ Disadvantaged pupils attendance will be at least in line or above the national average for non disadvantaged pupils (96% or above). ○ 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.

End of KS2 2021-22	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in R, W, M	41.2%	59.3%
% achieving expected standard in reading	58.8%	77.8%
% achieving expected standard in writing	73.5%	92.6%
% achieving expected standard in maths	44.1%	59.3%
% achieving greater depth standard in R, W, M	8.8%	11.1%

% achieving greater depth standard in reading	20.6%	33.3%
% achieving greater depth standard in writing	11.8%	29.6%
% achieving greater depth standard in maths	11.8%	22.2%

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
Oxford Owl Online	OUP
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

