

Pupil Premium Strategy 2023-2024

This statement details our school's use of pupil premium (for the 2023 to 2024 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	453
Proportion (%) of pupil premium eligible pupils	41.5% (188)
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published.	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Danny Jones/Jenny Maskell
Pupil premium lead	Jo Evanson/Jenny Maskell
Governor / Trustee lead	Arthur Terry Learning Partnership Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,922
National Tutoring funding this academic year	£23,530
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	£289,452

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 by our work with 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 and a slower progress rate than their non pupil premium peers. The pandemic continues to have an impact on the knowledge gap for pupil premium pupils.

3	Ensuring the newly introduced approach and programme (White Rose Maths) used for teaching maths at Slade is well embedded and supports children to develop a deep love of maths, inspiring them to become confident, fluent mathematicians.
4	Social, emotional and mental health needs of our pupils and families impacts the pupil's 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>1. Disadvantaged pupils entering EYFS 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 At least 80% achieve GLD ○ 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 pupil's 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 pupil's progress is measured against the oracy framework.
<p>2. 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> <p>The attainment gap in maths is significantly reduced.</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 we aim for 75% in 2023/24. ○ There will be at least a 10% increase in the % of PP children achieving the expected standard in R,W,M at the end of KS2 in 23-24. ○ 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. ○ The progress score in maths at the end of KS2 is improved and children make progress in line with their non-disadvantaged peers. (Reduce current gap of -2)

3. Disadvantaged pupils make rapid progress from their individual starting points.

Disadvantaged pupils are working at least in line with their non disadvantaged peers at the end of KS2.

- The % of disadvantaged pupils achieving GLD at the end of EYFS in Maths is at least in line with non-disadvantage pupils.
- Disadvantaged pupils perform at least as well as their non disadvantaged peers in maths in each year group.
- By the end of KS1, the attainment gap between disadvantaged and other pupils is closing rapidly in R,W and M.
- KS2 outcomes for maths show that disadvantaged pupils are working at least in line with their non disadvantaged peers (ARE)..

4. The mental health and well-being of our pupils is supported through robust, high quality internal and external programmes of support.

- 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 has 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>5. 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 pupil's 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 (22-23 figure 25%) to be at least in line with national PP children (22-23 figure 20.9%) and moving closer to national non disadvantaged figure of 94% attendance. ○ Staged approach to attendance is implemented consistently and impacting positively on attendance. ○ Early Help is used as a tool to improve attendance. % of families taking up the offer of Early Help increases from 22-23 to 23-24. ○ Statutory procedures are followed to address persistent absence where all other avenues have failed to improve attendance.
<p>6. Disadvantaged pupils have equitable access to wider opportunities that improve their life experiences and opportunities.</p>	<ul style="list-style-type: none"> ○ The mapping of enrichment opportunities across school ensures a broad and equitable offer of opportunities for our disadvantaged pupils. ○ Opportunities are built into the school day at both lunchtime and after school clubs 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

Weekly 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. (2023-24 – Year 3 of programme)	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: £ 109,467

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"> o Individualised instruction = + 4 Months o One-to-one tuition = +5 months o Metacognition & self-regulation = +7Months o Small group tuition = +4 Months o Teaching assistant supervision = +4Months o Reading comprehension strategies +6months 	1, 2, 3, 4, 6
Academic tutoring (NTP) (1:1 and small group support)		ALL
Play Therapy – weekly one to one sessions		ALL
Counseling – 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
Wellcomm delivery for selected EYFS/KS1 pupils		Evidence from Education Endowment Foundation, 'Early Years Toolkit': Communication and Language Approaches = +6 months
Reading Plus for all pupil premium pupils in Years 2-6	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
Enrichment 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
Enhancement of whole school curriculum - extracurricular opportunities	Evidence from Education Endowment Foundation Teaching and Learning Toolkit: Arts Participation = +3 months Social and Emotional Learning = +4 months	4 and 6
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
Breakfast club places (x40) for select disadvantaged pupils		5 and 6
25% contribution to National Breakfast Scheme		
Purchase of resources for growth mindset and wellbeing activities	Evidence from EEF – Social and Emotional Learning = +4 months	4,5,6

Total budgeted cost: £ 289,452

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 2022 to 2023 academic year.

Intended outcome	Impact
<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 took part in a Wellcomm programme of intervention made rapid and sustained progress from their starting point, ensuring they are at least in line with age related expectation. ○ 100% of our disadvantaged pupils make significant progress towards end of year expectations (ELG) from their starting point. 73% of disadvantaged pupils achieved GLD in Literacy ○ 100% of pupils working on continuums for speaking and literacy, made rapid progress from their individual starting point (at least one band per term). ○ Voice 21 Oracy work has started to impact positively on the pupil's ability to articulate and communicate effectively. This has been demonstrated in their vocabulary bank growing – knowing more, remembering more words and using these in everyday conversations. The pupil's progress is now being 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"> ○ 73% of disadvantaged pupils in EYFS achieved the expected standard in Literacy which is at least in line with all other areas. ○ PP pupils outperformed non PP with 73% GLD overall. ○ 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. ○ Booster classes for Year 6 have run consistently from Autumn 1 throughout the year and 100% of disadvantaged pupils attend the sessions they are invited to. This is monitored through attendance registers. ○ PP outperformed non PP children in reading, writing and greater depth maths at the end of KS2 in 22-23 outcomes ○ Quality of teaching across school is 97% 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> <p>Disadvantaged pupil's attainment in phonics and early reading is at least in line with non-disadvantaged pupils.</p> <p>Disadvantaged pupils make accelerated progress in phonics and early reading.</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) to be accurate. ○ Disadvantaged pupils outperformed non disadvantaged in PSC at the end of Y1. Y2 disadvantaged were in line with non-disadvantaged at the end of year 2. ○ 95.8% of disadvantaged pupils were working at PSC, outperforming non disadvantaged pupils in 22/23. ○ 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 has had a significant positive impact on pupils who have received the service. They have demonstrated higher levels of engagement in learning and a reduction in behaviour incident logs for each pupil. ○ A therapeutic approach continues to be used to support our pupils where necessary (art/drama therapy, play therapy, Lego therapy) and provides targeted support for our most vulnerable, disadvantaged pupils who show improvement in their emotional regulation. ○ Highly effective pastoral provision ensures early intervention for pupils and their families. This has meant ?? Children and families have received support in 22/23 ○ 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. This sharing of information has enabled our parents to seek support at an early stage. ○ School has a broad range of links to services that ensure timely intervention and support meaning our children are receiving highly effective and timely 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 is still 2.5% below that of national disadvantaged pupils at 92.2 v 94%. ○ Disadvantaged unauthorised absence for 22-23 sits at 3% which is 1.3% higher than national. ○ Persistent absence is still above national at 24.9% v 20.9% national. This has not increased since 21-22. ○ Staged approach to attendance is implemented consistently. ○ Early Help is used as a tool to improve attendance with four families offered EH in the academic year 22-23. 50% of those offered, engaged in the process. ○ Statutory procedures are followed to address persistent absence where all other avenues have failed to improve attendance. In 22-23, 89 penalty notices were issued.

Disadvantaged pupils have equitable access to wider opportunities that improve their life experiences and opportunities.	<ul style="list-style-type: none"> ○ We have carefully mapped out a breadth and depth of enrichment opportunities that link carefully with curriculum subjects and enhance the curriculum learning, including enrichment clubs that are offered to our disadvantaged pupils first. ○ Wider opportunities are built into the school day and beyond to ensure our disadvantaged pupils have experiences beyond their day-to-day life. This has included trips, educational visits, workshops and enrichment clubs.
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End of KS2 2022-23	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in R, W, M	58%	71%
% achieving expected standard in reading	73%	71%
% achieving expected standard in writing	81%	77%
% achieving expected standard in maths	61.5%	82%
% achieving greater depth standard in R, W, M	15.4%	11.8%
% achieving greater depth standard in reading	34.6%	29%
% achieving greater depth standard in writing	23.1%	17.6%
% achieving greater depth standard in maths	23.1%	23.5%

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
The National Thinking Classrooms Programme	Birmingham Closing the Gap

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