

2021



Pupil Premium Strategy Statement 2021-2022

**STRATEGY PLAN TO COVER SEPTEMBER 2021 –
JULY 2025**

ANNUAL UPDATES TO BE MADE: -
DECEMBER 2022, DECEMBER 2023, DECEMBER 2024

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	Salesbury C.E. Primary School
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	7.68% 4.61% - Pupil Premium 3.07% - Pupil Premium Plus
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Clare Berryman, Headteacher
Pupil premium lead	Clare Berryman
Governor	Rebecca Sharples

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,585
Recovery premium funding allocation this academic year	£1087.00
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	£32,672

Part A: Pupil premium strategy plan

Statement of intent

Our mission and vision is for all children who attend Salesbury Church of England Primary School, regardless of background or challenges they face. We strive to ensure all children make good progress, feel safe, secure and supported both emotionally and academically. Both staff and governors recognise and accept responsibility for all our children and as part of this duty further recognise that a number of pupils, some of whom are not eligible for pupil premium funding, require additional support, guidance and intervention. Our mission statement expresses our commitment in meeting all our children's emotional, social and academic needs within an ethos that nurtures and supports.

The focus of this strategy is to support disadvantaged pupils to achieve this aim, including the progress for children who may be high attainers.

We strongly consider the challenges our vulnerable pupils face and plan actions to support their needs, regardless of whether they are disadvantaged or not.

Attendance is key. Children thrive and learn best when they are in a supportive routine. We aim to ensure that all children have strong levels of attendance and that nobody is disadvantaged. We encourage this through our engaging curriculum in which our children have ownership, an enriched school offer, outdoor learning, visual support through the day and additional nurture group and individual/small group where needed.

Quality-First Teaching is at the heart of our approach for all children, this document is written in the culture within our school which embraces progress for every child – sustaining positive outcomes for all yet providing the adjustments needed to ensure progress for any child who experiences disadvantage.

Almost 40% of our pupils in receipt of pupil premium have identified special educational needs. We strive to ensure all children make progress from their own starting point. Our children do benefit from the high-quality teaching each and every day with additional intervention through individual and small group teaching. This has been provided by utilising our own staff – Teachers and Teaching Assistants.

We have recognised that a small group of these children have not yet made the progress we would expect so the school has focused on these children within groups through the implementation of academic mentoring with the child's class teacher, in addition to their daily lessons. All children in receipt of pupil premium funding have an individualised targeted plan which supports academic progress, builds aspirations and

encourages children to develop themselves as responsible citizens and successful learners.

The Covid-19 pandemic has seen an increase in children and families who require additional emotional and wellbeing support in order for them to access learning. This strategy is integral to our whole school responsive to education recovery – its curriculum adaptation and additional tutoring. Our strategy includes a highly experienced Learning Mentor who works in close partnership with the SLT in school to support children and families. She provides workshops throughout each day which build, support and directly address barriers to learning. These workshops are reviewed each half-termly and provision is adapted according to need.

We aim to be continually evolving, to provide bespoke responses to needs and challenges. These are rooted in robust assessment to provide purpose and direction.

Challenges

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

Challenge number	Detail of challenge
1	Reading Fluency and engagement with reading
2	Access to technology – including access to software subscribed to by school
3	A key group of pupils in receipt of pupil premium who are not making expected progress despite interventions.
4	The emotional well-being, social and behavioural needs of pupils including attachment and trauma
5	Some pupils in receipt of pupil premium funding have specific SEND needs

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
All children will increase their rate of reading fluency	DIBELS assessments indicate significantly improved rates of reading fluency. This will be mirrored within teacher assessment, formal assessments and PIRA scores.
All children will further develop their love of reading	Children will discuss a range of books they enjoy, and authors they have experienced. Their quality of book talk will be evident in

	Whole Class Reading. Children will access school library to build their own personal reading bank and engage with the school Reading Spine.
All children will have a quality of access to technology ensuring free access to subscriptions to support learning.	Children will access a Chromebook, they will engage with LbQ, TT Rockstars, Numbots, Spag.com, IDL, INL etc to support learning. Progress will be evident within individual subscriptions. Any further periods of remote learning will ensure children are in a strong position both at home and school. Engagement will have a positive impact on children's attainment.
Improved attainment in reading, writing and mathematics	The following will be implemented:- Quality First Teaching Morning Mentoring 4 x 30 minutes per week Daily Reading Barriers to Learning Workshops Individual Subscriptions Individual and small group interventions Resulting in accelerated progress in line with their identified baseline
To achieve and sustain improved wellbeing for all pupils	Sustained levels of wellbeing which will be demonstrated by:- <ul style="list-style-type: none"> - Strong attendance - Reduction in negative behavioural incidents for individual pupils - Full engagement with the wider life of the school - Demonstration of leadership, confidence and aspiration - Pupil voice within interviews, surveys and observations
To improve attainment and accelerate progress for individual children who also have special educational needs	Progress will be evident within school assessments or PIVATS Individual Education Plans or Provision Plans will demonstrate progress Active engagement with interventions and additional support

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: £ 11,300

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Further procurement of reading books to support a new DFE validated systematic synthetic phonics programme to secure stronger phonics for all pupils</p>	<p>Strong evidence that indicates a systematic, synthetic phonics programme will impact on the accuracy of word reading and writing</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,3,5</p>
<p>Incorporate the effective use of technology to support learning and to support effective delivery of high quality whole class and individual sessions and feedback to improve learning and facilitate retention and retrieval</p>	<p>As noted by research, technology will be used to enhance teaching and not replace it It will provide more opportunities for modelling, and to provide frequent opportunities for practice</p> <p>EEF Digital Technology Guidance Report.pdf (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,5</p>

<p>Senior Leader to have specific responsibility of Pupil Premium</p> <ul style="list-style-type: none"> - weekly monitoring of PP - raising profile of PP - Analysis of data - Termly review strategy - Termly communication with PP governor - Update documentation 	<p>Successful schools, 'have clear, responsive leadership.' DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice.'</p> <p>EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high quality implementation' by 'defining both a vision for, and standards of, desirable implementation.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	<p>1-5</p>
<p>To implement and resource an approach to Whole Class Reading across the school supported by small group reading interventions</p>	<p>Leadership within the school to plan high quality reading lessons which expose children to high-quality texts and enable progress in all reading domains</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/news/primary-pupils-reading-skills-boosted-by-programme-which-gets-them-to-question-texts?utm_source=/news/primary-pupils-reading-skills-boosted-by-programme-which-gets-them-to-question-texts&utm_medium=search&utm_campaign=site_search&search_term=reading</p>	<p>1, 3</p>
<p>Work with Maths Hub to take part in 'Mastering Number Fluency programme'</p>	<p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>3, 5</p>

across Key Stage 1		
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils Work with external agencies and specialists to provide guidance	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Engage with ReachOut ASC, LEMHS, Acorn Psychology for CPD in autism, emotional wellbeing, attachment and trauma	4,5
Improve the impact of TAs through effective CPD - Weekly briefings - Identification of training needs - Appraisal - Introduce coaching culture	Recommendation 2 states that we should create a leadership environment and school climate that is conducive to good implementation. "identify and cultivate leaders of implementation throughout the school" https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation Teaching Assistants delivering targeted interventions. (+4months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF Guidance report: Making best use of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3,4,5

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

Budgeted cost: £13,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring Sessions to provide KS2	The average impact of small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller	1, 3, 5

<p>pupils with 4 x 30 minute sessions with their teacher targeting attainment in reading, writing and maths</p>	<p>the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Children will learn in groups of up to 6 with their class teacher who will engage in on the spot feedback which can be further developed within their own classroom</p> <p>EEF Toolkit guidance:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p>	
<p>Barriers to Learning Workshops through the effective deployment of staff to support key children</p>	<p>EEF research guidance:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	<p>1,3,5</p>
<p>To rigorously analyse school data to identify the children who require catch up and more targeted intervention.</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions</p>	<p>EEF Toolkit guidance:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p>	<p>1,3,5</p>

Implement FFT Lightning Squad reading programme	Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment. https://fft.org.uk/tutoring/	1, 3
Daily Individual Reading	Research shows the benefits of providing individualised targeted support in addition to high quality teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1, 3
Additional Phonics sessions targeted at children who require further phonics support. Fast Track Phonics and Bounceback Phonics	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. If an older reader is struggling with decoding, phonics approaches will still be appropriate.	1,3,5
Purchase of Individualised programmes – IDL, INL, Numbots, TT Rockstars, LbQ	As noted by research, technology will be used to enhance teaching and not replace it It will provide more opportunities for modelling, and to provide frequent opportunities for practice EEF_Digital_Technology_Guidance_Report.pdf (educationendowmentfoundation.org.uk)	2,3,5

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

Budgeted cost: £8072

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Nurture Group	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.	4
Individual Wellbeing Sessions	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	4
Relax Sessions		4

<p>Whole Staff Training – ACES, Attachment, Trauma, Wellbeing</p>		<p>4</p>
<p>Learning Mentor to provide support for attendance, behaviour, wellbeing, aces, encompass referrals, anxiety etc. as needed</p>		<p>4</p>
<p>To enhance the cultural capital of pupils through a breadth of experiences and opportunities. 50% discount for all trips and visits: - Targeting of individual children through invitation to events and activities - 50% discount on specialist 1:1 music tuition - 50% subsidy on Salesbury tracksuits - 50% subsidy for Chromebook scheme</p>	<p>‘At the EEF, we think enriching education has intrinsic benefits... We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.’</p>	<p>3,4,5</p>

Total budgeted cost: £32672

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.

Last year's pupil premium activity led to the overall outcomes across the school of **88% reading, 82% writing, 82% maths.**

The strategy was used on a very much individual basis as the needs differed greatly within a comparatively small group of pupils.

Strategies which targeted attainment in mathematics through the use of manipulatives was successful through our involvement with the Maths Hubs and the Hands On Maths intervention. This good practice has been sustained since, and we have now introduced a fluency programme for Key Stage 1 children.

Although the implementation of mentoring was interrupted due to Covid-19 restrictions/bubbles etc, the value could be clearly seen. Teachers recognised how they could quickly respond to children from their whole class teaching within these small groups and provide further follow up. Children made good progress and demonstrated much greater confidence and demonstrable progress with growth mindset was made. This approach has been planned for this year with a change of emphasis within the core subjects.

The potential of technology could be seen particularly given approaches such as Learning by Questions, TT Rockstars, Retention and Retrieval Quizzes – this was slightly diluted given the availability of technology both at school and at home. Clicker enabled our PP children with significant SEND to become 'writers' and greatly boosted this skill and their confidence. Other software such as LbQ and TT Rockstars provided more differentiated support for key skills. This has been addressed for the forthcoming year, in addition 50% subsidies have been given for PP pupils to own their own chromebooks.

Children hugely benefited from whole school approaches to wellbeing – visual timetables, recovery curriculum, five to thrive, wells of wellbeing in addition to individual and small group intervention such as relax sessions, lego therapy and nurture groups. These were fundamental in supporting children through the pandemic.

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
IDL	International Dyslexia Learning Solutions Limited,
Bounceback Phonics	Lancashire Authority
Learning By Questions	Learning by Questions
Numbots/TT Rockstars	Maths Circle

Further information (optional)

Changes have been made to the strategy and intended outcomes as the PP children have changed significantly since the last academic year requiring different needs and interventions. Pupil Premium funding contributes to the costs of our approaches and will be supplemented by additional spending and activity which will include:-

- Embedding more effective practice regarding feedback particularly at the point of learning. This is a key priority within our School Development Plan. The EEF recognises its benefits within its research
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>
- A DfE grant has been obtained to train the headteacher as a senior mental health lead
- Further development of our approaches to behaviour and wellbeing – focus days, Christian values, Growth Mindset, 4 R's of Learning
- High-quality extra-curricular activity – this year all teachers started the year by providing activities for the children who could not attend school during lockdown with a focus on collaboration and relationships, we have now extended the offer to other children and these are reviewed regularly