

2020-
2021

Pupil Premium Strategy Document



Pupil Premium Report

Pupil premium strategy statement

School overview

Metric	Data
School name	Salesbury Church of England Primary School
Pupils in school	289
Proportion of disadvantaged pupils	5.19%
Pupil premium allocation this academic year	26935
Academic year or years covered by statement	2020- 2021
Publish date	October 2020
Review date	September 2021
Statement authorised by	Paul Towler/Judith Gaffney
Pupil premium lead	Clare Berryman
Governor lead	Rebecca Sharples

Disadvantaged pupil progress scores for last academic year (no national data for 2019-2020 so 2018-2019 data provided)

Measure	Score
Reading	0.16
Writing	1.48
Maths	-0.83

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	100% (4 children)
Achieving high standard at KS2	25% (4 children)
Measure	Activity
Priority 1	To raise standards in attainment and progress for disadvantaged pupils in reading writing and maths
Priority 2	To facilitate emotional wellbeing of children building confidence, contribution and aspiration
Barriers to learning these priorities address	Wellbeing and self-esteem Standards in basic skills including reading and writing and maths Individual learning strategies, independence and self-help
Projected spending	£40,994

Teaching priorities for current academic year

Aim	Target	Target date
To develop a mastery approach to teaching and learning in mathematics Progress in mathematics	Achieve national average progress scores in KS2 Mathematics Children progress through the concrete, pictorial abstract learning sequence 4 x weekly mentoring in Spring 1	July 2020
To strengthen the impact of the curriculum through pedagogical development, including for lower-attaining pupils Progress in reading, writing and mathematics	Children to access learning approaches and strategies which accelerate their progress including 4xweekly mentoring with class teacher and individual/small group support packages Teaching emphasis on quality formative assessment, learning mindset and retrieval and retention strategies	July 2020
To further develop the culture and teaching of reading leading to the rising of standards Progress in reading and phonics	Access daily Whole Class Reading 4 x weekly mentoring in Autumn 2 Access new approach to the learning of phonics Increased exposure to high quality literature and book talk	July 2020
Progress of children with EHC plans	To make significant progress against the outcomes set within individual plans The use of Clicker and technology to support progress in reading and writing	July 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1 – To provide individual and small group support programmes to enable progress	4 x weekly mentoring with class teacher throughout the year Individual support programmes – IDL, Small group and individual support Targeted reading and phonics support for Y2/3 children Daily reading and increased access to library books and literature
Priority 2 – To develop approaches to the teaching and learning of mathematics	Greater use of manipulatives in the teaching and learning of mathematics to allow for CPA sequence Focused use of Hands On Maths

	Focused use of Ready to Progress materials, addressing previous learning gaps
Barriers to learning these priorities address	Closing gaps identified, keeping pace with YGE, increasing access to learning resources including additional adults
Projected spending	£22,000

Wider strategies for current academic year

Measure	Activity
Priority 1	To facilitate emotional wellbeing of children through nurture group, relax sessions, lego therapy, talking and drawing therapy etc To ensure continued professional development of staff regarding attachment, ACEs, Recovery Curriculum etc.
Priority 2	To provide opportunities for future thinking e.g. extra-curricular, leadership roles, access to Cultural Capital Experiences – theatre, books, school visits, quality learning experiences, development of hobbies, leisure etc.
Barriers to learning these priorities address	Wellbeing, confidence and aspiration through emotional support and wider opportunities
Projected spending	£18,994

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	CPD for all staff – teaching and support – Maths, phonics, whole class reading, ACEs, Attachment, recovery and wellbeing	Planned use of training time, use of expertise within school, external support and liaison
Targeted support	Specific targeting of need and identification of intervention	Regular consultation with school Educational Psychologist and Headteacher SLT planning of best use of support and resources Procurement of quality resources
Wider strategies	Time to implement effectively	HT Planning of Learning Lounge Personal Development Plans for individual children on PP SLT involvement

Review: last year's aims and outcomes

Aim	Outcome
<p>To facilitate emotional wellbeing of children through nurture group, relax sessions, lego therapy etc</p> <p>To ensure continued professional development of staff regarding attachment, ACEs etc.</p>	<p>Nurture group has been provided daily and has been facilitated by two teaching assistants for 30 minutes at the start of each day, providing breakfast, activity and time to chat. Children highly value this time. The teaching assistant has maintained contact through phone calls for those children who were not in school.</p> <p>Lego therapy and relax sessions were provided weekly, alternative approaches have been provided through the Learning Lounge tab of the school website throughout lock down. Externally provided Play therapy continued throughout lockdown for some vulnerable pupils.</p> <p>CPD was provided for all staff surrounding ACES and materials and additional training surrounding trauma was provided to TAs. Throughout lockdown, all staff completed trauma and ACES training online. Vulnerable children and welfare checks have been conducted or places facilitated within school.</p>
<p>To provide opportunities for future thinking e.g. extra-curricular, leadership roles, access to Cultural Capital Experiences – theatre, books, school visits</p>	<p>Upper Key Stage 2 Pupil Premium children were involved in a comprehensive leadership project led by the Headteacher. Children made a great community contribution and engaged positively.</p> <p>Cultural capital experiences were provided in and out of school including theatre visits, purchase of quality books, music, choir, school visits and visitors. Some planned visits could not be undertaken due to Covid-19 and have been rolled forward.</p>
<p>To provide individual support mechanisms to ensure targeted provision in reading, writing and mathematics</p>	<p>Individuals were supported with their own provision plans. All pupil premium children accessed daily reading. Targeted interventions within the Learning Lounge, IDL, Take 2, phonics, dangerous writing etc. were provided.</p>
<p>To ensure progress in mathematics through the use of Hands-On approaches and manipulatives</p>	<p>Hands-On materials were provided for all year groups and implemented daily. Support sessions to close gaps were also provided. Mrs Reeve and Mr Kellington led staff training regarding the use of manipulatives and the need for quality time with concrete apparatus. This target will continue due to the interruption of lockdown.</p>