

2024



# Pupil Premium Strategy Statement 2023-2024

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

ANNUAL UPDATES TO BE MADE: -  
DECEMBER 2023, JULY 2024, DECEMBER 2024, JULY 2025  
VERSION – JULY 2024

# Pupil premium strategy statement



This statement details our school's use of pupil premium 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	296
Proportion (%) of pupil premium eligible pupils	7.34% 4.9% - Pupil Premium 2.44% - Pupil Premium Plus
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2022 to 2024-2025
Date this statement was published	July 2024
Date on which it will next be reviewed	December 2024
Statement authorised by	Clare Berryman, Headteacher
Pupil premium lead	Clare Berryman
Governor	Alison Dixon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,440
Recovery premium funding allocation this academic year	£2114.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,554

## Part A: Pupil premium strategy plan

### Statement of intent

Our mission and vision applies to 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, our Christian Vision, and our Curriculum Non-negotiables 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. We work in liaison with our Schools Attendance Officer to refine and improve our approaches and work with individual families 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.

Since the pandemic, we have 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 strives to provide workshops throughout each day which build, support and directly address barriers to learning in addition to the dynamic response of children with emotional needs. These workshops are reviewed each half-term and provision is adapted according to need. This year, she has completed ELSA training to enable further support.

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

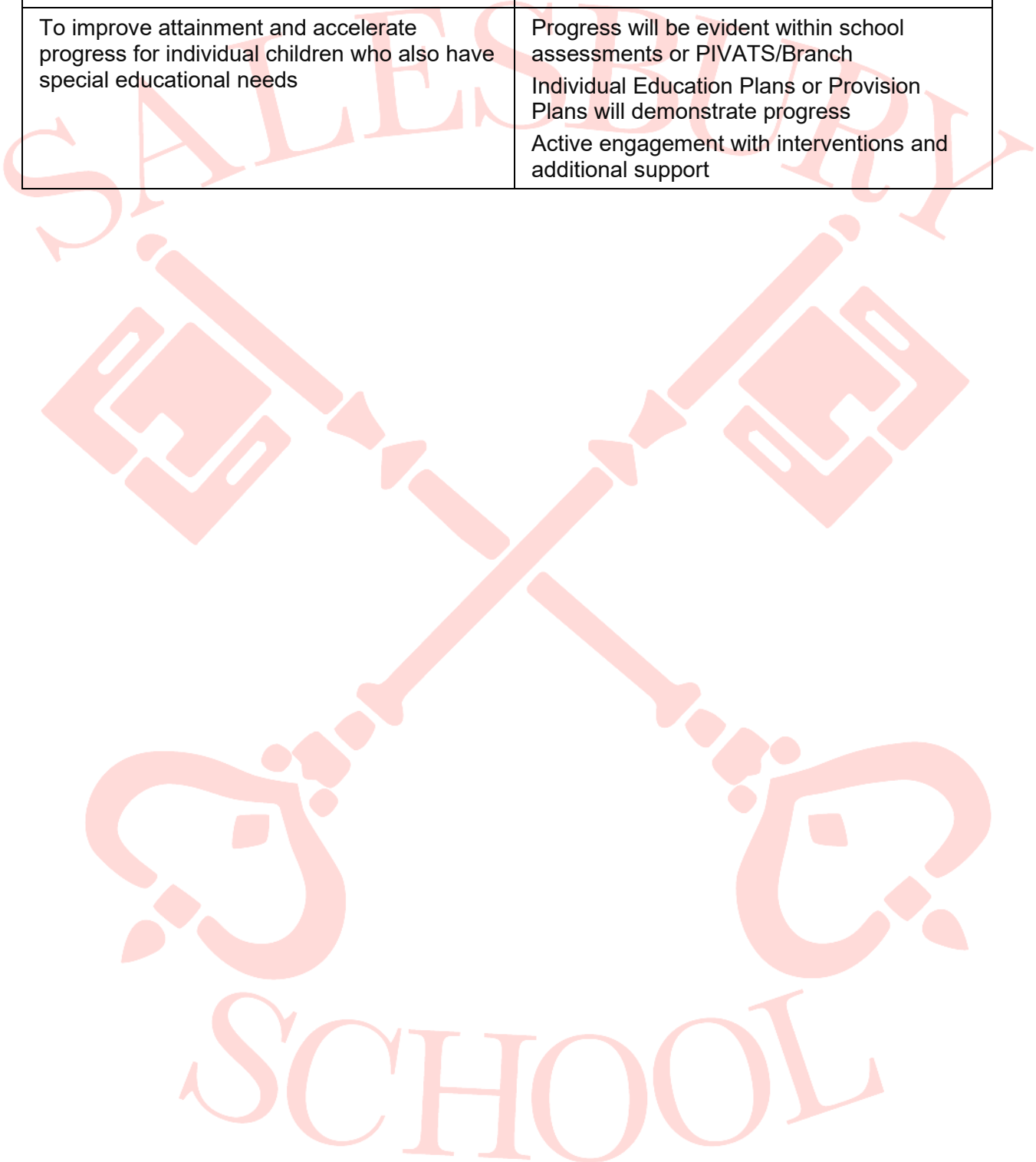
## Intended outcomes

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/STAR assessments indicate significantly improved rates of reading fluency. This will be mirrored within teacher assessment, formal assessments and STAR scores.

<p>All children will further develop their love of reading</p>	<p>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. Each year group has been assigned a reading highlight as a motivator. This includes a reading sleepover for Year 4, Bedtime Story Evening for Y1/2, working with an author for Y4. Y6 engage with the Fantastic Book Awards and Y2 the Brilliant Book Awards. Books are provided for all pupils so they all have the opportunity to read these books individually. They will all access a published author and a live storyteller within the academic year.</p>
<p>All children will have a quality of access to technology ensuring free access to subscriptions to support learning.</p>	<p>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. Pupil Premium Children will be subsidised by 50% as part of our Chromebook scheme should they choose to access a personal scheme.</p>
<p>Improved attainment in reading, writing and mathematics</p>	<p>The following will be implemented:-          Quality First Teaching          Morning Mentoring 4 x 30 minutes per week for children in Key Stage 2          Daily Reading and flashcards with teaching assistants          Barriers to Learning Workshops          Individual Subscriptions          Individual and small group interventions          Resulting in accelerated progress in line with their identified baseline</p>
<p>To achieve and sustain improved wellbeing for all pupils</p>	<p>Sustained levels of wellbeing which will be demonstrated by:-</p> <ul style="list-style-type: none"> <li>- Strong attendance</li> <li>- Reduction in negative behavioural incidents for individual pupils</li> <li>- Full engagement with the wider life of the school</li> <li>- Demonstration of leadership, confidence and aspiration</li> <li>- Pupil voice within interviews, surveys and observations</li> </ul>

	<ul style="list-style-type: none"><li>- Nurture Group</li><li>- Therapeutic sessions</li><li>- Engagement with extra-curricular activities</li></ul>
To improve attainment and accelerate progress for individual children who also have special educational needs	Progress will be evident within school assessments or PIVATS/Branch 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: £ 12,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<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><a href="https://educationendowmentfoundation.org.uk">EEF Digital Technology Guidance Report.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,5</p>
<p>Senior Leader to have specific responsibility of Pupil Premium</p> <ul style="list-style-type: none"> <li>- weekly monitoring of PP</li> <li>- raising profile of PP</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p>	<p>1-5</p>

<ul style="list-style-type: none"> <li>- Analysis of data</li> <li>- Termly review strategy</li> <li>- QA of PP plans for individual children</li> <li>- Termly communication with PP governor</li> <li>- Update documentation</li> </ul>		
<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading">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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading</a></p>	<p>1, 3</p>
<p>Work with Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1, Extension of approach to Years 4/5, Engagement with EEF Research for Y2 children re reasoning in number</p>	<p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 5</p>



Further provision of manipulatives		
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	<p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020</p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Compliment high quality teaching with small group and one to one interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>Engage with ReachOut ASC, LEMHS, AdoptionNow, Acorn Psychology, ELSA for CPD in autism, emotional wellbeing, attachment and trauma</p> <p>Release SENCO to engage with District 11 Inclusion Hub to access further research, strategies and approaches</p>	4,5
<p>Improve the impact of TAs through effective CPD</p> <ul style="list-style-type: none"> <li>- Weekly briefings</li> <li>- Identification of training needs</li> <li>- Appraisal</li> <li>- Introduce coaching culture</li> </ul>	<p>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"</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p>Teaching Assistants delivering targeted interventions. (+4months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>EEF Guidance report: Making best use of teaching assistants</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1,3,4,5

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

Budgeted cost: £33,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring Sessions to	The average impact of small group tuition is four additional months' progress, on average, over the	1, 3, 5

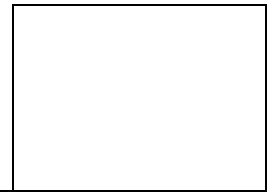
<p>provide KS2 pupils with 4 x 30 minute sessions with their teacher targeting attainment in reading, writing and maths</p>	<p>course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></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><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></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. Pupil progress meetings termly</p> <p>Regular monitoring of</p>	<p>EEF Toolkit guidance:</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></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>

targeted interventions		
Daily Individual Reading TA Daily Reading Drop-In Workshop – Books and Flashcards	Research shows the benefits of providing individualised targeted support in addition to high quality teaching <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>	1, 3
Additional Phonics sessions targeted at children who require further phonics support. Fast Track Phonics and Bounceback Phonics Additional workshop provided by TA3 one afternoon per week re active phonics and reading motivation	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> 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 opportunitie for modelling,and to provide frequent opportunities for practice EEF_Digital_Technology_Guidance_Report.pdf (educationendowmentfoundation.org.uk)	2,3,5
Implement personalised reading support daily	School follows the EEF Recommendations for Reading Fluency through the implementation of Whole Class Reading sessions daily which incorporates Reader's Theatre, Modelling, Echoing and Choral reading strategies alongside rich comprehension conversations. This will be supplemented by daily reading for developing fluency and the daily practise of sight words.	1,3

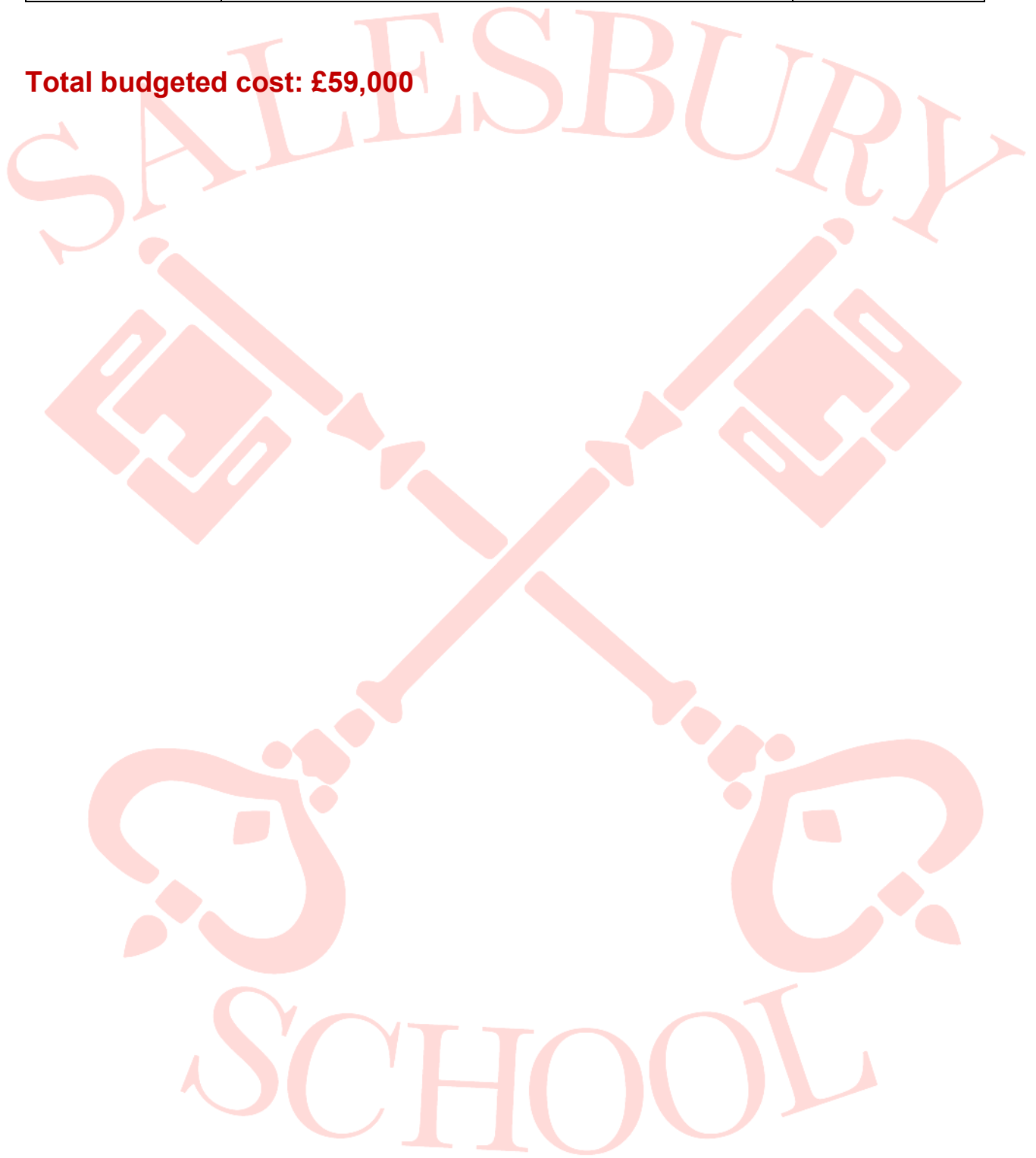
**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

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	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>	4
Relax Sessions		4
Whole Staff Training – ACES, Attachment, Trauma, Wellbeing		4
Learning Mentor to provide support for attendance, behaviour, wellbeing, aces, encompass referrals, anxiety etc. as needed		4
<p>To enhance the cultural capital of pupils through a breadth of experiences and opportunities.</p> <p>50% discount for all trips and visits:</p> <ul style="list-style-type: none"> <li>- Targeting of individual children through invitation to events and activities</li> <li>- 50% discount on specialist 1:1 music tuition</li> <li>- 50% subsidy on Salesbury tracksuits</li> <li>- Ensuring all children receive</li> </ul>	<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>	3,4,5

our Non-negotiables  
- 50% subsidy for Chromebook scheme



**Total budgeted cost: £59,000**



## 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 2023 to 2024 academic year.

Last year's pupil premium activity led to the overall outcomes across the school of 85% reading, 87.5% writing. 82.5% 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. Mastering Number for KS1 has been implemented including the regular use of concrete apparatus such as Rekenrek and also undertaken in Years 4 and 5.. In-year, maths at KS2 was adapted by provided mastery teaching in straight year groups, in response to analysis school implemented further teaching in arithmetic and mental strategies and engaged with NCETM materials. The provision of maths toolkits ensured manipulatives were available for all children to support effective teaching.

Mentoring has been provided by class teachers in Key Stage 2 providing 4 x 30 minute of support weekly in small groups of Year 6 targeting basic skills – Autumn 1 – Grammar and Sentence Structure, Autumn 2 – Maths, Spring – Readers Theatre, Summer Term was used to target groups according to the greatest need within their cohort.

School technology has been used to support teaching and learning. All children have been able to access a school scheme meaning that they can buy a Chromebook over time. They can then use their Chromebook at home as well as school and individual subscriptions have been set up including Learning by Questions, TT Rockstars, Numbots, Spag.com, Spelling Shed, IDL, Retention and Retrieval Quizzes. 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's emotional needs.

This year, our Learning Mentor has accessed the ELSA (emotional literacy support) training which will enable the emotional support of children in the forthcoming year. She has continued to access support and training to maintain her effectiveness.

Four Senior Leaders have completed NPQs engaging them with reading, research and network opportunities in addition to extending their studies.

The School SENCO has engaged extensively with the District 11 Inclusion Hub to provide further support and development for our children with Special Educational Needs.

The Headteacher and Pupil Premium Lead attended an online full day conference in supporting disadvantaged learners and the effective use of Pupil Premium.

## 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
FastTrack Phonics	Lancashire Authority
Spag.com	Orchard Digital
Spelling Shed	Education Shed Ltd

## Further information (optional)

Changes have been made to the strategy and intended outcomes as the PP children have changed since the last academic year requiring different needs and interventions. There has been a greater emphasis on supporting children's emotional wellbeing as our observations and analysis highlighted this need. There has been further CPD for staff in supporting children emotionally and understanding the impact of attachment and trauma. Pupil Premium funding contributes to the costs of our approaches and will be supplemented by additional spending and activity which will include:-

- 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
- Ensuring a rich access to Cultural Capital – theatre visits, city visits, museums, live orchestras, librarians and authors – see curriculum non-negotiables
- Teachers and Governors have reviewed the changing needs of our pupils in order to pinpoint drivers for our curriculum in the forthcoming year. This led to a greater emphasis on pupil oracy – speaking and listening with greater emphasis, selecting appropriate language registers for different contexts and the development of language structures.