

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Saltford Primary School
Number of pupils in school	427
Proportion (%) of pupil premium eligible pupils	5.4%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Dawn Sage (Headteacher)
Pupil premium lead	Elizabeth Spincer (Deputy Head)
Governor / Trustee lead	Sumayyah Malna

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,565
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£31,565
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

This strategy outlines the areas we have identified for intervention in order to raise attainment and how those will be addressed, with the intended outcomes. The provision to which funds have been allocated has been decided based on rigorous research about interventions which have the most impact. The Sutton Trust – EEF Teaching and Learning Toolkit has been used to prioritise spending based on potential impact.

### Principles

- We ensure that high quality teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Our strategy is integral to plans for wider school education recovery, including support through the National Tutoring Programme for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance</b> – falling below 96% means that some children may miss out on learning. Attendance for disadvantaged children at our school is 93.1% compared with 97.3% for the school as a whole. (Oct 21) Assessments indicate that for some of our disadvantaged children, reduced attendance is impacting on their progress.
2	<b>Equipment</b> – some children need support with resources like uniform, other kit, resources for home learning like laptops. Lack of access to equipment can impact negatively on engagement and progress.
3	<b>Parental engagement</b> – support from home to help with homework and create an effective home learning environment; aspiration to allow children to make the progress they need to make in their learning. Particular focus on engaging and supporting the parents of our disadvantaged children.
4	<b>Attainment and Progress</b> – children may not be meeting the expectations for their year group and may need additional support in school to catch up. The partial school closures have resulted in gaps in learning for some children, including some significant gaps for some of our disadvantaged children – findings supported by national studies. Particular focus in our school on early language acquisition and phonics, as well as writing progress.
5	<b>Enrichment</b> – some children may not have access to enrichment opportunities that their peers may be offered elsewhere. A focus on this to build esteem and cultural capital.
6	<b>Wellbeing/Pastoral</b> – social and emotional issues may be barriers to learning for some children. Our assessments (including Thrive), observations and discussions with pupils and families have identified social and emotional issues for some pupils, These can particularly affect disadvantaged children, including their attainment.
7	<b>EAL</b> – some children are new to school from overseas, with limited language and a new curriculum.

## 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
Improved outcomes in <b>phonics</b> check results for our disadvantaged learners	Increased % in disadvantaged learners passing the Y1 phonics check (or the Y2 re-check)
<b>English</b> (reading and writing) outcomes will be raised for our disadvantaged learners,	Increased % in disadvantaged learners meeting the age-related expectations for

especially in EYFS, KS1 and for writing in KS2	English, including at the EY Profile, KS1 assessments and KS2 SATs
<b>English (EAL)</b> – outcomes will be raised for our children with EAL	Develop oral, reading and writing fluency in English in order to increase the number of children able to access the full curriculum and in terms of outcomes against age-related expectations
<b>Maths</b> outcomes will be raised for our disadvantaged learners	Increased % in disadvantaged learners meeting the age-related expectations for maths, including Statutory Assessments at EY Profile, KS1, the Y4 Multiplication Tables Check and KS2 SATs
<b>Attendance</b> will be raised for our disadvantaged learners	Attendance will be >95%
<b>Parental engagement</b> will be raised for our disadvantaged learners	Disadvantaged learners will receive support at home for their learning (reading, maths, spellings). Any child identified as lacking in home support will be given additional support in school to allow them to fulfil their homework expectations
<b>Equipment and resources for all</b>	Disadvantaged children will have the uniform, kit and equipment they need in order to access and benefit from everything on offer in school
<b>Improved wellbeing for all pupils in our school, including those who are disadvantaged</b>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> </ul> <p>Any child who needs additional support for SEMH reasons will receive that in school</p>
<b>Improved engagement in enrichment opportunities</b>	<p>Disadvantaged children will be identified for additional opportunities they might not otherwise be able to take up - for example school visits and camps and clubs.</p> <p>This will result in an increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<b>High mobility will be monitored</b>	In the event that there is high mobility between schools for any of our disadvantaged pupils, this will be investigated to understand the reasons and support provided for transition for the child, along with communication between schools and with the family

## 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: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to support quality first teaching including effective feedback, mastery learning and individualised instruction</p> <p>English and maths guidelines to be followed</p> <p>Staff to follow updated feedback and marking policy</p> <p>Use of new phonics and reading approaches</p> <p>Additional time in longer maths lessons for mental strategies</p> <p>Futura curriculum includes high expectations of all with activities to 'scaffold up' to those expectations.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>EEF Teaching and Learning Toolkit states that quality feedback has a very high impact for very low cost based on extensive evidence</p> <p>EEF Teaching and Learning Toolkit states that mastery learning has a very high impact for very low cost based on limited evidence</p> <p>EEF Teaching and Learning Toolkit states that individualised instruction has a moderate impact for very low cost based on limited evidence</p>	<p>4</p>

Phonics training in EY and KS1 for new staff to support phonics interventions including use of RWI package.	EEF Teaching and Learning Toolkit states that targeted phonics teaching has a very high impact for very low cost based on extensive evidence	4
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	4

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

Budgeted cost: £ 25,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Phonics</b> – RWI and Fresh Start interventions to ensure our disadvantaged learners are supported to meet the expectations for phonics (particularly EY and KS1)	EEF Teaching and Learning Toolkit states that targeted phonics teaching has a very high impact for very low cost based on extensive evidence	4
<b>Tuition</b> – intervention to support disadvantaged learners with English (including ARC)	EEF Teaching and Learning Toolkit states that Tuition offers high impact for moderate cost based on moderate evidence	4
<b>Teaching Assistant Interventions</b> - English (including phonics, handwriting and daily reading)  These will be closely monitored by class teachers and SLT and adapted/amended as necessary	EEF Teaching and Learning Toolkit states that Teaching Assistant Interventions offer moderate impact for moderate cost based on moderate evidence	4
<b>Teaching Assistant Interventions</b> – Maths	EEF Teaching and Learning Toolkit states that Teaching Assistant	4

<p>Implementation of additional support in class or small groups.</p> <p>These will be closely monitored by class teachers and SLT and adapted/amended as necessary</p>	<p>Interventions offer moderate impact for moderate cost based on moderate evidence</p>	
<p><b>EAL/Language</b> – support for new children from overseas who have joined the school in the past year</p> <p>TA/Volunteer intervention groups (including RWI) to support basic language skills as well as wider curriculum support</p>	<p>EEF Teaching and Learning Toolkit states that oral language interventions have a very high impact for very low cost based on extensive evidence</p>	4

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitor <b>attendance</b> closely and support parents with making sure children are in school (SLT &amp; Admin)</p> <p>Arrangements made to support smooth entry to school in the mornings for vulnerable pupils.</p> <p>Systems in place to act quickly when pupils do not arrive at school to get them into school as soon as possible.</p>	<p>EEF Teaching and Learning Toolkit states that parental engagement results in moderate impact for very low cost based on extensive evidence</p>	1,3
<p>Maintain close and regular <b>parental engagement</b> for families of our disadvantaged learners (SLT and Class Teachers)</p>	<p>EEF Teaching and Learning Toolkit states that parental engagement results in moderate impact for very low cost based on extensive evidence</p>	1,3

<p>Target disadvantaged children to access <b>enrichment</b> opportunities to match interests and boost esteem</p> <p>Payment for clubs/visits/music lessons/photographs where appropriate</p>	<p>EEF Teaching and Learning Toolkit states that arts participation results in moderate impact for very low cost based on moderate evidence</p>	<p>5</p>
<p><b>Pastoral</b> - Social and emotional class and individual or group interventions with Teaching Assistants.</p> <p>Identification of pupils who need improved welfare, attitudes, esteem and outcomes and for children who are experiencing difficulties in their home lives and find emotional regulation difficult.</p> <p>Thrive assessments and follow-up interventions.</p> <p>1:1 mentoring following advice from Pastoral Care Staff.</p>	<p>EEF Teaching and Learning Toolkit states that social and emotional learning results in moderate impact for very low cost based on limited evidence and that metacognition and self-regulation results in very high impact for very low cost based on extensive evidence</p>	<p>6</p>
<p><b>Equipment</b> (SLT and Class Teachers) – provision of kit to enable children to access school and wider opportunities.</p>	<p>EEF Teaching and Learning Toolkit unclear on the impact</p>	<p>2</p>

**Total budgeted cost: £31,565**



## 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 2021 to 2022 academic year.

A standardised target setting process and assessment calendar across our trust has been agreed. Standardised assessments are purchased and used three times a year, providing accurate performance data that supports teaching. High quality teaching, supported through CPD, has been developed and the introduction of subject handbooks for English and maths, along with updated feedback and marking guidelines, has helped ensure that all pupils, including those who are disadvantaged, are provided with appropriate levels of challenge. Our newly developed Futura curriculum assumes high expectations of all pupils and includes activities to 'scaffold up' to meet them. Teachers and TAs in EYFS and KS1 have been given substantial phonics training along with the introduction of the RWI programme.

All disadvantaged pupils passed the Y1 phonics check in the summer term. The RWI phonics programme was introduced across EYFS and KS1 in the spring term, which has allowed us to support children in a targeted way adapted to their attainment within the programme.

Tuition supported by the NTP to support learning in English and maths supported some of our disadvantaged pupils in Y4-6 through the year, with all children making good or very good progress from their starting points on the programme.

Targeted TA intervention groups supported disadvantaged children across the school with phonics, handwriting, spellings and maths, as well as homework support when needed. These were recorded using our Provision Map software and showed that the average provision outcome for our disadvantaged children was higher than that for our non-disadvantaged children receiving the same provisions, which is helping to close the attainment gap.

Attendance for disadvantaged children in 2021-2022 was 95.1%, meeting our >95% target. Where children fell below the target, swift action was taken by the Head to address persistent absence through meetings with the families and by engaging the support of our Children Missing Education Officer.

The Headteacher meets regularly with the families of disadvantaged children to encourage parental engagement and offer support. This is supported by other members of SLT and class teachers, who contribute to making sure that our

disadvantaged children have the resources they need in order to access all school has to offer – uniform, kit, enrichment opportunities, for example.

Our assessments and observations indicated that for some children pupil behaviour, wellbeing and mental health had been impacted, partly as a consequence of the COVID19 international pandemic. This was particularly significant for some of our disadvantaged pupils. We used pupil premium funding to provide wellbeing support and targeted interventions, including Thrive, where required. Pupil voice reported that most children feel safe in school. Several children were identified for additional pastoral support - some good outcomes from these interventions evidenced in tracking document. A pastoral care TA has been appointed to reinforce this area this academic year.

We have further developed our broad and balanced curriculum offer to ensure that all children who attend Saltford gain cultural capital and have access to opportunities promoting British Values. We have embraced the Futura Learning Partnership Primary curriculum and are adapting it for the children in our school. During the academic year all school camps and trips were paid for. All our disadvantaged children were offered places at school enrichment clubs – most took up at least one. Some of our disadvantaged children benefited from a grant from Sport England to support the development of children’s swimming skills and confidence.

Some of our disadvantaged children took part in a sport support initiative linking schools through football.

## 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*

<b>Programme</b>	<b>Provider</b>
Reading Intervention	ARC – Alexander Reading Consultancy
Times Tables	TT Rockstars
Doodle maths, tables, English and spelling – especially for homework	Doodle Learning

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group pastoral support; tuition to close attainment gap; purchase of new resources to support maths and reading;
What was the impact of that spending on service pupil premium eligible pupils?	Good progress for the children receiving tuition and reported in pastoral support reviews.

## Further information (optional)

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We engaged, as directed by our Trust, with the document *Addressing Education Disadvantage In Schools and Colleges – The Essex Way* to support evaluation and help identify areas to focus on in our provision for disadvantaged children. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and help work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.