

Pupil Premium Strategy Statement

1. Summary information					
School	Salisbury Primary School				
Academic Year	2020/21	Total PP budget	£171,157 (Inc. £9487 carry forward.)	Date of most recent PP Review	November 2020
Total number of pupils	318	Number of pupils eligible for PP	121	Date for next internal review of this strategy	July 2021
Name of staff member responsible for Pupil Premium	Sam Forsyth	Name of Governor responsible for Pupil Premium	Angela Dean		

2. Current attainment (FIGURES FROM 2018/19 END OF YEAR RESULTS)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS in RWM combined at KS2	57%	71%
% achieving GDS in RWM combined at KS2	4%	13%
% achieving EXS in reading KS2 (GDS in reading)	70% (17%)	78% (31%)
% achieving EXS in writing KS2 (GDS in writing)	65% (9%)	83% (24%)
% achieving EXS in maths KS2 (GDS in maths)	78% (17%)	84% (32%)
Progress score in reading (KS2)	+4.04	+0.32
Progress score in writing (KS2)	+1.83	+0.27
Progress score in maths (KS2)	+2.72	+0.37
% achieving EXS in reading KS1 (GDS in reading)	40% (0%)	78% (28%)
% achieving EXS in writing KS1 (GDS in writing)	40% (0%)	73% (17%)
% achieving EXS in maths KS1 (GDS in maths)	47% (7%)	79% (24%)
% passing Phonics screen in Year 1	71%	84%

% achieving GLD in EYFS	64%	74%
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Oral language skills are lower for pupils eligible for PP than for other pupils. This slows progress and attainment in subsequent years in all core areas of RWM.	
B.	Limited experiences outside school of visiting places of interest to will stimulate discussions and imagination.	
C.	Many of the PP pupils are EAL some with SEND.	
D.	Lacking development of independent skills in learning/resilience and belief in themselves.	
External barriers		
E.	PP attendance (whilst improving) is not yet at the same standard of the other pupils. PP are over represented with persistent absence.	
F.	Social difficulties experienced by families including housing, finance, family literacy, parental anxieties, access to IT at home.	
G.	Some pupils come from homes with limited experiences of higher education and may therefore have low aspirations for their futures.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP – measured in data for reading/C&L.	Increase proportion of PP pupils achieving GLD in EYFS (in relation to National Other). Increase in % of children achieving EXS in reading, particularly at KS1, so the gap with national is reduced
B.	Improve the experiences of PP pupils so that they can contribute productively to class discussions and improve the content and therefore standards of their writing – measured in data for writing across all year groups.	Attainment in writing at the end of KS1 and KS2 show an improvement and narrows the gap between PP children at Salisbury and non-PP nationally who achieve EXS. The proportion of PP pupils achieving GDS increases, moving closer to that of non-PP nationally who achieve GDS.
C.	EAL/SEND PP pupils are well supported and make good progress across the school – measured in data.	Established procedures are in place to support new arrivals and casual admissions with poor English language skills. Early identification for pupils with SEND and high quality support ensures they make good progress from their starting points

D.	Pupil are confident and resilient to tackle new learning – measured in improvements in assessments.	The difference between PP at Salisbury and non-PP nationally will narrow in EXS and GDS.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves and by September 2021 is at least 95.5%.
F.	Ensure those families who require support and advice have the confidence to come into school and receive necessary support.	Greater number of families engaging with school and feeling supported, resulting in improved attendance, engagement of parents with the school (attendance at parents evenings) and a reduction in outward mobility.
G.	Aspirations of pupils are raised and they aspire to follow professional careers. Pupils eager to engage in interschool competitions and other challenges which are academically based.	Increase in pupils' motivation and risk taking with their learning. Pupils develop confidence in leadership skills and public speaking.

5. Review of expenditure				
Previous Academic Year 2019/20				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost (Some spends are included in more than one outcome if they impact on multiple outcomes)
A) Improve oral language skills for pupils eligible for PP	<ul style="list-style-type: none"> - Staff training on consistent modelling of accurate use of language. - Promote speaking and listening within EYFS (Language First project) - To ensure personalised programmes for identified pupils are being carried out weekly to improve their speech and language. - Speech and language consultants to be bought in to work alongside targeted children. - Learning mentor to work with targeted children (particularly those with poor attendance/behaviour). - Toastmasters programme was run with UKS2 children 	<p>Impact on end of Key Stage data not seen due to Covid-19.</p> <p>Spring Term data (pre-Covid) showed:</p> <p>Reception: C&L – 42% of pupils EXS (44% overall). 100% of PP children had made at least expected progress with 74% of them making accelerated.</p> <p>Reading: Y1: 67% PP children at EXS+ (57% overall). 97% at least expected progress; 40% above. Y2: 24% PP children at EXS + (40% overall). 59% at least expected progress; 18% above. Y3: 47% PP children at EXS+ (60%</p>	<ul style="list-style-type: none"> - Continue to monitor pupil outcomes in all key areas each term, particularly reading/phonics. - Further utilise Language First and Wellcomm in Early Years. - Toastmasters to continue with KS2 children (Covid dependent) as a way of providing opportunities for public speaking/presentation. - Continue to use Wellcomm screening in EYFS as a tool for assessing and improving children's communication. 	£44388 (S&L, LM, PSA)

<p>B) Improve the experiences of PP pupils so that they can contribute productively to class discussions and improve the content and therefore standards of their writing</p>	<ul style="list-style-type: none"> - Regular visit to enhance learning in topics - 'Hook' days at the start of topics to motivate pupils - Visits or visitors to the school to extend learning 	<p>Impact on end of Key Stage data not seen due to Covid-19.</p> <p>Reception: English – 21% of pupils EXS (29% overall). 89% of PP children had made at least expected progress with 63% of them making accelerated.</p> <p>Writing: Y1: 60% PP children at EXS+ (60% overall). 93% at least expected progress; 40% above. Y2: 24% PP children at EXS + (40% overall). 59% at least expected progress; 12% above.</p>	<ul style="list-style-type: none"> - School to continue providing a rich variety of experiences for pupils in the coming academic year. - Staff to plan overview of visits/visitors in to school (Covid dependent). - Team teaching and model lessons to improve quality of teaching. 	<p>£7955</p>
<p>C) The needs of EAL/SEN pupils are met within the classroom and these pupils make good progress. EAL/SEND pupils are well supported and</p>	<ul style="list-style-type: none"> - Early identification of SEN/EAL needs in EYFS or ASAP following entry to school - Bespoke support for identified pupils. - Parent workshops to help them to understand expectations and how to support their child at home. 	<p>Impact on end of Key Stage data not seen due to Covid-19.</p> <p><i>See breakdown of Spring term assessments for attainment/progress of disadvantaged groups and comparison to whole cohort in RWM.</i></p>	<ul style="list-style-type: none"> - ALL PP chn showing concerning progress/attainment are, by default, discussed at pupil progress meetings – this needs more rigorous monitoring to ensure actions identified are carried out correctly. - Parent workshops to be run 	<p>£3232</p>

<p>D) Pupil are confident and resilient to tackle new learning</p>	<ul style="list-style-type: none"> - Exciting and engaging curriculum and access to learning. - Subsidising educational visits - Learning mentors for identified vulnerable pupils. - Effective deployment of support staff to assist pupils in their learning. 	<p>Impact on end of Key Stage data not seen due to Covid-19.</p> <p><i>See breakdown of Spring term assessments for attainment/progress of disadvantaged groups and comparison to whole cohort in RWM.</i></p>	<ul style="list-style-type: none"> - Monitoring of teaching and learning to take place each half term through book trawls, short learning walks and planning looks due to Covid. Identification of challenge (at all levels and for all pupils) will be a focus in all of these. - Pupil voice – subject leaders to carry out pupil interviews for children to voice their 	<p>£113064 (TAs, LM, PP tutor, educational visits, iPads)</p>
<p>G) Aspirations of pupils are raised and they aspire to follow professional careers. Pupils eager to engage in interschool competitions and other challenges which are academically based.</p>	<ul style="list-style-type: none"> - Specialist provision where possible (Music – Rock It!; other external providers as and when appropriate) - Relevant learning experiences enhanced with external visits and visitors - Opportunities for pupils with work with pupils from other schools collaboratively and in competition. - Opportunities for pupils to learn about professional careers through topics. - Opportunities to work with secondary schools/FE and HE (Grace Academy – team quiz evening) 	<p>Impact on end of Key Stage data not seen due to Covid-19.</p> <p><i>See breakdown of Spring term assessments for attainment/progress of disadvantaged groups and comparison to whole cohort in RWM.</i></p>	<ul style="list-style-type: none"> - School to continue providing a rich variety of experiences for pupils in the coming academic year. - Staff to plan overview of visits/visitors in to school (Covid dependent). - School has worked with University of Wolverhampton to implement Children’s University, which will seek to continue (Covid dependent). - Participate in workshops with local secondary schools (Grace Academy, QMHS) to inspire children (Covid dependent). - Limited opportunity to work with pupils from other schools 	<p>£14558 (Educational visits and Rock It! Music)</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
E) Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> - Targeted support and challenge to families to improve attendance. - Rewards and incentives to improve attendance of PP children. - Support from Home – school link worker Learning Mentor - Additional support from EWO 	<p>Impact on end of year data not seen due to Covid-19 – 2019/20 figures below are up to March 2020</p> <p>Whole school attendance: 2018/19 – 95.4% 2019/20 (up to March school closure) - 95%</p> <p>Whole-school PP attendance: 2018/19 – 93.1% 2019/20 (up to March school closure) - 94.6%</p> <p>For PP children: Reception – 2018/19: 90.7% 2019/20 (up to March school closure) - 96.3%</p> <p>Year 1 – 2018/19: 95.6% 2019/20 (up to March school closure) - 94.1%</p> <p>Year 2 – 2018/19: 92.3 2019/20 (up to March school closure) - 93.7%</p> <p>Year 3 – 2018/19: 97.1% 2019/20 (up to March school closure) - 96%</p> <p>Year 4 – 2018/19: 97.7</p>	<ul style="list-style-type: none"> - A clear improvement seen in PP attendance whole school – some year groups impacted by a small number of children. - Rewards and incentives (cinema tickets, weekly class prize) motivated pupils and had clear impact. - Revamp house point system in school to link it to attendance. - 	£26436 (LM, Instill, 100% Attendance Awards)

<p>F) Ensure those families who require support and advice have the confidence to come into school and receive necessary support</p>	<ul style="list-style-type: none"> - Parents have a first point of contact through PSA offering advice and support on a range of domestic issues and provide links with the support agencies. 	<p>Impact on end of Key Stage data not seen due to Covid-19.</p> <p>PSA had a long period of absence and then left during Spring term.</p>	<ul style="list-style-type: none"> - Minimal impact from PSA role due to staffing issues and staff member leaving partway through the year. - New PSA to be appointed to fill this role and support families of PP children with domestic issues (including support from other agencies), uniform, attendance, etc. 	<p>£18520</p>
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6. Planned expenditure

Academic year

2020/2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action & approach / Intended Outcomes	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A) Improved oral language skills	<ul style="list-style-type: none"> - Help our children to understand how we plan to address the gaps in their learning together and help them to cope with loss of learning; time in school and opportunities - to re-engage as learners. - S&L consultant to work alongside identified children. - PSA (when appointed) to organise and run parent classes (particularly to improve parents' spoken English). 	<ul style="list-style-type: none"> - Children learn best when interested and engaged. - Children need to be surrounded by the correct use of language (written and verbal) as positive models. - To provide pupils with the language they need to support them in reading (comprehension) and writing (composition). - To support parents in having a good standard of English to enable them to 	<p>Children will:</p> <ul style="list-style-type: none"> - Receive targeted support - Pupil Premium children are tracked across school, effective interventions adapted ensure the children make strong progress - Monitoring through learning walks, planning checks and book trawls - Pupil conversations - PP books always selected as part of book trawls - Catering for PP standing item for phase meetings - Class profiles to identify GDS/EXS/WTS and PP children and interventions adapted half termly - Feedback from teachers to highlight misconceptions or 'gaps' in learning quickly addressed through intervention groups and next step marking - Misconceptions quickly addressed so children's learning is secure - Termly Pupil Progress Meetings with PP children as a focus 	<p>Teachers Phase Leaders SF PSA</p>	<ul style="list-style-type: none"> - Termly in Pupil Progress Meetings. - Termly thorough tracking of pupil attainment and progress. - Termly class profile tracking. - Review of online learning access.

		support children at home.	<ul style="list-style-type: none"> - All children provided with accounts to access online learning in the event of another school/bubble closure. - Participation in RADY project 		
B) Stimulating learning experiences help develop imagination and language	<ul style="list-style-type: none"> - Regular visits/visitors to excite, motivate and enhance learning in topics (trips, visits, visitors, projects [i.e. visiting artist], etc) - 'Hook' days at the start of new topics to motivate pupils. - Make use of links with local businesses and leaders to support us in extending learning through stimulating experiences. - Ensure PP children are represented in: school clubs; out of hours activities (i.e. sports teams); extra-curricular projects; etc. 	<ul style="list-style-type: none"> - Pupils will be able to develop their language through discussions of different experiences and this will lead to improvement in vocabulary and ideas within their written work. These experiences will act as an inspiration to gain motivation and enthusiasm before children complete work on the topic. 	<ul style="list-style-type: none"> - Staff to plan an overview of visits with phase leaders. - Coaching to improve quality of teaching across the school. <p>Children will:</p> <ul style="list-style-type: none"> - Receive targeted support - Pupil Premium children are tracked across school, effective interventions adapted ensure the children make strong progress - Monitor through learning walks, planning checks and book trawls - Pupil conversations - PP books always selected as part of book trawls - Catering for PP standing item for phase meetings - Class profiles to identify GDS/EXS/WTS and PP children and interventions adapted half termly - Feedback from teachers to highlight misconceptions or 'gaps' in learning quickly addressed through intervention groups and next step marking - Misconceptions quickly addressed so children learning is secure - Termly Pupil Progress Meetings with PP children as a focus 	Teachers Phase Leaders SF PSA	<ul style="list-style-type: none"> - Attendance registers of clubs, etc. - Termly in Pupil Progress Meetings. - Termly thorough tracking of pupil attainment and progress. - Termly class profile tracking.

<p>C) The needs of EAL/SEN pupils are met within the classroom and these pupils make good progress</p>	<ul style="list-style-type: none"> - Early identification of SEN/EAL needs in EYFS or ASAP following entry to school - Bespoke support for identified pupils. - External specialist SEN support (speech & language consultant) - EAL Lead to be supported in introducing EAL assessment system to baseline new arrivals and identify needs. 	<ul style="list-style-type: none"> - To support PP pupils with combined barriers to learning to access the curriculum. There is evidence from outcomes in previous years that pupils with EAL make faster progress than other pupils in the school and this needs to be extended to those who also have SEND. 	<ul style="list-style-type: none"> - Accurate identification of needs and targets intervention/support. - Rigorous monitoring of the provision and progress made by these pupils. - Updated provision mapping from SENDCo. - Staff training. - Available resources - Regular monitoring of the quality of learning in books and through discussions with pupils alongside SENDCo. 	<p>ZW</p>	<ul style="list-style-type: none"> - Termly in Pupil Progress Meetings. - Termly thorough tracking of pupil attainment and progress. - Termly class profile tracking.
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<p>D) Pupils are confident and resilient to tackle new learning</p>	<ul style="list-style-type: none"> - TAs to support PP children through lessons and targeted interventions when identified. - Effective deployment of support staff to assist pupils in their learning. - PP children with poor attendance to receive educational support from Learning Mentor as well as a focus for improved attendance. - Booster sessions introduced after school in Spring Term for Y2/Y6 	<ul style="list-style-type: none"> - Pupils will engage and be motivated in their new ways of learning. - Accelerated progress made by vulnerable children as they develop positive attitudes to learning. - Children to become confident at tackling problems in context of SATs, becoming more familiar with, and resilient to, test papers. - Identified children to work with Learning Mentor to address specific needs (behavioural, social/emotional, etc) to prepare them to focus on learning 	<ul style="list-style-type: none"> - Monitoring teaching and learning <ul style="list-style-type: none"> • Close monitoring of progress • Pupil work scrutiny • Discussions with pupils • Lesson observations show evidence of challenge and engagement - Monitor for an increase in standards across all year groups - Monitoring of SATs booster files. - Tracking attainment/progress for PP children termly. <p>Children will:</p> <ul style="list-style-type: none"> - Receive targeted support - Pupil Premium children are tracked across school, effective interventions adapted ensure the children make strong progress - Monitoring through learning walks, planning checks and book trawls - Pupil conversations - PP books always selected as part of book trawls - Catering for PP standing item for phase 	<p>Teachers Phase Leaders SF</p>	<ul style="list-style-type: none"> - Termly in Pupil Progress Meetings. - Termly thorough tracking of pupil attainment and progress. - Termly class profile tracking.
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G) Raised aspirations through providing pupils with high quality learning across the curriculum	<ul style="list-style-type: none"> - Specialist provision of music (Rock It!) - Access to Chromebooks for all PP children in event of home learning. - Regular visits/visitors to excite, motivate and enhance learning in topics (trips, visits, visitors, projects [i.e. visiting artist], etc) - Links with local 	<ul style="list-style-type: none"> - Providing children with access to specialist adults who have made a career out of utilising their skills – thus raising aspirations for our pupils to see they too can use their skills in a future career. - Exposing children a wide range of 	<ul style="list-style-type: none"> - Curriculum map showing the range of learning opportunities available to children. - Plan engagement with other educational establishments (local secondaries, University of Wolverhampton, Queen Mary's Grammar School). - Plan opportunities for children to work with pupils of other schools where possible and appropriate. - Monitor visitors/visits to ensure there is potential to showcase possible future careers. - Tracking of pupils accessing online 	DS SF	
Total budgeted cost					£112896
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E) Increased attendance for pupils eligible for PP	<ul style="list-style-type: none"> - Targeted support and challenge to families to improve attendance. - Rewards and incentives to improve attendance of PP children. - Support from Home – school link 	<ul style="list-style-type: none"> - The school cannot improve attainment for children if they are not attending school. - Closer working with EWO provides a common message concerning the importance of good 	<ul style="list-style-type: none"> - Monthly tracking and EWO visits where required. - Tracking of families. - Termly attendance rewards - Attendance information shared via newsletters, website, etc. - Communication with parents regarding holidays and lessons/minutes lost). - Families assisted where required through Pastoral Support in school. 	KB PSA	<ul style="list-style-type: none"> - Weekly attendance registers - Weekly/termly attendance awards - Pupil Progress Meetings

<p>F) Families who require support and advice have the confidence to come into school and receive necessary support</p>	<p>- Parents have a first point of contact through PSA offering advice and support on a range of domestic issues and provide links with the support agencies. (Domestic issues, language classes,</p>	<p>- Parent Support Advisor who advises families and provides support helps to engage hard to reach families. -</p>	<p>- Monitoring of data to record number of families supported, improved attendance and links with local and school community. - Ensure the PSA receives up to date training. - Parental questionnaires to monitor impact.</p>	<p>PSA</p>	<p>- Annual parental questionnaire . - Termly review of support offered by PSA.</p>
Total budgeted cost					£52808
Total budgeted cost					£171157