

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	Salisbury Primary School
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	42.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 2021/2022 2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Deborah Steen
Pupil premium lead	Beverley Walker-Gordon
Governor / Trustee lead	Angela Dean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,815
Recovery premium funding allocation this academic year	£18,705
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,000
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	£209,520

Part A: Pupil premium strategy plan

Statement of intent

At Salisbury Primary School we value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to maximise progress and perform at an equal rate to their peers.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and /or additional needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality, first class teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention delivered by school staff for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in ongoing 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	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.
2	Limited experiences outside school of visiting places of interest to will stimulate discussions and imagination.
3	Many of the PP pupils are EAL some with SEND.
4	Lacking development of independent skills in learning/resilience and belief in themselves.
5	PP attendance (whilst improving) is not yet at the same standard of the other pupils. PP are over-represented with persistent absence.
6	Social difficulties experienced by families including housing, finance, family literacy, parental anxieties, access to IT at home.
7	Some pupils come from homes with limited experiences of higher education and may therefore have low aspirations for their futures.

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
Improve oral language skills for pupils eligible for PP through quality first teaching and stimulating environments – 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.
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 while embedded in quality first teaching.	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.
EAL/SEND/PP pupils are well-supported and make good progress in their classrooms through a high-challenge ethos and through quality first teaching.	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

Pupil are confident and resilient to tackle new learning in their classrooms and beyond.	The difference between PP at Salisbury and non-PP nationally will narrow in EXS and GDS.
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 2022 is at least 95.5%.
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.
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.

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: £36,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff development-ongoing CPL	<p>Staff training and development supports retention and ultimately raises pupil attainment and progress.</p> <p>Staff who are thriving and ever-learning are likely to remain in school and</p> <p>When staff development is bespoke to school and teacher need it is considerably more likely to lead to excellent outcomes for all learners and accelerated outcomes of those most vulnerable.</p>	1, 4
External courses	<p>Courses will ensure that leadership and management along with classroom practitioners are highly-trained in the most current education-based and research-based initiatives that will close the gap between disadvantaged and non-disadvantaged.</p>	1, 4
Curriculum investments and developments (Rock It Music, trips and visits etc)	<p>Investments in the curriculum lead to excellent teaching and learning that will focus on a high-challenge for all and also retrieval of knowledge and skills meaning that no child will be left behind.</p> <p>Investments in external visits, local visits and in-school visitors are likely to provide a higher buy in from pupils leading to excellent outcomes.</p> <p>Cultural capital growth is the biggest lever in academic success and the vocabulary deficit can be supported excellently through the widening of pupils' experiences.</p>	1, 7, 2
Self-directed staff learning	<p>Embedding a growth culture in school can really support teacher retention and personal/professional growth.</p> <p>If teachers are researching ideas to implement in the classroom that can support a high-challenge for all culture</p>	1,4

	then attainment and progress is likely to significantly increase.	
Ensuring Quality First teaching in every classroom, consistently every day	Quality First Teaching is the biggest lever for increased standards and by providing expertly written CPL constructed by experts in the field will upskill teachers which in turn will have an impact on raising attainment of vulnerable learners.	1, 2, 3, 4
Phase Leader and Subject Leader support	Having direct daily support from expert phase leaders and subject leaders will impact first hand on quality first teaching and the principles that underpin excellent pedagogy.	1, 2
Developing a coaching culture	Daily coaching by experts on the ground in classrooms will up-skill practitioners and will have a direct impact on pupil progress. Teaching triads will support teacher development in a low-threat, highly-motivating way. Teachers teaching together will support teacher growth and retention also leading to school sustainability and progress.	1, 2, 3
Every lesson, every day will have vocabulary enrichment woven throughout	When children speak like Mathematicians in Maths and like Historians in History, pupils gain a wider knowledge and understanding of curriculum content leading to good attainment and progress.	1
Opportunities for pre-teaching/experience gathering through our school 'experience days' and 'hinterland' experiences	Pupils who have a wide understanding of worldly concepts are likely to accelerate progress and attainment as their brains developmentally can link information to events leading to increased understanding of context.	1, 3, 4
A values-based curriculum centred around societal skills and learner skills	Pupils who understand what it means to behave societally and make a positive contributions along with knowing the deep-rooted values it takes to be an effective learner has significant impact on pupils' attitudes, outcomes and performance.	4, 6, 7
Embedded the context for learning	Woven within our teaching practices is the context for learning. When pupils understand how their learning fits into the wider world and into their school journey as a whole, there is greater buy in a significantly greater chance of stronger attainment and progress.	7

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

Budgeted cost: £95,703

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group interventions (PP/LAC) provided by teaching assistants to close gaps in learning for phonics, reading and basic number skills.	<p>A more focused and bespoke intervention will support pupils to make rapid progress and will close gaps in learning.</p> <p>Pupils will be developing with pupils similar to themselves and can draw on their support to progress at the same rate specifically as their peers.</p>	1 and 4
Tutoring programme to target the most vulnerable learners- school to pay the additional 25% top up.	<p>A focused and timely intervention to close gaps in prior learning can act as a stepping stone to continue children being taught at their year group expected standard and achieving them with confidence.</p> <p>The pandemic has led to content coverage loss and the tutoring programme can plug those gaps in core skills.</p>	1, 2, 3, 4 and 7
Oral language development through the use of WELCOMM/Talk Boost/Nessy/Oracy project	Booster programmes support the most vulnerable pupils who have memory/retention challenges as well as those who have significant word meaning and recognition issues. A mixture of swift along with some longer-paced interventions can support pupils' language development, articulation and understanding.	1,2,3,4,7
Speech and Language Support used to target the most vulnerable learners	<p>Children with significant speech delay are likely to make significant progress in pronunciation and language building through the use of experts in the field of speech and language.</p> <p>Specialist to deliver along with the support of the SENDCO</p>	1
Learning Mentor to support pupils' attitudes and barriers to learning	<p>A focused learning mentor with expertise in supporting children's attitudes to their learning and progress is likely have impact on outcomes of those most vulnerable.</p> <p>A school-based mentor will support this and be on hand to support those most affected.</p>	1,2,3,4
Robust phonics interventions to close gaps in early reading	Discreet, systematic phonics delivered daily can ensure rapid progress in the mechanics of early reading giving children greater chances of increased	1,2,3,4

	fluency leading to better comprehension over time.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality enrichment of the curriculum through external visits and in-school visitors.	<p>Investments in the curriculum lead to excellent teaching and learning that will focus on a high-challenge for all and also retrieval of knowledge and skills meaning that no child will be left behind.</p> <p>Investments in external visits, local visits and in-school visitors are likely to provide a higher buy in from pupils leading to excellent outcomes.</p> <p>Cultural capital growth is the biggest lever in academic success and the vocabulary deficit can be supported excellently through the widening of pupils' experiences.</p>	1,7,2
Learning Mentor to target and support poor behaviour across school.	<p>Intervening with behaviour before it escalates is the quickest way to tackle behaviour and to support the children getting back on track with their learning.</p> <p>The most vulnerable learners impacted by the pandemic in terms of behaviour and routines will be closely supported by the learning mentor.</p>	1,2,3,4
Learning Mentor/Parent Support Advisor to target and support poor attendance across school (incentives to attend)	<p>Research shows the impact that persistent absence has on academic outcomes therefore children attending every day and with rigorous challenging of poor attendance, academic progress and attainment will be significantly improved.</p>	1,2,3,4,5,6
RADY Project to raise attainment of disadvantaged pupils by removing the stigma of what disadvantaged pupils can achieve.	<p>When children's demographic/home influences are used to benchmark the outcomes on which children can achieve, research shows that that puts a ceiling on what children can achieve showing that their progress is significantly behind their peers. Through the RADY project and through a school 'high challenge' culture, outcomes will be in line with peers if not better.</p>	5,6

Investment in Attendance Instill to target poor attendance.	Attendance will have its own action plan overseen by an Assistant Headteacher to drive improvements in persistent absence rates.	5,6
Counselling Support for children affected by attachment and trauma delivered by specialist.	For children who are affected by attachment and trauma along with behavioural challenges, counselling will be provided by a specialist parent support advisor who is also a trained counsellor.	7,6,5

Total budgeted cost: £190,034

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Our internal assessments through the use of NTS standardised testing showed the evident gaps between disadvantaged and non-disadvantaged pupils.

Key Stage One

	PP	Non-PP	Gap
Reading	53%	59%	6%
Writing	47%	45%	2%
Mathematics	37%	50%	13%

Key Stage Two

	PP	Non-PP	Gap
Reading	76%	86%	10%
Writing	57%	65%	8%
Mathematics	57%	74%	17%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, where Class Dojo and Google Classroom along with Learning by Question was used to provide targeted learning tasks as well as online resources and live learning opportunities. We continue to bridge those gaps in the year ahead with robust intervention and quality first teaching in every classroom.

Overall attendance in 2020/21 was 94.6%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 93.44% compared to non-disadvantaged being 94.22%. Although this isn't a huge gap, we will continue to drive disadvantaged attendance as a result of our current persistent absentees being Pupil Premium pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide well-being support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan which include the support and employment of a parent support advisor.

