

Pupil Premium Strategy Statement 2023/24

This statement details how Salisbury Primary School will use pupil premium (and recovery premium) for 2023/2024 academic year and a review of the funding from the previous year to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	Salisbury Primary School
Total number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	132 (39%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/2023, 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Headteacher & Chair of Governors
Pupil premium lead	N. Matharu (Head)
Governor / Trustee lead	M. Fox (Chair of Gobs)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,605
Recovery premium funding allocation this academic year	£18,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 209,600
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

- At Salisbury Primary School we have high aspirations for all our pupils and believe that all learners should be able to reach their full potential by developing the necessary skills and values
- We are committed to providing each pupil with the best possible environment for learning and

achieving success

- We aim to ensure that Quality First teaching and learning opportunities meet the needs of **all** pupils and the gaps in reading, writing and maths continue to be narrowed
- We will provide our pupils access to a variety of exciting opportunities and a rich and varied curriculum
- We will ensure that pupils belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and targeted provision is made to meet their needs
- In making provision for socially disadvantaged pupils, we will consider the challenges faced by them but recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils that the school deems to be socially disadvantaged
- We track the impact of interventions as part of our regular pupil progress meetings and ensure support is deployed accordingly

Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills are significantly lower for pupils eligible for PP which impacts on progress and attainment in the core areas of reading/writing/maths
2	Attendance/punctuality of PP is below non-PP with persistent absence being an additional factor
3	Gaps in knowledge and skills of PP pupils in reading, writing and maths when compared to their peers and when compared nationally at the end of KS2
4	Limited experiences outside school compared to their peers, lacking development of independent skills, confidence and resilience
5	Social and emotional needs, low aspirations, which impact on pupils' academic progress/success

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
<p>Improve oral language skills for pupils through quality first teaching and stimulating environments</p>	<p>The teaching of early reading/phonics skills will be consistent across EYFS and KS1.</p> <p>Teachers will accurately identify disadvantaged individuals/groups not on track and target support accordingly.</p> <p>Wider access to early reading books (phonically decodable) aligned to children's ability and phase of phonics to develop their skills – online and books</p> <p>Pupil Premium pupils should achieve phonics outcomes in line with their non-disadvantaged peers</p>
<p>Improve attendance/punctuality of PP pupils</p>	<p>All pupils will be monitored and procedures in place followed to ensure improvement/reduction in persistent absentees</p> <p>Attendance officer will provide additional support/ assistance for identified pupils</p>
<p>Closing attainment gaps between PP pupils and others across the school and nationally</p>	<p>Pupils will make accelerated progress in structured interventions and be able to transfer knowledge from these sessions into the learning in class.</p> <p>Gap between reading and writing for disadvantaged pupils will be narrowed and reflect the progress of non-disadvantaged pupils.</p> <p>Effective transition of PP pupils to secondary school and other settings should secure long-term success</p>
<p>Increased opportunities for PP pupils to develop and broaden their knowledge and skills</p>	<p>Disadvantaged pupils will have equitable access to the wider curriculum/cultural capital opportunities</p> <p>Pupil premium pupils will access enrichment/clubs, sometimes with additional support.</p> <p>The school will review the wider curriculum offer regularly to ensure that PP pupils have opportunities within their interests.</p> <p>Staff will have a good understanding of their disadvantaged pupils in their context to support their needs</p>

Effective support in place to ensure pupils pastoral/social/emotional needs are met	<p>Teachers will identify pupils who require support and implement appropriate strategies within the classroom</p> <p>Pupils who require it will access Emotional Literacy support</p> <p>Pupils will feel confident/secure in their day to day interactions with others in school</p> <p>Pupils' resilience and stamina will strengthen to enable them to tackle challenges in a positive way</p>
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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: £27,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide quality CPD/Training: Makaton refresher training. EYFS Talk Boost Speech/language	<p>Language and Communication skills of many children in EYFS are not strong.</p> <p>Many children join Reception from different settings, working below their age band and lack the breadth of vocabulary to reflect their experiences on entry to Reception.</p> <p>In KS1 and particularly lower KS2, pupils do not use talk as effectively to connect ideas and explain.</p>	1
Identify and target reading skills as well as gaps in writing/spelling/grammar to ensure that Pupil Premium pupils achieve well	<p>Identified gaps in basic reading skills particularly in KS1/lower KS2.</p> <p>Analysis of children's writing has shown gaps in spelling for PP children across the school is preventing them from attaining the EXS+ in writing.</p> <p>EEF- 'Teacher Feedback to Improve Learning' 2021. We also know feedback has a very high impact on outcomes for a very low cost based on extensive evidence.</p>	3

	<p>CLPE resource hub- 'high quality teaching resources to improve the teaching and learning of language, vocabulary, reading and writing'</p> <p>We know that good quality teaching is the most important way schools improve outcomes for disadvantaged pupil' and the EEF recognise that CPD impacts on whole class teaching which should not be seen as separate to the PP grant.</p>	
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<p>Educational Psychologist Sessions</p> <p>Precision teaching</p> <p>Power of Reading training</p>	<p>High quality CPD - The Power of Reading, to address the development of reading/writing. Phase leads to monitor/evaluate, the progression of reading, writing, spelling, punctuation and grammar skills consistently. Revise and review within the context of writing. Focused support to raise the profile of reading/writing following the outcomes of our analysis of data</p>	<p>3, 4, 5</p>
<p>Number sense training</p>	<p>CPD/Training – Key staff identify appropriate strategies to develop basic number skills. In the main suitable for KS1 pupils but also for pupils in Year 3. The programme aims to secure pupils' concept of early number skills. This will take place alongside the mastery approach.</p>	<p>3, 4, 5</p>

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

Budgeted cost: £160,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1) NELI</p> <p>2) Observation/ Assessment</p> <p>3) Talk Boost</p> <p>4) Modelling language/ Sentences</p> <p>5) Small group work</p>	<p>'The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.' Nuffield Early Language Intervention.</p> <p>Oral Language Interventions: Impact = +5 months</p>	<p>1</p>
<p>Phonics small group support</p>	<p>Phonics: Impact = +4 months</p> <p>Small Group Tuition: Impact = +4 months</p>	<p>1</p>

Reading interventions	<p>Reading Comprehension</p> <p>Strategies: Impact = +6 months</p> <p>Reading Comprehension Strategies have 'very high impact for very low cost based on extensive evidence'.)</p>	1, 3
HLTA/Level 3 support	<p>Metacognition and self-regulation approaches are to be used to help pupils think about their own learning more explicitly, by providing them with specific strategies for planning, monitoring and evaluating their own learning. These support strategies are developed more extensively as pupils go through the school.</p> <p>Metacognition and Self-Regulation: Impact = +8 months</p> <p>Collaborative Learning: Impact = +5 months</p> <p>Reading Comprehension</p> <p>Strategies: Impact = +6 months</p>	4, 5
1:1 and small group work (class based)	<p>One-to-One Tuition: Impact = +5 months</p>	3

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

Budgeted cost: £21,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce enrichment activities/ approaches to support social/emotional development and Use of highly visual/ creative approaches	Collaborative Learning: Impact = +5 months <i>Source: Education Endowment Foundation – Evidence summaries</i>	4, 5
Identify and increase opportunities for outdoor learning across the school curriculum. Develop the confidence and ability of staff to plan, deliver and use green spaces for teaching and learning.	Outdoor Learning: Impact = +4 months <i>Source: Education Endowment Foundation – Evidence summaries</i> Food for Life scheme Increased pupil self-esteem through the creation of individual pupil profiles to capture the cultural capital.	4, 5
Attendance Officer support	Strategies to further strengthen procedures in place and target families/offer Early Help if needed	2

Total budgeted cost: £209,600

Part B: Review of outcomes in the previous year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

KS1 Summary – Groups (EXS+)

All	Male	Female	FSM	Dis.	EAL
44	20	24	20	20	26
Reading 64% 24% GD	60% 5% GD	71% 13% GD	50% 5% GD	52% 5% GD	64% 4%
Writing 61% 7%	60% 5% GD	63% 8% GD	40%	42%	68% 12% GD
Maths 71% 9%GD	70% 5% GD	71% 13%	60% 5% GD	63% 5%	72% 4%
RWM 59% 2% GD	55% 5% GD	63%	40%	42%	64% 4% GD

KS2 Summary – Groups (EXS+)

	Male	Female	FSM	Dis.	EAL
45	22	23	21	22	29
Reading 64% 24% GD	68% 32% GD	61% 17% GD	52% 24% GD	55% 23% GD	66% 21% GD
GPS 73% 40% GD	64% 41% GD	83% 39% GD	71% 24% GD	73% 23% GD	79% 48% GD
Maths 69% 16% GD	68% 14% GD	70% 14% GD	62% 5% GD	59% 5% GD	76% 21% GD
Writing TA 73% 9% GD	68% 9%	78% 9% GD	76%	72%	79% 10% GD
RWM 58% 4% GD	59% 5% GD	57% 4% GD	48%	46%	59% 7% GD

KS2 Progress Scores			
	Reading	Writing	Maths
PP	+0.3	+0.99	-0.76
Non - PP	+0.72	+1.62	+0.93

Pupil outcomes for 2022/2023:

Gaps were evident between individuals/groups in Key Stage 1 and Key Stage 2. The impact of previous mixed age classes and inconsistent teaching approaches was strongly evident in terms of outcomes. We have ensured as Year 2 pupils move into Key Stage 2, they receive appropriate levels of additional support to address gaps in learning, particularly reading. Other measures have been put in place to address raising of expectations, support and appropriate interventions.

Progress measures at the end of KS2 show little variance between PP and non-PP pupils. Attainment figures though are lower for PP pupils for reading and writing.

Attendance figures for 2022/2023

Year 1

PP	-	89.78%
NON PP	-	86.20%

Year 2

PP	-	85.56%
NON PP	-	92.84%

Year 3

PP	-	90.71%
NON PP	-	93.04%

Year 4

PP	-	87.28%
NON PP	-	93.18%

Year 5

PP	-	91.68%
NON PP	-	95.14%

Year 6

PP	-	90.54%
NON PP	-	88.92%

We monitor attendance closely and in cases where attendance is an issue, procedures are fully in place to address concerns. PP pupils who also factor as cases of PA, impact across the school and this is something that we are continually working on.

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

Salisbury has used some programmes endorsed by the DfE research organisations

