Salisbury Primary School

Pupil Premium Strategy Statement 2024/25

This statement details how Salisbury Primary School will use pupil premium for 2024/2025 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	310
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	**2024/2025**, 2025/2026, 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Headteacher & Chair of Governors
Pupil premium lead	N. Matharu (Head)
Governor / Trustee lead	M. Fox (Chair of Govs)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,630
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	**£ 211,640** 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
- 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 in receipt of 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 when they join school and this then impacts on progress and attainment particularly 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 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 can 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
Improve oral language skills for pupils through quality first teaching and stimulating environments	The teaching of early reading/phonics skills will be consistent and effective across EYFS and KS1. Access to wider range of online and actual reading materials aligned to the new Little Wandle scheme introduced this year, will better support the development of early reading skills Teachers will accurately identify disadvantaged individuals/groups not on track and target support accordingly. Pupil Premium pupils should achieve phonics outcomes in line with their non-disadvantaged peers
Continue to improve attendance/punctuality of PP pupils	All pupils will be monitored and procedures in place followed to ensure improvement/ reduction in persistent absentees Attendance officer will provide additional support/ assistance for identified pupils
Closing attainment gaps between PP pupils and others across the school and nationally	Pupils will make accelerated progress in structured interventions and be able to transfer knowledge from these sessions into the learning in class. Gap between reading and writing for disadvantaged pupils will be narrowed and reflect the progress of non-disadvantaged pupils. Effective transition of PP pupils to secondary school and other settings should secure long-term success
Increased opportunities for PP pupils to access a wider range of experiences to support learning and develop their knowledge and skills	Disadvantaged pupils will have equitable access to the wider curriculum/cultural capital opportunities Pupil premium pupils will access enrichment/clubs, sometimes with additional support. The school will review the wider curriculum offer regularly to ensure that PP pupils have opportunities within their interests. Staff will have a good understanding of their disadvantaged pupils in their context to support their needs

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

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: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide quality CPD/Training: Makaton refresher training. EYFS Talk Boost Speech/language	Language and Communication skills of many children in EYFS are not strong. 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. In KS1 and particularly lower KS2, pupils do not use talk as effectively to connect ideas and explain.	1
Identify and target reading skills as well as gaps in writing/spelling/grammar to ensure that Pupil Premium pupils achieve well	Identified gaps in basic reading skills particularly in KS1/lower KS2. Writing has shown gaps in areas such as Spelling and grammar across the school which is preventing them from attaining the EXS+ in writing. 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. CLPE resource hub- 'high quality teaching resources to improve the teaching and	3

	learning of language, vocabulary, reading and writing' 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.	

Educational Psychologist Sessions Precision teaching Power of Reading Moderation of writing Writing Toolkit	High quality CPD - The Power of Reading, to address the development of reading/writing. Adapting the Little Wandle approaches for whole class reading in KS2 which then supports development of writing skills. Phase leads 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	3, 4, 5
Number sense training	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.	3, 4, 5

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

Budgeted cost: £170,080

Activity	Evidence that supports this approach	Challenge number(s) addressed

1) NELI 2) Observation/ Assessment 3) Talk Boost 4) Modelling language/ Sentences 5) Small group work	'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. **Oral Language Interventions:** Impact = +5 months	1
Phonics small group support	**Phonics:** Impact = +4 months **Small Group Tuition:** Impact = +4 months	1
Reading interventions	**Reading Comprehension Strategies:** Impact = +6 months Reading Comprehension Strategies have 'very high impact for very low cost based on extensive evidence'.)	1, 3
HLTA/Level 3 support	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. **Metacognition and Self-Regulation:** Impact = +8 months **Collaborative Learning:** Impact = +5 months **Reading Comprehension Strategies:** Impact = +6 months	4, 5
1:1 and small group work (class based)	**One-to-One Tuition:** Impact = +5 months	3

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

Budgeted cost: £18,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities/ approaches to support social/emotional development and Use of highly visual/ creative approaches	**Collaborative Learning:** Impact = +5 months ***Source: Education Endowment Foundation – Evidence summaries***	4, 5
Identify and increase opportunities for outdoor learning across theschool curriculum. Develop the confidence and ability of staff to plan, deliver and use green spaces for teaching and learning.	**Outdoor Learning:** Impact = +4 months ***Source: Education Endowment Foundation – Evidence summaries*** 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: £211,640

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 2023 to 2024 academic year.

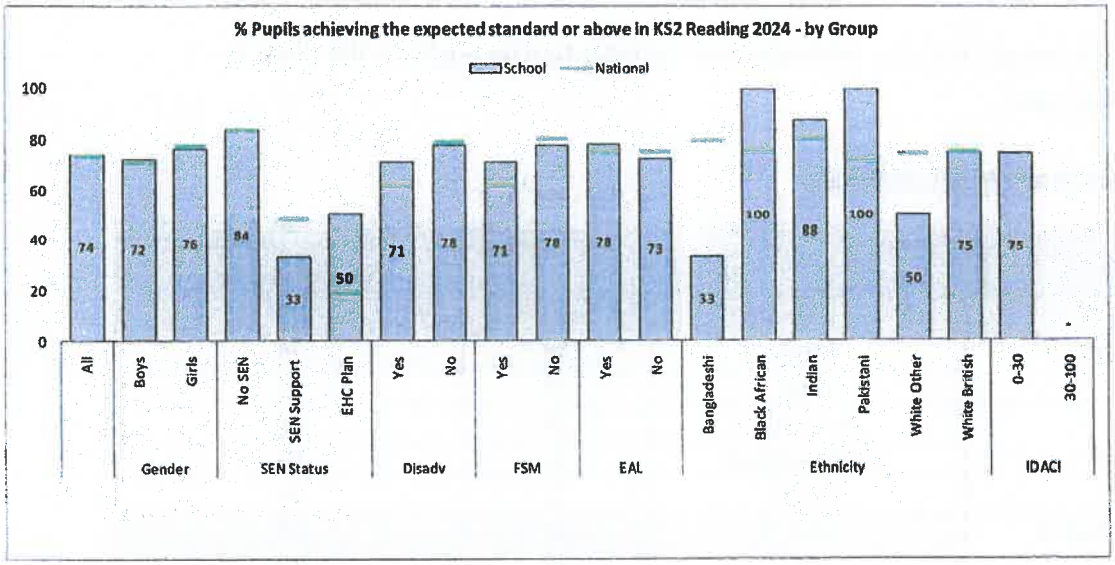
2024 Foundation Stage Profile Summary

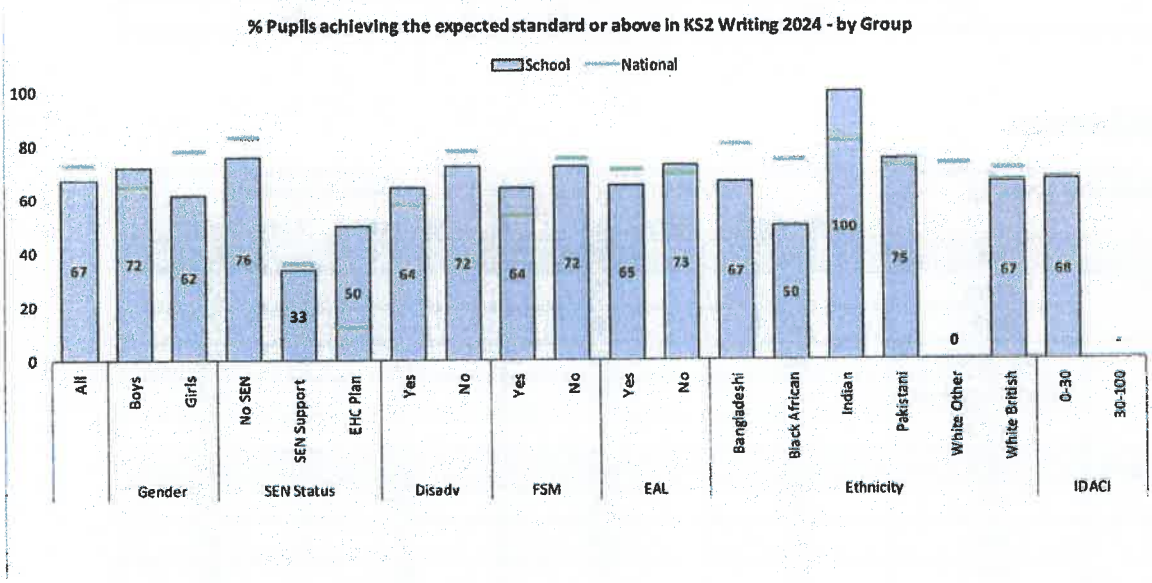
Contextual Grouping		No. Pupils	% Good Level of Development
All	All	36	**72**
Gender	Boys	19	74
	Girls	17	71
SEND	No SEND	28	82
	SEND Support	5	60
	EHCP	1	0
Disadvantaged	Yes	10	70
	No	26	73
FSM	Yes	12	67
	No	22	82
EAL	Yes	15	67
	No	19	84

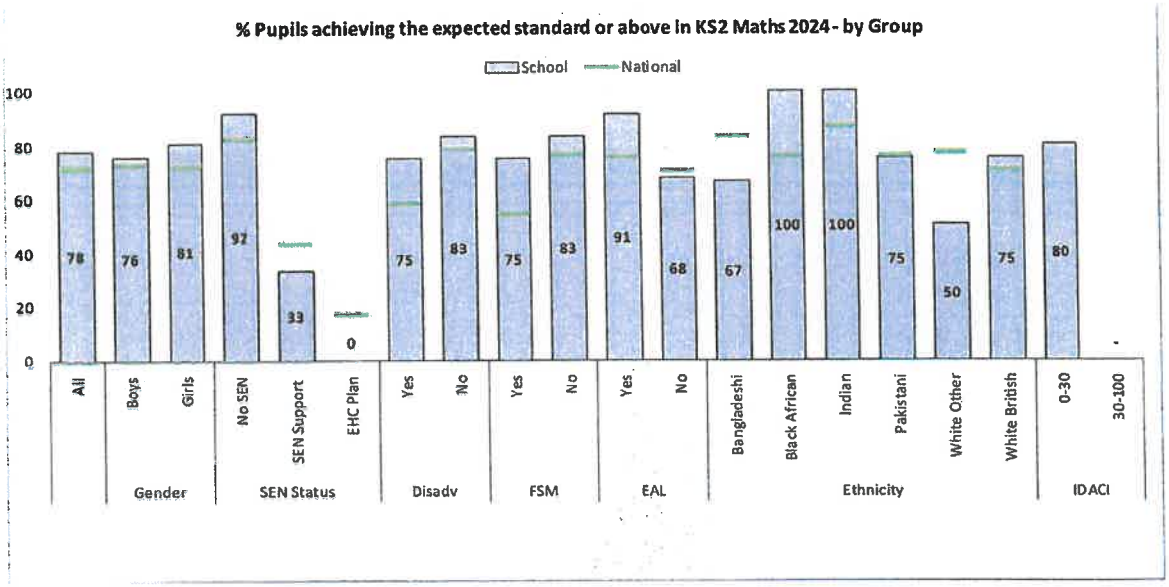
2024 Phonics Summary

Contextual Grouping		YEAR 1		YEAR 2 (re-sits)	
		No. Pupils	% Working At	No. Pupils	% Working At
All	All	41	70	18	61
Gender	Boys	16	75	11	55
	Girls	25	68	7	71
SEND	No SEND	36	75	11	73
	SEND Support	4	75	5	40
	EHCP	1	0	2	50
Disadvantaged	Yes	13	69	8	50
	No	28	71	10	70
FSM	Yes	13	69	8	38
	No	28	75	10	80
EAL	Yes	22	73	11	64
	No	19	74	7	57

2024 End of KS2 Summary







Pupil outcomes for 2023/2024:

Improvement in outcomes at the end of EYFS - appropriate interventions have been in place to support children in Reception with their learning. The focus has been very much around developing language and communication through providing a wider range of opportunities for speaking and listening and accessing the enhanced curriculum.

Teaching of phonics has been more consistent and progress tracked closely with improvement evident as a result. Introduction of further approaches linked to the teaching and learning of phonics providing additional support for pupils.

Attainment at the end of KS2 has improved, particularly in maths. Differences in attainment between PP and non-PP pupils remain however, the gaps have narrowed.

Attendance figures for 2023/2024

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupil Premium	87.2%	90.4%	94%	87.8%	92.9%	89.1%	93.5%
Non Pupil Premium	85.3%	94%	91.8%	90.9%	96.4%	95.4%	95.8%

We monitor attendance closely and in cases where attendance is an issue, procedures are fully in place to address concerns. We have a small number of PP pupils who also factor as cases of persistent absence (PA) which is something we are continually working on to further improve.

Externally provided programmes:

Salisbury Primary School has used some of the programmes endorsed by the DFE research organisations such as EEF.