

# Pupil Premium Strategy Statement 2025/26

This statement details Salisbury School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the following years - 24/25, 25/26, 26/27.

It outlines our pupil premium strategy, how we intend to spend the funding in the academic year 2025/2026 and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Salisbury Primary School
Total number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 - <b>2025/2026</b> - 2026/2027
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Headteacher & Chair of Governors
Pupil premium lead	N. Matharu (Head)
Governor / Trustee lead	J. Baugh (Chair of Govs)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£226,532</b>
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£ 226,532</b> N/A

## Part A: Pupil premium strategy plan

### Statement of intent

- 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 required to succeed
- We aim to ensure that Quality First teaching and learning opportunities meet the needs of **all** pupils and the gaps in reading, writing and mathematics continue to be narrowed
- We will provide our pupils access to a variety of exciting opportunities and a rich and varied curriculum to enhance learning
- 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 socioeconomically disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socioeconomically disadvantaged
- We also recognise that not all pupils who are socioeconomically 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 socioeconomically disadvantaged
- We track the impact of interventions as part of our regular pupil progress meetings and ensure support is deployed accordingly

### Challenges

The key challenges to achievement faced by disadvantaged pupils at our school have been identified below:

Challenge number	Detail of challenge
1	<p>Children joining Nursery and in many cases Reception face the following language related challenges:</p> <p>Many children who join Nursery, struggle to understand spoken language, follow instructions, or grasp concepts in conversation.</p> <p>Children can also struggle with the social rules of language, like taking turns, or show frustration and anxiety when communication is difficult for them</p>
2	<p>Maintaining consistent good attendance/ punctuality:</p> <p>Low attendance is a barrier for some of our pupils across the school. We recognize that in the main, pupils who have lower attendance come from disadvantaged backgrounds.</p>
3	<p>Academic challenges faced by some of our disadvantaged pupils:</p> <p>Some pupils eligible for Pupil Premium funding have lower attainment levels in English and mathematics but often, other factors have impacted</p> <p>Some pupils lack focus and ambition for their future lives.</p>
4	<p>External challenges faced by our disadvantaged pupils:</p>

	<p>We recognise that our disadvantaged pupils have a lot less exposure to a wide range of life experiences and opportunities outside of school.</p> <p>Some families have issues with transport, location, and general lack of access to resources</p>
5	<p>Socio economic factors that create challenges for our pupils:</p> <p>We have a number of low-income families so a lack of resources like books, a quiet space for homework, or internet access can hinder academic progress.</p> <p>Parents with lower levels of education or those who have had negative experiences with the education system can be less equipped to support their child's learning at home</p>

## Intended outcomes

The outcomes we are aiming for **by the end of our current strategy plan**, are indicated below along with how we measure whether they have been achieved.

Intended Outcome	Success Criteria
<p><b>Challenge 1:</b></p> <p>Disadvantaged children in EYFS achieve well in all areas of learning and demonstrate good levels of improvement with their spoken language and communication skills</p>	<p>Consistent, structured approaches to teaching phonics will provide secure foundations for children's reading skills</p> <p>Access to a wider range of online and actual reading materials aligned to the new Little Wandle scheme will continue to support the development of reading skills at school and home</p> <p>T/L will continue to place a strong emphasis on developing children's language skills and vocabulary enabling them to improve communication and oracy skills</p> <p>Access to bi-lingual support will help children overcome some of the language barriers they face when they join EYFS</p>
<p><b>Challenge 2:</b></p> <p>Disadvantaged pupils/families receive the appropriate support and intervention to ensure attendance and punctuality issues improve</p>	<p>Whole school approaches to address attendance issues will continue to raise awareness of expectations with parents, pupils, staff</p> <p>Close monitoring of pupils at risk of persistent absence or those who fall within the PA category will ensure barriers to pupil attendance rates are overcome and suitable measures put in place</p>

	<p>Incentives/rewards and a range of strategies will be used to further encourage families/pupils to have good attendance</p> <p>Earlier intervention for particular families will address matters that lead to improvements taking place more rapidly</p> <p>Attendance rates will improve overall</p>
<p><b>Challenge 3:</b> Disadvantaged pupils achieve well with their phonics outcomes at the end of Year 1</p> <p>Attainment gaps between our disadvantaged pupils and others continue to narrow across the school and nationally</p> <p>Disadvantaged pupils achieve outcomes at least in line with their peers by the end of KS2</p> <p>Aspirations are raised so that pupils want to work hard and achieve well as they progress through school</p>	<p>Gaps in attainment/knowledge (reading, writing and maths) will be narrowed when compared to their non-disadvantaged peers</p> <p>Disadvantaged pupils will gain a positive outlook for the future and success at school will enable them to be better prepared for the next stage of education</p> <p>Pupils' resilience and stamina will strengthen to enable them to tackle challenges in a positive way</p>
<p><b>Challenge 4:</b> Opportunities and experiences to develop and broaden knowledge, skills and learning beyond the main curriculum offer are accessed by pupils across the school</p> <p>Understanding the needs of individual pupils and how best to support them - pastoral/ social/ emotional needs</p>	<p>Disadvantaged pupils will be encouraged to access enrichment/after-school clubs, with additional support if required</p> <p>The wider curriculum offer will ensure that disadvantaged pupils have opportunities to engage in activities that particularly interest them and develop their talents</p> <p>Pupils who require it will be able to access Emotional Literacy support to enable them to gain in confidence and feeling secure in their day to day interactions with others in school</p>
<p><b>Challenge 5:</b> Pupils/families able to access support to ensure home, environmental and sometimes other practical factors can be overcome</p>	<p>Key staff who work with families will be able to identify needs/requirements and offer support as appropriate</p> <p>School will continue to engage with parents/families to enable them to support their children's learning at home better</p>

## 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: £37,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality teaching, assessment and a broad and balanced curriculum:</p> <p>CPD/Training</p> <p>Developing strong interactions with children through questioning</p> <p>Speech/language and building communication</p> <p>Early writing skills/sentence structures</p> <p>Phonics</p> <p>Early Reading</p>	<p>Reading framework 2024 provides clear guidance for the development of reading skills across the primary age range.</p> <p>As many children who join school in EYFS do so with language and communication skills as not being strong, the emphasis that needs to be placed on developing oracy skills, is key.</p> <p>The writing framework 2025 also provides strong evidence for ensuring children in EYFS are taught the basic skills to get them ready for KS1.</p>	1
<p>Professional development to support implementation of approaches:</p> <p>CPD/Training:</p> <p>Toolkit – writing moderation</p> <p>Stronger emphasis on narrative to develop vocabulary/spelling</p>	<p>EEF - 'Teacher Feedback to Improve Learning' - feedback has a very high impact on outcomes for a very low cost based on extensive evidence.</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> <p>Enhance resources and expose pupils to a wider range of genres</p> <p>Identify and target gaps in writing/spelling/grammar to ensure that Pupil Premium pupils achieve the EXS in writing.</p>	3

<p>Mentoring/ Coaching for teachers</p> <p>Supporting recruitment and retention</p> <p>Educational Psychologist Sessions</p>	<p>Focused support for staff <b>Emphasis on phonics and early reading skills as a key priority.</b></p> <p>High quality CPD delivered by key leaders to address subject knowledge and implementation of new initiatives.</p> <p>Provision of mentors for new staff and staff new to teaching.</p> <p>Provide T/L support for new staff who join school or those staff who move phase/year group.</p> <p>English and maths: The Power of Reading, writing toolkits and Power Maths support pupils to enable them to access the wider curriculum more effectively.</p> <p>The development of reading and writing – Key leaders monitor/evaluate the progression of reading, writing, spelling, punctuation and grammar skills consistently. Revise and review within the context of writing.</p>	3, 4, 5
<p>Use of technology/other resources that support high-quality teaching</p>	<p>Number sense 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. Approach to mastery maths to incorporate the white rose maths elements into daily teaching/learning. Additional Times Tables support.</p> <p>Development of maths skills introduced in Nursery as well as maths champions scheme.</p>	3, 4, 5

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £168,175**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to support language development, literacy and numeracy  1) NELI 2) Observation/Assessment  (Teacher +TA)	Nuffield Early Language Intervention. The EEF have a project open for this intervention currently. <b>Oral Language Interventions:</b> Impact = +5 months EEF Early Years – support for children’s language and communication skills	1
Phonics small group support (TA)	<b>Phonics:</b> Impact = +4 months <b>Small Group Tuition:</b> Impact = +4 months	1
Reading interventions (HLTA)	<b>Reading Comprehension</b> <b>Strategies:</b> Impact = +6 months Data from last academic year shows the interventions have had a good impact on outcomes for disadvantaged pupils (EEF Reading Comprehension Strategies have ‘very high impact for very low cost based on extensive evidence’.	1, 3
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND (HLTAs/TAs)	Metacognition and self-regulation approaches are 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 explored more as pupils go through the school.  <b>Metacognition and Self-Regulation:</b> Impact = +8 months <b>Collaborative Learning:</b> Impact = +5 months <b>Reading Comprehension</b> <b>Strategies:</b> Impact = +6 months	4, 5
1:1 and small group work - class based (TA)	<b>One-to-One Tuition:</b> Impact = +5 months – reading focus	3

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

Budgeted cost: £20,907

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced range of enrichment activities/ approaches to support social/emotional development and	<p><b>Collaborative Learning:</b> Impact = +5 months</p> <p><b>Source: Education Endowment Foundation – Evidence summaries</b></p>	4, 5
Identify opportunities for outdoor learning across school	<p><b>Outdoor Learning:</b> Impact = +4 months</p> <p><b>Source: Education Endowment Foundation – Evidence summaries</b></p> <p>Orienteering activities extended for KS1 pupils</p> <p>Rewards/awards – introduction of a broader range further to pupil voice – related to supporting individuals/families</p> <p>Extended day – enrichment activities available each half term</p>	4, 5
Supporting attendance, communicating with and supporting parents further: Safeguarding Lead, Attendance Officer and EWO – support and intervention to address needs of families	<p>Strategies to further strengthen school procedures in place and target families/offer of support earlier if needed.</p> <p>Access to breakfast club provision as required</p> <p>Earlier intervention leads to more positive outcomes</p>	2, 5

**Total budgeted cost: £226,532**



## 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 2024 to 2025 academic year.

#### 2024/25 Foundation Stage Profile Summary

Contextual Grouping		No. Pupils	% Good Level of Development
All		32	69%
Disadvantaged	Yes	10	50
	No	22	88

Children achieved outcomes in line with national.

Disadvantaged children who did not achieve GLD included a number of children were male or with SEND needs.

The children with SEND needs across the cohort equated to 4 and all disadvantaged.

#### 2024/25 Phonics Summary

Contextual Grouping		YEAR 1	
		No. Pupils	% Working At
All		39	72%
Disadvantaged	Yes	19	74
	No	20	70

Overall outcomes were below national.

The 19 disadvantaged pupils included pupils with SEND needs, pupils with little or no English/EAL and some who joined the school mid-year. High mobility had a considerable impact impacted on outcomes this year.

#### 2024/25 Key Stage 2 SATs - Summary

Contextual Grouping		No. Pupils	Reading	Writing	Maths	RWM
All		44	71%	73%	71%	64%
Disadvantaged	Yes	22	55%	59%	55%	46%
	No	22	86%	86%	86%	82%

- Pupil Premium pupils at Salisbury, when compared to national outcomes for PP pupils, performed in line for RWM combined
- Gap between PP and non-PP, in school shows variance in outcomes for reading and maths with disadvantaged below
- KS2 Progress Scores – Due to pupils not undertaking KS1 SATs, progress scores are at 0

### **Salisbury Primary School – Attendance 2024/2025**

<b>Overall attendance</b>	<b>–</b>	<b>93.2%</b>
<b>Disadvantaged pupils</b>	<b>–</b>	<b>90.7%</b>
<b>Non-disadvantaged pupils</b>	<b>–</b>	<b>95.8%</b>

We monitor attendance closely and take prompt action to address cases where attendance is an issue. Robust procedures are fully in place and we work closely with families to help them improve attendance rates. We also work closely with external agencies and LA officers to address attendance matters.

The figures show that this year the overall percentage has remained steady when compared to the previous year.

We continue to provide support and challenge in working with our families with our aim being to be in line/above national as we progress through our 3-year Pupil Premium Strategy.

#### **Externally provided programmes:**

**Salisbury has used programmes endorsed by the DFE research organisations for example, the Education Endowment Foundation and EEF Early Years.**

