



Saltergate Junior School 2020-2021 Pupil Premium Strategy 3 Year Plan

Summary information					
Academic Year	2020-2021	Total PP budget	£118,109	Date of most recent PP Review	Summer 2020
Total number of pupils	360	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Summer 2021

School Context

Context Group	Year 3 90	Year 4 90	Year 5 90	Year 6 90	Key Stage 2 Total 360
Boys	49 (54.44%)	42 (46.66%)	45 (50.00%)	43 (47.77%)	179 (49.72%)
Girls	41 (45.55%)	48 (53.33%)	45 (50.00%)	47 (52.22%)	181 (50.27%)
Pupil Premium	13 (14.44%)	16 (17.77%)	16 (17.77%)	14 (15.55%)	59 (16.38%)
Non-Pupil Premium	77 (85.55%)	74 (82.22%)	74 (82.22%)	76 (84.44%)	301 (83.61%)
FSM	14 (15.55%)	18 (20.00%)	15 (16.66%)	10 (11.11%)	57 (15.83%)
Non-FSM	76 (84.44%)	72 (80.00%)	75 (83.33%)	80 (88.88%)	303 (84.16%)
Service Child	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
EAL	3 (3.33%)	4 (4.44%)	1 (1.11%)	2 (2.22%)	10 (2.77%)
BME	10 (11.11%)	4 (4.44%)	2 (2.22%)	5 (5.55%)	21 (5.83%)
SEN Support	11 (12.22%)	12 (13.33%)	10 (11.11%)	8 (8.88%)	41 (11.38%)
EHCP	1 (1.11%)	1 (1.11%)	1 (1.11%)	0 (0.00%)	3 (0.83%)



END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in Reading, Writing and Maths	63%	84%	N/A
% making expected progress in Reading	88%	89%	N/A
% making expected progress in Writing	75%	89%	N/A
% making expected progress in Maths	81%	94%	N/A

Three Year Plan (Long term objectives to be achieved over the next three years)

Overarching priority

Disadvantaged pupils will attain and make progress at least in line with national and their non-disadvantaged pupils in school. (Closing the gap).

Quality First Teaching (*Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching*)

- The quality of teaching and learning is at least good in all classes and all pupils will have access to high quality teaching on a daily basis.
- There is a culture of continuous improvement amongst all staff and there is access to high quality professional development. (Academic & pastoral)
- Teaching assistants will have the skills and knowledge to effectively support pupil's learning both in and outside of the classroom.
- There will be curriculum equity for all pupils and the curriculum will meet the needs of all pupils.

Targeted Academic Support (*Structured interventions - small group tuition, one-to-one support*)

- Structured interventions based upon evidence will be in place and will be used effectively to identify and close gaps in learning.
- Bespoke structured intervention based upon evidence will be in place to support

Wider Strategies (*issues which also require action such as low attendance, behaviour, parental engagement*)

- The attendance of all pupils will increase and be in-line or above that of all pupils nationally.
- Behaviour across school will improve and the number of recorded incidents and exclusions will reduce over time.



Year 1 and 2 (In order to embed) Priorities

Quality First Teaching (*Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching*)

		Person/Team Responsible	Cost
A	Feedback given to learners is not always effective and does not always move the learning on or tell pupils what they need to do to improve. Pupils do not have enough opportunities to respond to feedback or to collaborate and articulate their ideas.	All stakeholders	£111,731
B	Professional development is not always clearly linked to the needs of the school and focused on improving pupil outcomes.	All stakeholders	
C	For some learners, curriculum equity has not always been consistent with too great an emphasis on English and Maths	All stakeholders	

Targeted Academic Support (*Structured interventions - small group tuition, one-to-one support*)

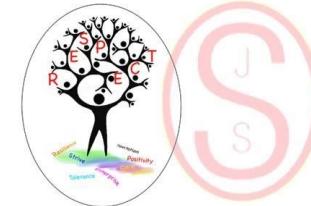
		Person/Team Responsible	Cost
D	Structured interventions are not always adapted in a swift manner in order to move learning forward.	All stakeholders	£10,771
E	Upskilling and development of LSA delivery of structure interventions needs to be a priority due to the numbers of new to role staff.	P Chambers, K McKie, LSA	

Wider Strategies (*issues which also require action such as low attendance, behaviour, parental engagement*)

		Person/Team Responsible	
F	To continue to improve motivation and resilience of learners.	P Chambers, K McKie, Inclusion Team	



A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Teacher feedback is not always effective and does not always give next steps to learning. EEF toolkit effective feedback has a positive impact of +8 months</p> <p>Staff workload- teachers are spending too much time marking .</p> <p>Pupils do not have sufficient opportunities to collaborate with their peers. EEF toolkit – collaborative learning has a positive impact of +5 months.</p> <p>Pupils do not always have the opportunity to respond to feedback given on how to improve their work.</p>	<p>Active Ingredient 1- Opportunities for pupils and staff to critique pupil's work will be planned on a weekly basis.</p> <p>Active Ingredient 2- At the start of each unit of work pupils will be given models of excellence from which to collaboratively create rubrics.</p> <p>Active Ingredient 3- Pupils will be given the opportunity to redraft their work in response to feedback/critique received from peers and from staff.</p> <p>Active Ingredient 4- Pupils and staff will give feedback/critique each other's work using the strategies agreed in line with Ethics of Excellence.</p> <p>Active Ingredient 5- Pupils will create final drafts of beautiful work to be used in the beautiful work folders and authentic audience activities. They will be able to clearly articulate why the work is a beautiful piece of work.</p>	<p>CPD will be given to all staff around peer critique and the ethics of excellence. Training will be in line with DFE Standard and the TDT guidance.</p> <p>CPD will be given on collaborative learning and Kagan approaches in the classroom (Collaborative learning) Training will be in line with DFE Standard and the TDT guidance.</p> <p>Opportunities for staff to collaborate, watch and share practice and develop critique will be planned into the timetable.</p> <p>Formal communication will take place through staff meetings, phase meetings and nudge emails. Staff will be encouraged to communicate informally to maintain momentum.</p> <p>Follow up support in terms of coaching will be provided by the research leads on a regular basis.</p>	<p>Short term:</p> <p>Fidelity: All staff are able to clearly articulate the principles of peer critique and Kagan approaches and the active ingredients. Staff are incorporating peer critique into their pedagogy.</p> <p>Acceptability: The majority of staff experience a growing confidence in planning and delivering peer critique and staff feedback is positive.</p> <p>Medium term</p> <p>Fidelity: There is a body of evidence in terms of planning and pupils work and monitoring activities that peer critique is being used on a daily basis to improve feedback. There is a bank of models of excellence and beautiful work as a result of the higher expectations and improved feedback. Pupils and staff are clearly able to articulate the pedagogy of peer critique to others.</p> <p>Reach: All Staff and pupils are confident in terms of giving effective feedback that enables peers to improve their work.</p>	<p>Short term. Pupils will have higher expectations in terms of the quality of the work they produce.</p> <p>Staff and Pupils will gain a greater understanding of how to give effective feedback to move learning on.</p> <p>Teacher workload will reduce as feedback at the point of delivery becomes the norm.</p> <p>Medium term- The quality of pupil's work will improve as a result of effective feedback from peers and from staff. Pupil's expectations of themselves and their motivation to create beautiful work will increase as they become more confident. Pupil's ability to collaborate and communicate effectively will improve as they become more confident with peer critique.</p> <p>Long term- Outcomes for pupils will increase as collaborative ways of working become the norm.</p>



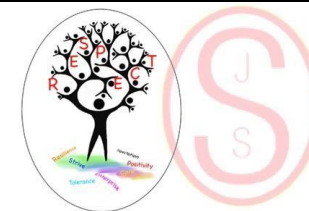
Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term



B. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Professional development is not always clearly linked to the needs of the school and focused on improving pupil outcomes.</p> <p>Staff: Staff have limited time to undertake CPD due to classroom commitments.</p> <p>Staff: Can sometimes be reluctant to undertake CPD with removes them from the classroom.</p> <p>Staff: Work load- cpd can be seen as additional work.</p> <p>Pupils: needs are not always met due to a lack of understanding.</p>	<p>Active Ingredient 1- Opportunities for all staff to complete CPD designed to meet the needs of the SDP priorities.</p> <p>Active Ingredient 2: A CPD plan will be created for both whole school and individual needs.</p> <p>Active Ingredient 3: Training will be delivered to further develop staff understanding of disadvantaged pupils. (What does it truly mean to be disadvantaged) External provider</p> <p>Active ingredient 4: All staff will know key information for vulnerable pupils who they teach.</p> <p>Active ingredient 5: Pupil outcomes will improve and the gap will be closing.</p>	<p>CPD will be given to all staff around improving outcomes (also see above). Training will be in line with DFE Standard and the TDT guidance.</p> <p>CPD will be given to all staff to develop their understanding of vulnerable pupils in particular those who are disadvantaged. Training will be in line with DFE Standard and the TDT guidance.</p> <p>Personalised CPD plans will be created through supervision meetings and/ or appraisals.</p> <p>Close monitoring of attainment and progress for pupils, particularly those from a disadvantaged background through Pupil Progress meetings.</p> <p>Follow- up CPD implementation will be monitored through Pupil Progress meetings and through QA measures and implementation within the classroom.</p>	<p>Short-term</p> <p>Fidelity: All staff will be able to clearly articulate the CPD they have received linked to the whole school development priorities.</p> <p>Acceptability: All staff will have a developing understanding of the links between disadvantaged pupils and their peers and how to support them.</p> <p>Medium term</p> <p>Fidelity: There will be a wide range of evidence (CPD logs, training session materials, QA measures in the classroom etc..) to show the implementation of training received and the improvements this is having.</p> <p>Reach: All stakeholders will be able to clearly articulate what it means to be disadvantaged, what that means for the pupils within the setting, locality and how this links to national. This will include what the research tell us about disadvantaged pupils.</p>	<p>Short-term</p> <p>Staff will have a developing understanding of how to support pupils from disadvantaged backgrounds.</p> <p>Medium term</p> <p>Staff will be able to use their CPD to drive improvements in the classroom and have a positive impact on pupil outcomes.</p> <p>Long term</p> <p>Staff will be to fully embed the CPD within the classroom and maintain high expectations for all pupils and consistently maintain positive academic outcomes for disadvantaged pupils.</p>



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C. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>For some learners, curriculum equity has not always been consistent with too great an emphasis on English and Maths</p> <p>Staff: Time restrictions to deliver everything in the curriculum and closing the gap through interventions.</p> <p>Staff: Concerns around improving attainment and progress by moving away additional maths and English.</p> <p>Pupils: may find it harder to participate in different foundation subjects if they have difficulties with basic reading and maths skills.</p>	<p>Active Ingredient 1: All pupils will have curriculum equity. Planned and same day interventions will be delivered across a range of different subjects to ensure there is curriculum equity.</p> <p>Active Ingredient 2: Interventions will take place across the school day at different times.</p>	<p>Whole school curriculum design and development to take place over the Autumn term, to trial in the spring and implement in September 2020.</p> <p>Progression of skills to be created tailored to the pupils and locality in addition to meeting the needs of the national curriculum</p> <p>Provision mapping training will be completed with all teaching staff (Spring 2020)</p> <p>Provision mapping to take place in each class to be monitored by ELT.</p> <p>Personalised timetables/ deployment of resources for those pupils who are receiving higher amount of interventions.</p> <p>Curriculum enrichment activities will take place half-termly and draw in maths and English where appropriate.</p> <p>English Novel based approach to continue.</p>	<p>Short term:</p> <p>Fidelity: The 'new' whole school curriculum will have been designed.</p> <p>Progression documents will be created and will have begun to be used.</p> <p>Pupils will have greater curriculum equity, particularly those who are vulnerable or with additional needs.</p> <p>Provision map training will have been completed and these will have been created in some classes.</p> <p>Acceptability: All staff will have shared ownership and understanding of the new curriculum developments and how these can be tailored to meet the needs of all pupils.</p> <p>Medium term: The new curriculum will have been trailed in all year groups and analysed in preparation for full implementation in 2020</p> <p>Provision maps will be in place for each class.</p>	<p>Short term</p> <p>Pupils will have increased access to a broader range of lessons. Pupils will have greater curriculum equity.</p> <p>Medium term: Pupils will be able to develop their basic literacy and maths skills through access to high quality foundation subjects on a consistent basis. Attainment in English and maths will improve through a wider range of cross-curricular and enrichment activities.</p> <p>Long term:</p> <p>Curriculum equity will be maintained for all pupils and curriculum enrichment will be fully embedded across the setting and be the norm.</p>



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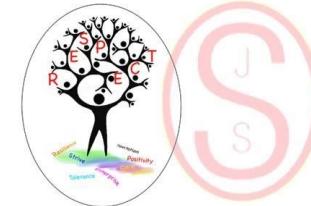
D & E. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Structured interventions are not always adapted in a swift manner in order to move learning forward.</p> <p>Staff: Time to deliver additional interventions on a regular basis whilst ensuring curriculum equity</p> <p>Pupils: Sometimes feel like they're missing out on other subjects when doing interventions.</p> <p>Upskilling and development of LSA delivery of structure interventions needs to be a priority due to the numbers of new to role staff.</p> <p>Staff: Time restrictions to deliver everything in the curriculum and closing the gap through interventions</p> <p>Staff: Can sometimes be reluctant to undertake CPD with removes them from the classroom.</p> <p>Staff: Work load- cpd can be seen as additional work.</p>	<p>Active ingredient 1: The intervention menu will be used to identify the most suitable intervention for a particular need.</p> <p>Active ingredient 2: ELT will be fully informed of 'new' interventions which are being trialled.</p> <p>Active ingredient 3: All structured and bespoke interventions will be reviewed at least termly (or sooner if designed that way).</p> <p>Active ingredient 4: All interventions will have a clear outcome from the beginning.</p> <p>Active ingredient 5: There will be a specialist (LSA) who takes ownership for particular interventions.</p> <p>Active ingredient 6: There will be a culture of 'can-do' with flexible thinking in order to improve outcomes for all pupils.</p> <p>Active ingredient 7: There will be a specific LSA CPD opportunity at least half-termly.</p>	<p>Intervention menu will be updated termly to reflect current research and evidence base. (EEF)</p> <p>Staff will begin to use provision maps to track on monitor individual progress on a class basis (rather than SENCO).</p> <p>LSA CPD plan to be created by SENCO and working party to develop understanding of interventions which can be used across school.</p> <p>Dedicated time will be allocated to LSA CPD at least half-termly.</p> <p>Tracking and monitoring of interventions will be completed by the ELT through Pupil progress meeting and QA measures.</p> <p>Monitoring of attainment and progress at the summative assessment points throughout the school year (At least termly).</p>	<p>Short term: Fidelity: The intervention menu will be used to plan and inform intervention choices for the Autumn term.</p> <p>A Working group will be created to develop a CPD plan which is sustainable.</p> <p>Acceptability: All stakeholder involved will have and understanding of the interventions (both structured and unstructured) and the evidence base behind them.</p> <p>Medium term: There will be an evidence bank of provision maps, assessment data, progress and monitoring to show how interventions and being used and tailored to meet the needs of the pupils.</p> <p>Reach: All Staff in school will have a thorough understanding of the range of interventions which could be used and who the school champion for this would be.</p>	<p>Short term: Interventions will be tailored to meet the needs of pupils. Pupils will begin to close the gap.</p> <p>Medium and Long term</p> <p>Interventions will be used to close the gap with the expectation that less additional intervention would be needed.</p> <p>The attainment and progress gap will be closing in core subjects.</p>



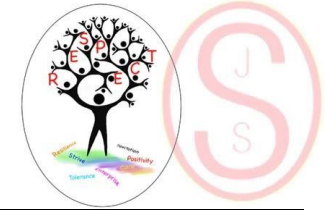
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F. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>To continue to improve motivation and resilience of learners.</p> <p>Staff: Pupils are not always ready to learn</p> <p>Staff: have limited control over what happens in the home which is impacting on behaviour and learning behaviour in school.</p> <p>Pupils: Do not always arrive at school ready to learn.</p> <p>Pupils: Need time to off-load.</p>	<p>Active ingredient 1: Pastoral and behavioural support will be available on a daily basis.</p> <p>Active ingredient 2: A well-being pastoral team will be available to support pupils and families on a daily basis,</p> <p>Active ingredient 3: Wake-up, Shakeup club will be available for families that need it.</p> <p>Active ingredient 4: Access to a range of different resources (ICT, Enrichment, extra-curricular) will be available</p> <p>Active ingredient 5: Residential visits will be subsidised for disadvantaged pupils.</p> <p>Active ingredient 6: Attendance meetings will be held half-termly</p>	<p>RV to meet with pupils and parents in line with the school behaviour policy.</p> <p>The inclusion team will operate an open door policy, whereby one member of the team will always be available on the playground on a morning.</p> <p>Breakfast club to continue with structured activities and a time to talk.</p> <p>Attendance officer to hold regular discussion with HT and Inclusion Manager to support vulnerable pupils.</p> <p>Inclusion team flyer will have been designed and created.</p> <p>A one-stop contact will be created for pastoral support.</p>	<p>Short term:</p> <p>Fidelity: The number of meetings RV requires will begin to reduce. Families will be able to access the support they need easier. Families will know who to contact should they need some support. The number of children attending WUSU will increase. The % of pupils with attendance concerns will decrease. An inclusions team flyer will have been created.</p> <p>Reach: All stakeholders in school will know how/who to contact for additional support and the range of support that can be provided.</p>	<p>The overall school attendance will begin to improve.</p> <p>Pupils and families will be able to access the right support at the earliest possible time.</p> <p>The attendance of disadvantaged pupils will improve.</p>



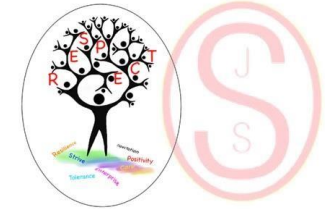
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Review of Expenditure			
Previous Academic Year		2019-2020	
Desired outcome	Chosen action/approach	Estimated impact and Lessons learned (and whether you will continue with this approach)	Cost
<p>Raise attainment by pupils eligible for PP in Reading, Writing and Maths -Also see <i>Action 1 on Literacy and Maths ion plan.</i></p>	<p>Pupil Progress meetings for all year group teachers to focus on identifying pupils eligible for PP and implementing intervention strategies termly with additional half-termly interim assessments (drop-ins, book scrutiny, learning walk etc...)</p> <p>Staff CPD</p> <p>Teacher and LSA booster clubs, before and after school for Year 6 pupils to support with key skills in English and Maths</p> <p>Additional Learning Support Assistants to work with targeted groups for mornings and some afternoons across Year 6</p>	<p>Strong positive impact. This provision to continue with a particular emphasis on the CPD aspect.</p> <p>Approach to continue with an increased focus on CPD. This was in areas that did not receive as much attention as required.</p>	TBC



<p>Improve behaviour and motivation for learning, particularly by boys eligible for PP</p> <p>Improve behaviour and motivation for learning</p> <p>Improve behaviour, engagement and motivation for learning</p> <p>Improve access to support for ICT maths.</p>	<p>Pastoral and behavioural support (Mr V) to engage boys and develop life skills.</p> <p>Provide a counselling service to support pupil well-being</p> <p>Provide 'Wake-up, Shake-up' club.</p> <p>Provide access to times tables and ICT resources for increasing basic maths skills.</p>	<p>Some positive impact. Greater time needed to embed and to have the desired improvements.</p>	<p>£21,219</p> <p>£923.79</p>
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<p>Raise attainment by pupils eligible for PP at the end of Key Stage 2 in Reading</p> <p>Improve attendance rates for target pupils eligible for PP</p> <p>Support for Vulnerable Families with children eligible for PP</p> <p>Increasing engagement to enable PP pupils to fully participate in all aspects of school life.</p> <p>Raise attainment by pupils eligible for PP at the end of Key Stage 2 in</p>	<p>Purchase class novels for PP pupils</p> <p>Purchase books of choice for PP pupils</p> <p>Pupil voice for new books in the library.</p> <p>Doncaster book award visits- coach subsidised by school.</p> <p>Read Theory</p> <p>Use of technology</p> <p>PrimED comprehension strategies</p> <p>EEF- Research led school using relevant guidance</p> <p>Bookswap</p> <p>Reading incentives/ initiatives</p> <p>YARC Reading assessments</p> <p>Individual prizes for pupils who achieve 100% attendance for each term</p> <p>Special prize/reward for any pupils achieving 100% attendance at the end of the academic year</p> <p>Funding support available towards cost of residential visits/ visits. Music tuition</p> <p>Sports clubs</p> <p>Poverty proofing</p> <p>School uniform</p> <p>Funded fruit</p> <p>Use of resource</p> <p>Matheletics</p> <p>Developing staff CPD Real-life problems.</p> <p>Third-space 1:1 tuition.</p> <p>Use of 123learning intervention resources</p> <p>Mathematical visits</p> <p>Increased use of enterprise STEM links to be explicit.</p> <p>Big bang visit for PP pupils.</p>	<p>There were variations in impact and this could be due to trying to do too much. However, overall the difference in attainment and progress is diminishing for disadvantaged pupils. Some aspects of these approaches to continue in a more streamlined, focussed manner.</p>	<p>TBC</p>
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