

Pupil premium strategy statement – Saltersgate Junior School

This statement details our school’s use of pupil premium (and recovery premium) funding in 2022-23 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	78 children=21.7% Ever 6=83= 23.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	November 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Paul Chambers Headteacher
Pupil premium lead	Katy McKie
Governor / Trustee lead	Andrea Webber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,720-Ever 6 £24,100-Post LAC £320 Service Child £124,140 From April 2022-31 st March 2023 budget
Recovery premium funding allocation this academic year	2022-23 £11,890 School-led tutoring- £13,608

<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	<p>£33,811 overspent from previous year</p>
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£1484450 Schools Block £42588 High Needs</p>

Part A: Pupil premium strategy plan

Statement of intent

Our aim, at Saltersgate Junior School, is to ensure that teaching and learning is bespoke to the needs of all in order to eradicate any disadvantages as a result of socio-economic context. We want **all** pupils to fulfill their potential and to achieve the very best they can in order to flourish.

Our main aims are:

- To remove barriers to learning so that all pupils can fulfill their potential.
- To narrow any attainment gaps between disadvantaged pupils and their non-disadvantaged peers, both within school and nationally.
- To ensure all pupils can read fluently and have access to a wide range of reading material.
- To ensure all pupils are fluent in number and are able to access real-life maths enrichment opportunities in order to develop an understanding of the world and to enhance their cultural capital.
- To allow access to a wide range of opportunities to develop knowledge and understanding of the world.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

- ensure disadvantaged pupils are challenged and supported in the work they are set.
- act early to intervene at the point need is identified.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. All teaching staff are responsible for the analysis of data and to ensure they closely track pupil progress.

Challenges

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

Challenge number	Detail of challenge
1	We want to ensure that the attainment and progress (for Reading, Writing and Maths) for pupil premium pupils is at least in line with peers. Post-covid, assessments show that there are still gaps in learning for the majority of pupil premium children.
2	Some disadvantaged pupils have experienced greater difficulties with phonics and this has impacted on their reading skills. Liaison with the infant school has shown that there has been a decrease in the number of pupils who are able to pass the phonics test with approximately 50% of these pupils being pupil premium children in lower key stage 2.
3	Although pupils achieved highly in SATs at the end of KS2 in 2022 (in line or above national), most in current Y6 cohort are failing to convert EXS to GDS in maths and WTS to EXS in writing. This includes the pupil premium pupils and is a trend across school.
4	Behaviour and attitudes to learning as a result of Covid lockdowns and disruptions/missed learning have been affected. Some disadvantaged pupils have struggled to return to mainstream education full time, therefore, it has been identified that they require additional nurture and support with learning behaviours and with their emotional literacy. This has been identified through parent, staff and pupil voice.
5	Our attendance data over the last year indicates that attendance amongst disadvantaged pupils has been lower than non-disadvantaged pupils. Our assessments and observations indicate that absenteeism and lateness is negatively impacting disadvantaged pupils' progress.

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
To closely track and improve the attainment and progress of pupil progress pupils in Maths.	<ul style="list-style-type: none"> Assessments through the year will show that gaps between disadvantaged pupils and their peers are narrowed. Evidence will be gathered through book scrutiny, pupil voice, audits, lesson observations and continuous assessment data. External quality assurance will validate findings.

<p>To closely track and improve the attainment and progress of pupil progress pupils in Reading.</p>	<ul style="list-style-type: none"> • Assessments through the year will show that gaps between disadvantaged pupils and their peers are narrowed. • Evidence will be gathered through book scrutiny, pupil voice, audits, lesson observations and continuous assessment data. • External quality assurance will validate findings.
<p>To ensure there is a significant increase in the proportion of children making progress from KS1 outcomes.</p>	<ul style="list-style-type: none"> • Continuous writing moderation within and across year groups will evidence the fact that a higher proportion of pupils will be achieving the expected standard in writing.
<p>To ensure at least 50% of children, who are currently in lower KS2, pass the phonics screener by the end of the academic year.</p>	<ul style="list-style-type: none"> • At least 50% of pupils (Y3 and Y4 who have did not pass the phonics screener in KS1) will pass the phonics screener by the end of the year.
<p>To improve the well-being of pupil premium pupils and to ensure they are emotionally ready to be effective learners.</p>	<ul style="list-style-type: none"> • Impact from interventions will show an increase in readiness for learning. • Evidence will be gathered through pupil voice, staff voice and parent voice, including through the JLT.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Sustained high attendance demonstrated by: the overall unauthorised absence rate for all pupils being no more than 96% and the attendance gap between disadvantaged pupils and non-disadvantaged pupils is narrowed.

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: £ 93, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance.</p> <p>Maths Lead to liaise closely with the local authority standards and effectiveness officer to work on the school action plan.</p> <p>Release time and staff meeting time to embed key action points from the maths action plan.</p>	<p>The DFE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>1</p>
<p>Using a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Using EOKS1 phonics data and Y3 baseline as a means to identify gaps in phonics.</p> <p>Improving Literacy in Key Stage 1 - EEF</p>	<p>1, 2</p>

<p>Whole staff training on phonics.</p> <p>Using the KS1 phonics screener to assess pupils as they enter Y3.</p>		
<p>Purchase 'Star Assessment'.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Restorative Behaviour Training</p> <p>Team Teach Training</p> <p>Evolve-Mental Health Mentor</p> <p>Sensory Circuits Training</p> <p>Staff well-being survey</p> <p>Wider Curriculum Opportunities</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	

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

Budgeted cost: £ 109, 459

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for those children whose education has been impacted.</p> <p>2022-23 to be confirmed.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>National Tutoring Programme to be confirmed.</p>	<p>1, 2, 3 and 4.</p>
<p>Targeted support from members of the Inclusion Team, including:</p> <ul style="list-style-type: none"> • ELSA • Evolve-wellbeing compass • Sensory Circuits • BOSS • Lego Therapy • 'I Am Special' programme • Anti-bullying Week • Safeguarding/JIGS AW curriculum • Behaviour Support • Positive Relationships Policy-Purple Band Day 	<p>EEF: Social and Emotional Learning</p> <p><i>'When carefully implemented, SEL can increase positive pupil behaviour, mental health and well-being and academic performance. An overarching theme from the EEF guidance report, Improving Social and Emotional Learning in Primary Schools, is the importance of implementation and the monitoring of progress, with school leaders prioritising this work if it is to have impact.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2,3, 4 and 5.</p>

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

Budgeted cost: £ 7, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued focus on whole school behaviour, through:</p> <ul style="list-style-type: none"> • Whole staff CPD on restorative behaviour training. • ELSA • JIGSAW • Safeguarding Curriculum • Computing E-Safety Curriculum • Special events, such as anti-bullying week. • Continued positive behaviour approach. • Inclusion Team interventions. • BOSS support • Team Teach. 	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>‘When the Adults Change, Everything Changes.’ Paul Dix</p>	<p>1, 3, 4 and 5</p>

<ul style="list-style-type: none"> • Trauma-informed training. 		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>All staff to monitor attendance and report to DSL/Headteacher and Mrs Tarran.</p> <p>Prioritise home visits for disadvantaged pupils.</p> <p>Links with external agencies.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 3, 4 and 5</p>
<p>Ensure there are wider opportunities, including:</p> <ul style="list-style-type: none"> • Breakfast Club • Fruit Bar/JLT • Choir • Trips and residential subsidies • Sports Day snack pack • Free uniform shop • Sports • Computing Trip 	<p>See evidence from EEF:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>All</p>

Total budgeted cost: £ 206, 459

Please note that this shows that the school has overspent on pupil premium budget by £82, 319

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of pupils, at the end of KS2 for 2022 and a summary is below:

There were positive outcomes for end of KS2 SATs for whole cohort.

- 73% EXS+ for Reading Comprehension
- 31% GDS Reading Comprehension
- 70% EXS+ Writing
- 81% EXS+ Maths
- 24% GDS Maths
- 81% EXS+ Grammar and Punctuation
- 39% GDS Grammar and Punctuation

EXS and GDS in writing and GDS in Maths across the whole year group are below expectations due to the impact of COVID.

Pupil Premium Results EOKS2:

Non PP/PP children for EOKS2:

Reading:

Non PP- EXS = 76% / GDS = 35%

PP - EXS = 65% / GDS = 22%

Writing:

Non PP- EXS = 73% / GDS = 0%

PP - EXS = 53% / GDS = 0%

Numeracy:

Non PP- EXS = 85% / GDS = 29%

PP - EXS = 65% / GDS = 13%

SPAG:

Non PP- EXS = 82% / GDS = 44%

PP - EXS = 78% / GDS = 26%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
National Tutoring Programme	TBC
Mental Health	Evolve
Freckle	Renaissance Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
<p>ELSA support as needed for wellbeing.</p> <p>Subsidised clothing allowance as needed.</p> <p>Financial support with trips and additional resources.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Improved wellbeing and ability to fully access the curriculum.</p>

Further information (optional)

The EEF's Implementation Guidance has helped us to form this strategy, ensuring we have a three-tiered approach with quality first teaching being at the heart of the strategy.

This is a working document that will be under constant review.