

Pupil Premium Strategy Statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Saltergate Junior School
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	76 children=21.2% Ever 6=83= 23.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paul Chambers Headteacher
Pupil premium lead	Katy McKie Assistant Headteacher and Inclusion Manager
Governor / Trustee lead	Andrea Webber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83, 390-Ever 6 £21, 105-Post LAC £104, 495

	From April 2021-31 st March 2022 budget
Recovery premium funding allocation this academic year	2021-22 £10, 295 School-led tutoring-£8, 707.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16, 553 overspent from previous year
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	£1,522,076

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 (for Reading, Writing and Maths) for pupil premium pupils is at least in line with peers. As a school, we are aware that due to Covid, we have not been able to complete formal assessments thus want to ensure that we closely track the outcomes for PP students and rapidly close any attainment gaps.
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, with teacher assessment due to there being no phonics screener, there has been a decrease in the number of pupils who are able to pass the phonics test.
3	Although pupils achieved highly in teacher assessments at the end of KS2 in 2021 (TA), most are failing to convert EXS to GDS in maths and writing. This includes the pupil premium pupils.
4	Behaviour and attitudes to learning as a result of Covid lockdowns have been affected. Some disadvantaged pupils have struggled to access remote learning and 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 and pupil voice.
5	The attendance of pupil premium pupils is a concern, however, this sits in line with the whole school which has been impacted due to Covid. This is, however, still identified as a challenge due to the fact that some of our disadvantaged pupils struggled to access remote learning. We will identify those PP pupils who have significant gaps in learning due to poor attendance. These pupils will be targeted through the National Tutoring and through early identification within classrooms.

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 the attainment of PP pupils and to quickly identify any gaps in learning.	<ul style="list-style-type: none"> Teachers will quickly (using formative and summative assessments) track the progress of PP pupils. Using assessment data and pupil progress grids, teachers will plan interventions to ensure any gaps are narrowed.

<p>To track the progress (in Y3) of any PP pupils who were identified as potentially not passing the phonics screener.</p> <p>To plan suitable interventions for these pupils to undertake phonics or a suitable programme.</p>	<ul style="list-style-type: none"> • Y3 pupil premium pupils (no data from Y2 due to Covid) who would not have passed the phonics screener to receive additional support in phonics. • Literacy lead and SENCO to monitor the phonics and reading progress of pupil premium pupils and adapt provision accordingly. • ELT and SENCO to monitor the PP pupils across Y4, 5 and 6 in terms of phonics and reading. Suitable interventions to be planned and monitored for these children.
<p>To increase the number of PP pupils achieving GDS in Maths and Writing at the end of KS2 SATS 2022.</p>	<ul style="list-style-type: none"> • Use of National Tutoring fund for intervention with PP pupils in Y6 who are not on track to convert GDS at KS1 to GDS at KS2. • Y6 lead and ELT to closely monitor assessment data to track the progress of pupil progress data. • All year groups to closely monitor PP pupils and plan interventions for any pupils who may not be on track to achieve their end of year target.
<p>To increase the well-being of PP pupils and to ensure they are emotionally ready to be effective learners.</p>	<p>Sustained high levels of wellbeing from 2021 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Inclusion Team case reviews to reflect that the level of support is being effective.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2021/22 (where possible) demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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.

Quality first and outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium.

Encouraging self-led professional development: Facilitating weekly CPD opportunities for all teaching staff.

Professional Development for staff by attending targeted training courses and INSET.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60, 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>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Maths lead will also embed the NCETM prioritisation document through school.</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>NCETM prioritisation guidance has also been recommended for use in school.</p>	1, 2, 3
<p>Using a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Staff training on phonics.</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>	2,4

<p>Purchase of standardised diagnostic assessments.</p> <p>MALT Testing</p> <p>NFER Tests for spring and summer term.</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>	1,2,3
<p>Metacognition and Restorative Behaviour Training for Staff</p> <p>Additional training for Inclusion Team</p>	<p>Improving social and emotional wellbeing will lead to better outcomes.</p> <p>EEF: Metacognition and Self-Regulation</p>	4

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

Budgeted cost: £ 40, 000

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 pupils whose education has been most impacted by the pandemic.</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>	1,2,3
<p>Targeted support from members of the Inclusion Team.</p>	<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</i></p>	4

	<i>monitoring of progress, with school leaders prioritising this work if it is to have impact.'</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff restorative behaviour training.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Headteacher and Mrs Tarran to monitor attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Use of outdoor learning space and Forest School for particular groups of children.	Pupil Survey	1,2,3, 4

Total budgeted cost: £ 104, 000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils at the end of KS2 was still high. However, the GDS data was lower than in previous years. This is shown below:

The following information has been collated using teacher assessment through the FFT 2021 results service. Just over 1600 schools participated in this scheme and the national results below are based on our performance against these schools. Even though there is no requirement for schools to enter or assess end of key stage data for Year 6 children this year, we felt it necessary to help us analyse our performance (as we did last year) and celebrate the hard work of pupils and staff and help us set future targets as part of our school's development plan.

ATTAINMENT

Reading 2021

GROUP	SJS ATTAINMENT		FFT NATIONAL RESULTS	
PUPIL PREMIUM (13)	92	38	64	22
NOT PUPIL PREMIUM (77)	88	48	82	36

* The areas highlighted in green reflect how we are significantly above the other schools participating in the FFT programme.

Writing 2021

GROUP	SJS ATTAINMENT		FFT NATIONAL RESULTS	
PUPIL PREMIUM (13)	69	15	65	10
NOT PUPIL PREMIUM (77)	80	14	76	20

Maths 2021

GROUP	SJS ATTAINMENT		FFT NATIONAL RESULTS	
PUPIL PREMIUM (13)	92	54	58	11
NOT PUPIL PREMIUM (77)	88	31	79	28

SPAG

GROUP	SJS ATTAINMENT		FFT NATIONAL RESULTS	
PUPIL PREMIUM (13)	85	46	71	12
NOT PUPIL PREMIUM (77)	84	45	64	26

Combined Results for Reading, Writing and Maths 2021

GROUP	SJS ATTAINMENT		FFT NATIONAL RESULTS	
PUPIL PREMIUM (13)	77	8	67	5
NOT PUPIL PREMIUM (77)	78	11	69	14

PROGRESS MEASURES**Individual Group Progress at the Expected Level**

GROUP	READING VA	WRITING VA	MATHS VA	SPAG VA
PUPIL PREMIUM (13)	+9%	+7%	+12%	+5%
NON PUPIL PREMIUM (77)	+4%	+2%	+10%	+3%

Individual Group Progress at the Greater Depth Standard

GROUP	READING VA	WRITING VA	MATHS VA	SPAG VA
PUPIL PREMIUM (13)	+5%	-18%	+3%	+2%
NON PUPIL PREMIUM (77)	+7%	-11%	+1%	+9%

Our assessments and observations indicated that some pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

We have developed the Inclusion Team within Saltersgate Junior School in order to train, to intervene and to build a whole school 'Trauma Informed Approach'. This continues to be utilised and developed.

Many of the strategies that were put into place before Covid (breakfast club, enrichment clubs and so on) will hopefully resume post pandemic and PP children will be prioritised.

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

Programme	Provider
National Teaching Programme and Recovery Fund	CER Recruitment Agency x1 teacher 5 days per week and x1 LSA 5 days a week

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.