

# Pupil Premium Strategy Statement



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Salterlee Primary School
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	L Harper (Head of School)
Pupil premium lead	L Harper (Head of School)
Governor / Trustee lead	Wiz Ineson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024/25	£22,120
Recovery premium funding allocation this academic year	£0
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	£22,120

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the

intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our strategy will acknowledge that the need of pupils eligible for Pupil premium + may differ greatly from those in receipt of the Pupil premium. Most have been through highly traumatic and difficult circumstances, and this can mean they need more support and understanding than other children.

We will aim to use the Pupil premium+ to improve outcomes for pupils in the following areas:

- academic achievement and progress
- wider achievement e.g. in an area in which the child is gifted and talented (e.g. music lessons)
- attendance
- inclusion e.g. reducing fixed-term suspensions
- social skills
- transition e.g. to a new key stage or learning provider.

Pupil premium and Pupil Premium + strategies will be linked to EHCP/ILP/PEP SMART Targets – set and reviewed with involvement from all stakeholders.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These will apply from 24-25 and for the duration of the next 3 year plan.

Challenge number	Detail of challenge
1	Assessments on entry to our Reception class indicate that our disadvantaged pupils frequently arrive at below age-related expectations The challenge is to ensure that these pupils <b>make accelerated progress in Early Years</b> to ensure that the gap between them and their peers is narrowed.
2	Attendance data suggests that children in receipt of PP have on average, <b>poorer rates of attendance than their peers.</b>
3	Analysis of pastoral records show that disadvantaged pupils are more likely to suffer from negative impact to their <b>social and emotional well-being.</b> This can impact their <b>self-regulation and executive functioning skills.</b>
4	Rigorous assessment as part of our phonics scheme indicate that some of our pupils in receipt of PP funding, as well as those who are otherwise

	disadvantaged and vulnerable, have <b>greater difficulties with phonics</b> than their peers. This negatively impacts their development as readers.
5	Many pupils in receipt of Pupil Premium funding also have SEND which can lead to an accumulation of <b>barriers to learning</b> .

## Intended outcomes

This explains the outcomes we have been aiming for **by the end of our current strategy plan (22-23 to 24-25)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0%.</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.</li> </ul>
Improved attainment of looked-after children and previously looked after children and close the attainment gap between them and their peers	Outcomes from statutory tests show that previously looked after children attainment is in-line with national averages of their non-looked after peers.
Effective Personal Education Plans (PEPs) are in place and routinely updated to meet the needs of all pupils eligible for Pupil premium plus.	Outcomes for pupils eligible for Pupil premium + are the same as those for others in school in relations to the following: <ul style="list-style-type: none"> <li>• academic achievement and progress</li> <li>• wider achievement e.g., in an area in which the child is gifted and talented</li> <li>• attendance and proportions of fixed term suspensions data</li> <li>• social skills (peer to peer)</li> <li>• readiness for transition e.g., to a new key stage or learning provider.</li> </ul>

## Activity in this academic year 2024/2025

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: £15.120**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff RWI training, including Leadership training and the appointment of a Phonics lead. Whole school phonics development days (RWI)	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: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	1,4,5
White Rose Maths training – all teachers	White Rose Maths helps children develop their conceptual understanding of mathematics by using concrete objects, pictorial representations and abstract thinking. This inclusive approach is based on the principles of cognitive psychology and child development.	1,5
Learning mentor specific training/increased time for mentoring	Provides support and guidance to children and those engaged with them to remove barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.	2,3,5
Weekly TA CPD program	Salterlee really values its learning support assistants we hold biannual performance management meetings where meaningful targets and development paths can be created. Weekly CPD is focussed on enabling LSAs to meet these targets and improve their practice in all areas, especially phonics.	All
Weekly teacher CPD program	High quality, structured CPD program for all teachers to enable the school to meet its school improvement priorities. These include Challenge, Adapt and Engage strands.	All
Retention of existing support staff	Our intention is to maintain current staffing levels to allow for the delivery of specific interventions and strategies aimed at support our disadvantaged pupils.	All

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue purchase of updated reading resources (Read, Write Inc. books matched to pupils' phonetic knowledge) for <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	4
Additional phonics and all subject sessions targeted at disadvantaged pupils who require further phonics and subject support across the whole school. This will be delivered by school staff who have completed relevant training. 1:1 RWI program and Fresh Start (UKS2)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Salterlee continues to subscribe to the RWI phonics portal that allow for the use of the Virtual Classroom and tailored online support packages that can be delivered at home and in school.	4
Nessy Program (KS2 Intervention)	Nessy Reading and Spelling is based upon the Orton-Gillingham and structured literacy methodology which follows the Science of Reading (methods or approaches to reading that have been proved through research).	5
LINGO Chatterboxes (EYFS Intervention)	Chatterboxes are big boxes of games and activities to support listening, understanding and talking for 3 to 5 year old children. In the boxes are games, books and toys, plus over 50 activity cards written by experts to support children's language. Activities are designed to be used flexibly and linked to themes commonly taught in the early years.	1, 4,5
LINGO Language Legends (KS2 Intervention)	Language legends is a targeted intervention for children with language difficulties in key stage 2, written by	5

	experts around a well known story. Children make excellent progress in their understanding and use of vocabulary and wider language skills following the intervention.	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide increased time for Learning Mentor to support pupils SEMH and other pupils needs and other intervention work.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)  Our learning mentor works with children who are reluctant to come to school (for a variety of reasons) to help them build confidence, reduce anxiety and improve attendance.	2,3
DT to work in partnership with SWs/Therapist/1 Adoption	Close relationships between all stakeholders a with regular meetings, good communication and clear goals ensure that the families and children receive the consistent support they need to flourish.	2, 3, 5
SULP (social use of language program) delivered.	TA has been trained to deliver this which will be of great benefit to any children who need support with managing relationships.	5
Daily Sensory Circuits	TA has been trained to deliver this which will be of great benefit to any children who need support with focus, attention and concentration. Training delivered by Educational Psychologist and disseminated by LH.	1, 3, 5

Total budgeted cost: £

### Part B: Review of outcomes in the previous academic year 2023/2024 (based on last set of challenges)

#### Pupil premium strategy outcomes

Challenge	Activity	Evaluation
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1	<p>Over the past 5 years assessments on entry to our Reception class indicate that our disadvantaged pupils frequently arrive at age-related expectations and in small minority of cases above age-related expectations. The challenge is to ensure that these pupils continue to make progress in-line with others in their cohorts.</p>	<p>2023-24 Data:</p> <p><b>EYFS:</b></p> <p><b>50%</b> of our school's Disadvantaged cohort achieved a good level of development, <b>1 pupil</b> out of 2.</p> <p>This is a <b>50% decrease on the previous year (100% ie 1 child of 1)</b></p> <p><b>Phonics:</b></p> <p><b>100.0%</b> of our school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, <b>2 pupils</b> out of 2.</p> <p><b>KS1</b></p> <p><b>100%</b> of our school's Disadvantaged cohort achieved the expected standard in Reading, <b>2 pupils</b> out of 2 (and increase on 50% the year before 1 of 2).</p> <p><b>100%</b> of our school's Disadvantaged cohort achieved the expected standard in Writing, <b>2 pupils</b> out of 2 (and increase on 50% the year before 1 of 2).</p> <p><b>100%</b> of our school's Disadvantaged cohort achieved the expected standard Maths, <b>2 pupils</b> out of 2 (and increase on 50% the year before 1 of 2).</p> <p><b>100%</b> of our school's Disadvantaged cohort achieved the expected standard in Reading, writing and Maths combined, <b>2 pupils</b> out of 2 (and increase on 50% the year before 1 of 2).</p> <p>KS2 – The 1 child in Year 6 23/24 who was in receipt of PP achieved EXP in all areas (100%)</p>
2	<p>Experience during the pandemic showed that the majority of our disadvantaged pupils were negatively impacted by insufficient access to technology.</p>	<p>No longer applicable</p>

3	Discussions with parents have told us that the majority of families of disadvantaged pupils experience financial difficulty – <i>suspected impact on attendance and punctuality</i> - in accessing wraparound childcare and wider educational experiences such as residential.	The number of children in receipt of PP who have been accessing funding wraparound care has increased exponentially, requiring us to recruit additional staff in order to maintain ratios. Purchase additional food, resources, cleaning and use of school premises and facilities. This is not sustainable.
4	Analysis of pastoral records show that issues at home mean disadvantaged pupils are more likely to suffer from negative impact to their social and emotional well-being.	Learning mentor and SLG ARE working closely with identified families to provide support and signposting to external agencies where appropriate.
5	Assessments, observations, and discussions with pupils suggest that some of our pupils, as well as those who are disadvantaged and vulnerable, have <b>greater difficulties with phonics</b> than their peers. This negatively impacts their development as readers.	<b>2023-24 100%</b> of our school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, <b>2 pupils</b> out of 2.
6	Our assessments and observations indicate that the education and wellbeing of some of our pupils, as well as those who are vulnerable, have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.	<b>2023-24 100%</b> of our school's Disadvantaged cohort achieved the expected standard in Maths, <b>1 pupil</b> out of 1.
7	All staff receive sufficient training and support from appropriate external professionals	Training in 2023-24 provided by, Polaris MAT, RWI, LINGO, Calderdale Safeguarding Team, White Rose Maths, Staff have worked with SALT, LINGO, OT, EP, One Adoption, Integrate Families, the Specialist inclusion team, MAST, the ASD team, Portage amongst others over 2023-24.

### 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
Read Write Inc	Ruth Miskin/Oxford Owl
White Rose Maths	White Rose
Nessy	Nessy Learning
Chatterboxes/Language Legends	LINGO

### 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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	