

# Pupil premium strategy statement (Primary)

## School overview

Metric	Data
School name	<b>Salmestone Primary School</b>
Pupils in school	293
Proportion of disadvantaged pupils	38.2%
Pupil premium allocation this academic year	£150,605 <small>January 20 Census 110 Ever6 @ £1345.00 - £147950.00 1 LAC child @ £2345.00 - £2345.00 1 Service Child - £310.00</small>
Academic year or years covered by statement	2020/21
Publish date	01.09.2020
Review date	March 2021
Statement authorised by	N Pantling (Head Teacher)
Pupil premium lead	H Cooper (Assistant Head Teacher)
Governor lead	G Kup

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To introduce and embed a new phonic scheme, RWInc training, including resources for children in N to KS2 for effective phonic teaching to ensure outcomes are inline with National expectations.
Priority 2	To embed Mathematics Mastery in the school to improve outcomes so that they are inline with National expectations, across all year groups.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions with benchmarked

	expectations and skills progression outlined in schemes.
Projected spending	Approximate Costs RWI - £8000 Accelerated Reader - £10000 Mathematics Mastery £12000 Talk 4 Writing £10000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve PP progress scores in KS2 Reading 0	Sept 21
Progress in Writing	Achieve PP progress scores in KS2 Writing 0	Sept 21
Progress in Mathematics	Achieve PP progress scores KS2 Mathematics -2	Sept 21
Phonics	Achieve PP expected standard in phonics 90%	Sept 21
Other	Improve / maintain attendance of disadvantaged pupils to average (95%)	Sept 21

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed and ensure staff have continual, high quality CPD for the scheme that the school is following/taken on over the past year. These include Accelerated Reader, Destination Reader, Daily Supported Reader, Talk4Writing. To ensure lessons are delivered inline with each scheme, that has proven outcomes therefore outcomes are inline with National expectations.
Priority 2	Establish small group/1:1 interventions for disadvantaged pupils falling behind age-related expectations, based on the schemes that are in place for whole class teaching.
Barriers to learning these priorities address	Curriculum delivered using schemes that have researched and proven outcomes to ensure our outcomes are inline with National expectations.
Projected spending	TA CPD & targeted intervention support.

### Wider strategies for current academic year

Measure	Activity
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Priority 1	Mental Health and Well Being support for children, Place2Be, Pastoral Manager & SEN Assistant direct interventions. Increasing the opportunities for direct work to support mental health and well being. Referrals also to be made to commissioned services.
Priority 2	EWO services shared across the local trust schools, ensuring home visits are made when necessary to ensure attendance for all pupils is inline with National expectations. Pastoral Manager role in school, supporting families with attendance, acute need and engagement in school life.
Barriers to learning these priorities address	Improving attendance, mental health, well being and readiness to learn for the most disadvantaged pupils
Projected spending	Proportion of EWO, Place2Be, Pastoral manager & SEN Assistant.

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development, reviewed support of schemes that have been introduced to ensure they are fully embedded into the curriculum.	Use of INSET days and additional cover.
Targeted support	Ensuring enough time for school phonic and maths lead to support teachers and support staff implement interventions of specific schemes.	Phonics lead & Maths Lead have leadership (non-teaching) time to lead the implementation of projects.
Wider strategies	Engaging the families facing most challenges	Working closely with outside agencies on engaging families with school life. Providing a wide range of opportunities for families to engage with at school and in the community.

Review: last year's aims and outcomes

Outcomes are not available for the academic year 19-20

<b>Aim</b>	<b>Target</b>	<b>Outcome</b>
Progress in Reading	Achieve PP progress scores in KS2 Reading -2	tbc
Progress in Writing	Achieve PP progress scores in KS2 Writing -2	tbc
Progress in Mathematics	Achieve PP progress scores KS2 Mathematics -4	tbc
Phonics	Achieve PP expected standard in phonics 66%	tbc
Other	Improve attendance of disadvantaged pupils to average (95%)	tbc