

Pupil premium strategy (primary)

1. Summary information					
School	Salmestone Primary School				
Academic Year	18/19	Total PP budget	£171600	Date of most recent PP Review	
Total number of pupils	337	Number of pupils eligible for PP	130 39%	Date for next internal review of this strategy	14.01.19

2. Current attainment		
2017/2018	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	25%	70%
% making expected progress in reading (as measured in the school)	50%	80%
% making expected progress in writing (as measured in the school)	61%	83%
% making expected progress in mathematics (as measured in the school)	36%	81%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low oracy and Literacy levels on entry and across Key Stage 1.
B.	Understanding of 'language' affected by a lack of life experiences.
C.	Progress in Reading & Mathematics slower than peers.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Maintaining regular attendance is a key priority. There is clear correlation between low attendance and gaps in learning and attainment.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Accelerate progress from EYFS Baseline to GLD Assessments, narrowing the gap between PP & 'Other'.	Progress of PP in-line with 'other'.
B.	Narrow the Gap in attainment in KS1 between 'PP' and 'Other' including Phonics.	88% of PP achieve a 'pass mark' in Phonics. Reduce the % point difference of Reading: 15% Writing: 10% Maths: 8%
C.	Narrow the Gap in attainment in KS2 between 'PP' and 'Other', particularly in Maths.	Reduce the 24 % points gap in maths and attainment of PP.
D.	Ensure that children are emotionally safe and ready to learn.	Pupil surveys indicate children feel safe.

5. Planned expenditure					
Academic year		2018/2019			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Increasing the adult to pupil ratio to accelerate progress and narrow the gap in attainment.	Reading, Writing & Maths attainment to be in-line with 'other'.	Children at Salmestone start their learning below age related expectations with PP children starting lower than their peers. Current predicted pupil numbers for EYFS / KS1 would indicate that teaching staff numbers should be reduced. We are teaching in smaller class sizes to accelerate progress.	Leadership of the school regularly monitor the teaching & learning of the school and track the progress made closely.	DH	Termly and significantly and Budget reviews.
Targeted support with Phonics and early literacy skills	Phonics attainment to be in-line with 'other'.	PP children attained 17 % points less than 'other' in 2018 and 16 % points less than other in 2017.	TKAT Lead teacher monitor weekly and provide CPD and regular 'assessments'.	Literacy Lead & DH	Termly Progress reviews.
Counselling and emotional well-being support for individuals and whole school.	Children feel emotionally safe and are ready to access learning.	Emotional Safety underpins our teaching pedagogy and we provide support networks and counselling through Place2Be. 84 out of the 133 PP children accessed this service as well as the Pastoral Manager in 2017.	Termly reviews with the Place2Be service. Pupil surveys and conferencing to gather responses.	AHT	Seasonal Terms
Targeted Attendance support.	PP absence continues to rise and Persistent absence reduces.	A high proportion of children who have persistent absence are PP. A dedicated member of staff monitors attendance.	Weekly safeguarding meeting tracks the attendance of vulnerable children.	AHT	Weekly
Total budgeted cost					£158,936
ii. Targeted support					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
EP	Learning needs understood for children with PP & SEN needs.	48% of children on the SEND register are PP. EP assessments are commissioned to identify learning needs. All assessments undertaken for PP children using the PPG.	SEN progress reports and monitoring by the Inclusion lead.	AHT	Termly
Pastoral Support Manager	Children feel emotionally safe and are ready to access learning.	The school are targeting support at Tier 2 through support from external agencies and the support we can give children and families. Pastoral Manager liaises with agencies and provides in school support.	Weekly reviews with the Inclusion lead and evaluations in safeguarding meetings.	AHT	
Total budgeted cost					£16733
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Trips	£2000	Children at Salmestone typically do not attend local functions or landmarks and have a lack of 'experience' outside of the home. In defining our curriculum, we identified that, like Talk 4Writing, our children need experiences to refer to.	Termly 'Learning Passports' will identify the 'experience' for that term which is subsidised by school.	HT	Termly

SEN Assistant	15210 £2585.70	17% of the school are PP & SEN. The assistant Role sources external provision, supports parents and monitors interventions in school. SEN & PP. 2018 all four PP & SEN children did not achieve ARE. We want to narrow this gap.	Inclusion lead will monitor the impact of the role on the attainment of PP & SEN children.	AHT	Termly SEN reviews.
Total budgeted cost					£4585
6. Additional detail					

Area of Focus	Identified Barriers	Desired Outcomes	Success Criteria
Learning in the Curriculum	<p>Many disadvantaged children enter Nursery and Reception significantly below expected levels of Communication and Language.</p> <p>Across the school, PP needs are specific to individuals, so there needs to be a robust system for identifying gaps for individuals with specific targets which are rigorously monitored.</p> <p>18% of pupils who are entitled to PPG are also SEN.</p> <p>A few pupils have poor engagement and attitudes to learning which affects their ability to learn effectively through their behaviours.</p>	<p>To ensure PP pupils have the necessary communication and language skills required to access learning and the curriculum.</p> <p>To ensure the needs of ALL pupils are effectively met.</p> <p>To continue to close the gap between pupils eligible for PPG and others, and to ensure more PPG children are making accelerated progress to ensure they are attaining the expected standard (or higher) in Reading, Writing and Maths.</p>	<p>Communication and Language needs are effectively targeted and met in the EYFS and beyond. Children rapidly catch up with peers.</p> <p>Barriers to learning for individuals are established early. Gaps in learning are identified.</p> <p>Pupils with SEND have effective plans which robustly track and monitor progress.</p>
Social and Emotional Needs	<p>Our pedagogical model identifies that children need to be emotionally safe before they access learning and many of our children need support with emotional, social and behavioural difficulties in order to ensure high levels of well-being, engagement and involvement in learning.</p>	<p>Pupils with attachment difficulties and those requiring emotional, social and behavioural support are effectively supported to enable them to achieve a high sense of well-being and as a result, improved academic progress.</p>	<p>Impact is seen on children's social and emotional development. This may be through:</p> <ul style="list-style-type: none"> - Improved well-being and self-esteem - Improved relationships - More positive attitudes to learning, with effective behaviours for learning - Development of life-long learning skills (Resourcefulness, Reciprocity, Relationships, Reflectiveness)
Enrichment beyond the curriculum	<p>A number of pupils have limited access to enrichment opportunities outside of school.</p>	<p>Many of our pupils who have limited experiences, poor self-esteem and attitude to learning receive an enriched curriculum that enhances their</p>	<p>A range of enrichments are provided which match children's needs.</p>

	<p>Higher attaining pupils need to be effectively challenged in the wider curriculum to ensure they are motivated to learn, develop and excel.</p>	<p>understanding of the world, feelings of well-being and result in a more positive attitude towards self, school and learning.</p> <p>High attaining pupils, are given opportunities to further excel in areas of interest e.g. music or sport</p>	<p>Children have access to opportunities that they might not otherwise have accessed.</p> <p>Children are offered opportunities to excel beyond the curriculum.</p>
Families	<p>Some pupils have poor attendance, which impacts on their achievement. Families need to be appropriately supported to ensure attendance improves.</p> <p>Some pupils have families who need effective support to enable their children to make progress e.g. parenting support, support to engage with school, support with their children's learning, and nurture support.</p> <p>Numbers of pupil premium children have declined, so some families may not be getting the support to which they are entitled.</p>	<p>Attendance improves which impacts positively on pupil's attainment and well-being.</p> <p>Families feel well supported to enable their children to progress.</p> <p>Parents have increased awareness of entitlement to Pupil Premium.</p>	<p>Attendance rates for PP pupils continue to improve so that they are more in line with National.</p> <p>Effective support is provided through 1:1 meetings, enhanced relationships/ conversations with parents.</p> <p>Pupils receive the support which best meets their needs.</p>