

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Salmestone Primary School
Pupils in school	327
Proportion of disadvantaged pupils	39.1%
Pupil premium allocation this academic year	£166,320
Academic year or years covered by statement	2019/20
Publish date	03.09.2019
Review date	25.02.20
Statement authorised by	N Pantling (Head Teacher)
Pupil premium lead	H Cooper (Assistant Head Teacher)
Governor lead	G Kupp

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-4.8
Writing	-3.7
Maths	-6

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	28%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver reading schemes, including phonics effectively.
Priority 2	Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	EYFS Support Phonics £4,000

£24,250	Supply costs for maths (10 days) £1,500 Purchase of Chrome books £3,500 Accelerated Reader £7,500 Purchase of associated books £3,000 Daily Supported Reader scheme £2,375 Destination Reader scheme £2,375
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve PP progress scores in KS2 Reading -2	Sept 20
Progress in Writing	Achieve PP progress scores in KS2 Writing -2	Sept 20
Progress in Mathematics	Achieve PP progress scores KS2 Mathematics -4	Sept 20
Phonics	Achieve PP expected standard in phonics 66%	Sept 20
Other	Improve attendance of disadvantaged pupils to average (95%)	Sept 20

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of Accelerated Reader, Destination Reader & Daily Supported Reader across all year groups to increase reading for pleasure
Priority 2	Establish small group / 1:1 interventions for disadvantaged pupils falling behind age-related expectations - delivered by teachers.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending £93,219	Investment in maths scheme Reading lead 0.1 Books 1 hour per week tutoring all teachers 16CT x 38 hours 5 hours per week HT teaching 0.3 HT intervention time in Y6 TT Rock Stars

Wider strategies for current academic year

Measure	Activity
Priority 1	Higher ratios of staff to pupils in EYFS to build solid foundations of learning.
Priority 2	Sharing an education welfare officer with partner schools to support families with attendance and acute need. Pastoral Manager role in school, supporting families with attendance and acute need.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending £44,678	EWO Pastoral Manager 0.5 EYFS additional 0.5

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover.
Targeted support	Ensuring enough time for school maths-lead to support small groups	Reading 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.

Review: last year's aims and outcomes

Aim	Outcome																								
<p>Accelerate progress from EYFS Baseline to GLD Assessments, narrowing the gap between PP & 'Non PP'.</p>	<p>Steps progress from EYFS baseline to End of Year Assessments</p> <table border="1" data-bbox="794 327 1394 600"> <thead> <tr> <th></th> <th>Non-PP</th> <th>PP</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6.5</td> <td>7.8</td> <td>+1.3</td> </tr> <tr> <td>Writing</td> <td>6.0</td> <td>7.2</td> <td>+1.2</td> </tr> <tr> <td>Maths</td> <td>6.0</td> <td>7.1</td> <td>+1.1</td> </tr> </tbody> </table> <p>GLD Outcomes</p> <table border="1" data-bbox="794 734 1383 875"> <thead> <tr> <th></th> <th>Non-PP</th> <th>PP</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>61.5%</td> <td>55.6%</td> <td>-5.9%</td> </tr> </tbody> </table> <p>Children eligible for Pupil Premium made better progress from their starting points.</p>		Non-PP	PP	GAP	Reading	6.5	7.8	+1.3	Writing	6.0	7.2	+1.2	Maths	6.0	7.1	+1.1		Non-PP	PP	GAP	GLD	61.5%	55.6%	-5.9%
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<p>Narrow the Gap in attainment in KS1 between 'PP' and 'Other' including Phonics.</p>	<p>Phonics outcomes</p> <table border="1" data-bbox="785 1099 1390 1292"> <thead> <tr> <th>At Expected Standard</th> <th>Non-PP</th> <th>PP</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>80%</td> <td>73%</td> <td>-7%</td> </tr> </tbody> </table> <p>Key Stage 1 Outcomes</p> <table border="1" data-bbox="785 1431 1390 1704"> <thead> <tr> <th></th> <th>Non-PP</th> <th>PP</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>64%</td> <td>67%</td> <td>+3%</td> </tr> <tr> <td>Writing</td> <td>52%</td> <td>42%</td> <td>-10%</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>75%</td> <td>+15%</td> </tr> </tbody> </table> <p>Attainment of children eligible for PP was greater than their peers in Reading & Maths.</p>	At Expected Standard	Non-PP	PP	GAP	2019	80%	73%	-7%		Non-PP	PP	GAP	Reading	64%	67%	+3%	Writing	52%	42%	-10%	Maths	60%	75%	+15%
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<p>Narrow the Gap in attainment in KS2 between 'PP' and 'Other', particularly in Maths.</p>	<p>KS2 Scaled Score Outcomes</p> <table border="1" data-bbox="794 2011 1394 2074"> <thead> <tr> <th></th> <th>Non</th> <th>PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Non	PP	Gap																				
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	PP		
Reading	98.3	97.6	-0.7
Writing	99.7	97.1	-2.1
Maths	98.5	96.9	-1.6

Attainment of children eligible for PP was less than their peers in Reading, Writing & Maths.