

Pupil premium strategy statement – Salway Ash CE VA Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, 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) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -24
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Leif Overment
Pupil premium lead	Leif Overment
Governor / Trustee lead	Darren Stanton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,080
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£1416
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£24,496

Part A: Pupil premium strategy plan

Statement of intent

Salway Ash Primary School has high expectations of all pupils, irrespective of their background or the challenges they face. Our school values are compassion, hope, perseverance, joy and respect and these underpin all we do. We aim for all children to 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.

Salway Ash's strategy plan for Pupil Premium pupils is based on the EEF Pupil Premium Guide and the recommended tiered model which focuses on:

- high-quality teaching
- targeted academic support
- wider strategies

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 part of wider school plans for education recovery, notably in its targeted support through the School-Led 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

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The attainment of PP children in early reading and phonics is below that of their non-disadvantaged peers.
2	Attainment of PP children in writing and maths across both key stages is below that of their non-PP peers
3	In the last academic year, attendance of Pupil Premium children is below that of non-disadvantaged pupils (92% compared to 94%)
4	40% of our PP children have SEND which brings multiple barriers to learning

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
Pupils in KS1 will pass the Phonics screening and develop reading skills.	Regular monitoring and ensuring all children make sufficient progress in phonics learning. Phonics screening results shows all children have made good progress from their starting point. PP children's attainment and progress in phonics is in line with peers.
Improved reading attainment among disadvantaged pupils.	Reading outcomes by 2023/24 show that attainment of pupil premium pupils will be in line with non-pupil premium peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths outcomes by 2023/24 show that attainment of pupil premium pupils will be in line with non-pupil premium peers.
Improved writing attainment for pupil premium pupils at the end of KS2.	Writing outcomes by 2023/24 will show that the attainment of pupil premium pupils is in line with non-pupil premium peers.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,248.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Little Wandle Letters & Sounds SSP scheme across the school, including the purchase of additional resources and subject leader release time</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>	<p>1, 4</p>
<p>Introduce Letter Join handwriting scheme across the school to improve pupils' fine motor skills and transcription</p>	<p>Research on improving literacy in both key stage 1 and key stage 2 highlights the impact promoting and developing transcription skills have on pupils attainment and progress</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1668081546</p>	<p>1,2,4</p>
<p>Purchase of standardised assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Ensure effective assessment is used to inform</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>	<p>1, 2, 4</p>

next steps in teaching.		
We will revisit and clarify our approach to effective marking and feedback	<p>Providing feedback is a well-evidenced and effective approach and has a high impact on learning outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2, 4

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

Budgeted cost: £ 8165.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of IT to support teaching and learning in spelling and handwriting through Times Tables Rockstars, Spelling Shed and Letter Join	<p>EEF summary shows that use of IT can increase progress rates in both English and Maths, particularly maths.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019</p>	1, 2, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4
Engaging with the National Tutoring Programme to provide a blend of	<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>	1, 2, 4

<p>tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4082.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual and small group wellbeing including, but not limited to:</p> <ul style="list-style-type: none"> - ELSA (including supervision) - Lego play therapy - Nurture groups - Forest school - Green Sparks <p>Monitoring & support by SENCO</p>	<p>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):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emoional_Learning.pdf</p> <p>EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year; studies in the Toolkit focus primary on academic outcomes, but it is important to consider the other benefits of SEL interventions; evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	<p>1, 2, 3, 4</p>

Contributions to school uniform, trips, visits and extra-curricular clubs	Children should a sense of belonging and be included in all aspects of school life	1, 2, 3, 4
Access to clubs and extracurricular activities	Outcomes for children who are able to take part in extracurricular clubs and activities including the 'arts' are improved (EEF report on Arts participation). Can also support children to re-engage in their learning and improve well-being, feel valued and play an active part in school life.	1, 2, 3, 4
Support for families to improve attendance	To monitor attendance and increase attendance for Pupil Premium pupils. Have prizes for children that have increased their attendance figures and target those pupils whose attendance is below 95%. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	3

Total budgeted cost: £ 24,496

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Due to there being a small number of pupil premium children in each year group, it is not possible to draw accurate comparisons and identify trends in data between groups. Pupil attainment data was significantly impacted by COVID in the 2021-22 academic year, with a high number of cases affecting staff and pupils in the Spring/Summer terms.

Disadvantaged pupil outcomes 2021/22

Summary:

Reading: 64% EXS

Writing: 34% EXS

Maths: 55% EXS

Disadvantaged pupil in EYFS did not achieve GLD at the end of the academic year.

Y1:

- 50% disadvantaged pupil did not pass Y1 phonics screening.
- WTS expected standard in Reading, Writing & Maths

Y3:

- Disadvantaged pupil working below the expected standard in Reading, Writing & Maths

Y4:

- Two thirds of disadvantaged pupils made more than the expected progress in reading and maths. All made more than the expected progress in writing.

Y5:

- All disadvantaged pupils have made at least the expected progress in reading, writing and maths

Y6:

- PP pupil achieved the expected standard in reading and writing, making more than the expected progress. They did not achieve the expected standard in maths but did make more than the expected progress.

In KS2, a total of 12 pupils, including PP, received a minimum of 15 hours of tutoring in maths and writing.

In writing, all pupils exceeded the expected progress over the course of the year. In maths, all pupils raised their attainment and one met the expected standard at the end of the year.

In KS1, 9 pupils received 15 hours of tutoring in writing. All met the expected standard for the end of key stage bar one pupil.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

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.