



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	93
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/25
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	L Harper (Head of School)
Pupil premium lead	L Harper (Head of School)
Governor / Trustee lead	C Widdop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023/24	£8,730 PP £9,380 PP+
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,110

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.

Challenge number	Detail of challenge
1	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.
2	Experience during the pandemic showed that the majority of our disadvantaged pupils were negatively impacted by insufficient access to technology .
3	Discussions with parents have told us that the majority of families of disadvantaged pupils experience financial difficulty in accessing wraparound childcare and wider educational experiences such as residential s.
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 .

5	Assessments, observations, and discussions with pupils suggest that some of our pupils, as well as those who are disadvantaged and vulnerable, have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
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 .
7	A few of our pupils, including some not identified as eligible for Pupil premium + funding, have experienced significant trauma. The challenge is to ensure that all staff receive sufficient training and support from appropriate external professionals to ensure that the needs of these pupils are understood and met.

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
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 from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • 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%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.
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"> • academic achievement and progress • wider achievement e.g., in an area in which the child is gifted and talented • attendance and proportions of fixed term suspensions data • social skills (peer to peer) • readiness for transition e.g., to a new key stage or learning provider.
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Activity in this academic year 2023/2024

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: £4500

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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	5
Trauma-informed approach training	The National Institute for Health and Care Excellence (NICE, 2015) supports incorporating attachment and trauma informed programs on a whole school level, training administrators, teachers and staff to better respond to the socioemotional, behavioural, and academic challenges faced by children.	7,4
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.	6
BUSS Model Training	‘An innovative approach to working with children who have experienced developmental trauma: An Introduction to the Building Underdeveloped Sensorimotor Systems (BUSS) Model.’	7

Learning mentor specific training/increased time	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.	4,7
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 Behaviour, Reading & Maths.	All
Virtual schools training for Designated Teacher LAC/PLAC	The Virtual School is responsible for ensuring that arrangements are in place to improve the educational experiences and outcomes of all the children in our care	7, 4
LINGO Training – Language Legends/Chatterboxes	LINGO offer evidence-based solutions, developing spoken language skills and better outcomes for all children, with targeted interventions for speech, language and communication needs.	1

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of updated reading resources (Read, Write Inc. books matched to pupils' phonetic knowledge) for DfE validated Systematic Synthetic Phonics programme 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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1,6
Engaging with the National Tutoring Programme to provide tuition for pupils whose education has been most impacted by the pandemic. All disadvantaged pupils will receive tutoring, including	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1, 6

those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	5
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, 5
LINGO Language Legends (KS2 Intervention)	Language legends is a targeted intervention for children with language difficulties in key stage 2, written by experts around a well known story. Children make excellent progress in their understanding and use of vocabulary and wider language skills following the intervention.	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,300

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)	4, 7

Provide families of disadvantaged pupils with free or discounted access to wraparound childcare and educational visits	Discussions with parents demonstrate that childcare costs significantly impact on household deprivation. Support with the cost of wraparound care increases attendance and punctuality and support with trips allow disadvantaged groups to develop the cultural capital that they may otherwise miss.	3
Provide teachers with opportunities to increase expertise in meeting the needs of children who have experienced trauma (KS1 and KS2 trauma training costs & staff TD costs)	The National Institute for Health and Care Excellence (NICE, 2015) supports incorporating attachment and trauma informed programs on a whole school level, training administrators, teachers and staff to better respond to the socioemotional, behavioural, and academic challenges faced by children.	7
DT to work in partnership with SWs/Therapist/1 Adoption to ensure that PEPs are implemented and routinely reviewed for all pupils eligible for PP+ (as determined by needs identified on PEPs)	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.	7

Total budgeted cost: £18,200

Part B: Review of outcomes in the previous academic year 2022/2023

Pupil premium strategy outcomes

Challenge	Activity	Evaluation
1	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>2022-23 Data:</p> <p>EYFS:</p> <p>100.0% of our school's Disadvantaged cohort achieved a good level of development, 1 pupil out of 1.</p> <p>This is 30.1% higher than the national Non-Disadvantaged cohort at 69.9%.</p> <p>Phonics:</p> <p>100.0% of our school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 1 pupil out of 1.</p>

		<p>This is 17.8% higher than the national Non-Disadvantaged cohort at 82.2%.</p> <p>KS1</p> <p>50.0% of our school's Disadvantaged cohort achieved the expected standard in Reading, 1 pupils out of 2.</p> <p>This is 22.8% lower than the national Non-Disadvantaged cohort at 72.8%.</p> <p>50.0% of our school's Disadvantaged cohort achieved the expected standard in Writing, 1 pupils out of 2.</p> <p>This is 15.0% lower than the national Non-Disadvantaged cohort at 65.0%.</p> <p>50.0% of our school's Disadvantaged cohort achieved the expected standard in Maths, 1 pupils out of 2.</p> <p>This is 25.0% lower than the national Non-Disadvantaged cohort at 75.0%.</p> <p>50.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 1 pupils out of 2.</p> <p>This is 11.0% lower than the national Non-Disadvantaged cohort at 61.0%.</p> <p>KS2 – There were no children in receipt of PP in the Year 6 cohort in 2022-23</p>
2	Experience during the pandemic showed that the majority of our disadvantaged pupils were negatively impacted by insufficient access to technology.	No longer applicable
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.	<p>Salterlee’s Disadvantaged cohort of 9 enrolments in 2022/23 had an Overall Absence of 2.4%.</p> <p>This is 3.1% lower than the national Non-Disadvantaged cohort at 5.5%.</p> <p>Our school's gap to Non-Disadvantaged pupils nationally has decreased by 1.6% from -1.5% in 2021/22, to -3.1% in 2022/23.</p>

		<p>Our Disadvantaged cohort's Overall Absence has decreased by 1.2% from 3.6% in 2021/22, to 2.4% in 2022/23.</p> <p>0.0% of your school's Disadvantaged cohort are persistently absent, 0 pupils out of 9.</p> <p>This is 17.2% lower than the national Non-Disadvantaged cohort at 17.2%.</p> <p>Your Disadvantaged cohort's persistent absence has decreased by 11.1% from 11.1% in 2021/22, to 0.0% in 2022/23.</p> <p>All pupils in receipt of PP funding attended all trips in 2022-23 and those who needed breakfast or ASC care were provided with this through PP funding.</p>
4	<p>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.</p>	<p>2 children in receipt of Pupil Premium have accessed a course of therapy at Noah's Ark paid for using PP funding this year.</p> <p>4/9 children in receipt of PP accessed the support of our learning mentor in 2022-23 for extended intervention.</p>
5	<p>Assessments, observations, and discussions with pupils suggest that some of our pupils, as well as those who are disadvantaged and vulnerable, have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>	<p>2022-23 100.0% of our school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 1 pupil out of 1.</p>
6	<p>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.</p>	<p>2022-23 50.0% of our school's Disadvantaged cohort achieved the expected standard in Maths, 1 pupil out of 2.</p> <p>This is 25.0% lower than the national Non-Disadvantaged cohort at 75.0%.</p>

7	All staff receive sufficient training and support from appropriate external professionals	Training in 2022-23 provided by, Polaris MAT, RWI, LINGO, Calderdale Safeguarding Team, White Rose Maths, Integrate families. Staff have worked with SALT, LINGO, OT, EP, One Adoption, Integrate Families, the Specialist inclusion team, MAST, the ASD team, Portage amongst others over 2022-23.
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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
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?	