

Salehurst CE Primary School



Pupil Premium Strategy Statement - September 2023

1. Summary Information					
Academic Year	2022/23	Total Pupil Premium budget	£33,240	Date of most recent Pupil Premium review	January 2022
Total number of pupils	190	No. of eligible pupils	32	Date for next internal review of strategy	July 2023

2. Current attainment - July 2021		
End of Key Stage 2	Salehurst Pupils eligible for PP – July 2022	Pupils not eligible for PP (Nat Average 2022)
% of pupils achieving Age Related Expectations in Reading, Writing and Maths	0%	58.4%
% of pupils achieving Age Related Expectations in Reading	20%	74.3%
% of pupils achieving Age Related Expectations in Writing	40%	69.2%
% of pupils achieving Age Related Expectations in Maths	0%	71.2%

3. Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability)	
In-school barriers	
A	25% of pupils eligible for Pupil Premium are also on the Inclusion Register for SEND Individual learning needs, not always SEN, mean difficulty in grouping children for interventions beyond good Wave 1 teaching
B	Identified lack of confidence, self-esteem and emotional wellbeing issues
C	Attendance/punctuality
D	Mobility/RGT/combined with other barriers

E	Medical issues
External Barriers	
F	A certain number of pupils are from backgrounds where learning is not supported/social barriers to learning/attendance
G	Poor speech and language/literacy skills on entry to Reception (a possible impact of COVID on Early Learning/Pre-School experience)
H	Mental Health/emotional/attachment issues in key children
I	Impact of COVID-19 lockdowns on emotional well-being and academic learning

4. Outcomes		
	Actions and desired outcomes	Success Criteria and how measured
A Individual Learning Needs (including SEND)	• Review of Wave 1 teaching and learning in terms of personalised learning strategies for individual SEND Pupil Premium students. • Continued drive to improve Wave 1 teaching for all pupils, particularly in Phonics (KS1), Maths and Writing across the Curriculum. • Recognition and attention to personalised strategies in class and as interventions in order to improve the attitudes and access of learners to all experiences. • SEND and PP tracking and support enables intervention	• All pupils benefit from good quality teaching and learning experiences in the first instance. • Teachers' formative assessment and data from Pupil Progress Meetings indicate individual Pupil Premium children make expected progress. • CT, SLT and SENCO take part in Pupil Progress meetings • Monitoring of data termly by SLT, HT and full governing body. • Success can be measured in small steps and progress identified.
B Emotional Wellbeing	• Whole school PSHE (including RSE) and SMSC practice whereby all pupils are taught self-help strategies for emotional resilience. • Targeted support for identified pupils identified with emotional wellbeing issues - small group/individual intervention to address needs (ELSA assessment and interventions, Nurture Pod, Feel Good Friday). • Use of Learning Power approach (Guy Claxton) across the school.	• Increased pupil confidence and self-esteem has positive impact on learning outcomes. • Pupils understand how they learn and develop greater resilience to take risks and challenge themselves in their learning, improving outcomes. • Pupil voice/conferencing by SLT and identified governor.

C Attendance	• Regular monitoring attendance meetings by DSLs. • Use of ESCC attendance initiatives. • Supporting families to improve attendance and punctuality. • PP pupils to receive free wrap around care/extra -curricular clubs and enrichment activities including Outdoor Activity Week.	• Monitoring using SIMS and CPOMS by SLT (triangulation of attendance figures, welfare concerns and minor injury reports) • Inclusive approach to give all pupils access to learning opportunities, i.e. removing financial barriers • Data analysed for attendance % to measure improvements. • Support from ESBAS/Children's Services for key issues
D Mobility	• Use of ESCC services/external agencies for advice. • Support for successful integration to ensure secure relationships and confidence in a different environment. • Identification of these pupils on internal tracking systems. • Intervention strategies where appropriate.	• Informal monitoring by class teachers. • Pupil progress meetings used to identify and measure impact
E Medical	• Liaison with family to ensure that any learning loss is minimised, i.e. work provided for home (including online digital learning), supporting emotional impact • Health Care Plan	• Pupil Progress meetings used to identify and measure impact • Child has good attendance and engagement due to successful Health Care Plan
F Social context	• Identified pupils to receive free wrap around care, extra -curricular clubs and enrichment activities including Outdoor Activity Week • Access to homework club, computers. • ELSA training and purchase of resources to deliver interventions.	• Enables identified pupils to engage in everything school has to offer

G S&L, Literacy	• Pupils identified with poor Speech and Language/Literacy skills identified on entry to EYFS (Speech Link) and provided with rich learning environment with high exposure to speaking and listening/literacy activities. • Use of private speech therapist for assessment, programmes and delivery of sessions, staff training • CPD for staff.	• Subsequent Speech Link assessment indicates catch up of any identified pupils. • Monitored by SENCo • Reports from Speech Therapist
H Mental Health/ Emotional Well Being Attachment	• Raising staff awareness of attachment issues in a range of children and how to put in place individualised strategies. • Developing relationships with families in order to support and signpost to further help • Support in school for pupils, using ELSA, Nurture and individualised strategies.	• Monitored by PSHE subject leader • Liaison with SENCo • Use of ELSA for MHEW support
I Impact of lockdowns	• Google Classroom still in use as a way of providing home learning. • Use of 4 Learning Powers to build children's learning to learn stamina and resilience. • Whole school forward planning to ensure children receive a full curriculum despite COVID restrictions, with due attention given to experiential, enriched learning opportunities. • Employment of additional support staff in order to facilitate in class focussed support for targeted children.	• Use of Google Classroom by all staff to provide learning for children who are isolating due to COVID. • Identification of key fundamental areas of learning that may need revisiting • Full Curriculum delivered as evidenced by subject leader involvement and monitoring. • Identified children are enabled to make good progress.

5. Planned Expenditure 2022/23				
Issue addressed	Chosen action/approach	Rationale behind action	Desired outcome	Reviewed

High Quality of teaching and learning for all				
High quality teaching and learning experiences	Staff INSET and training to ensure good to outstanding Wave 1 delivery of a full curriculum, with cross-curricular links built in where possible for deeper learning. CPD: Success for All phonic/reading scheme training Reading for Pleasure initiative	Pupils who are enthusiastic about their learning and receive good teaching are most likely to make progress. Good quality learning resources for all pupils. Personalised learning programmes for some pupils.	Expected or better progress by all pupils.	Early signs of positive impact on both reading and writing readiness in EYFS and Year 1.
	Teacher/TA training on effective delivery of phonics for KS1	KS1 staff have improved awareness of provision of daily and appropriately differentiated phonics	KS1 pupils make good progress in Reading and Writing	Phonics training to continue
Effective use of Staffing	Shared planning time in order that teachers are enabled to collaborate on planning engaging units of learning.	Good or better teaching leading to pupils who are enthusiastic about their learning and receive good teaching are most likely to make good progress. Shared topic planning will lead to engaging and appropriately directed learning activities to encourage full participation and progress by all pupils.	Pupils enabled to make appropriate progress	To continue – timetabling impact for PPA
	½ of SENCO time employed for 0.6 Additional support for identified pupils with complex needs from support staff	Effective deployment of resources, including TAs to ensure optimum SEND support.	Pupil Progress-pupils with SEND make expected progress.	Increased SENDCO time having positive impact on provision.
Enrichment activities	Every class to plan hands on, experiential outings and events in school.	Enthusiasm and excitement for learning. Different approaches to enthuse hard to reach learners.	Good behaviour for learning, leading towards self-directed learners	Termly visits by each class (except R)
	Forest School to continue with outside provider to deliver.	Activities and experiences planned beyond usual Curriculum	Pupils engaged and successful in a range of activities.	Forest School provision begun.

				Estimated Total: £13,000
Targeted support				
Effective use of TAs	Precision phonics, Jump Ahead, Homework Club, Nessy	Effective, targeted interventions with clear outcomes.	Progress tracked against outcomes.	To continue
Well prepared resources	Support staff given directed time before school to prepare resources for key children.	Pupils have access to good quality resources, with appropriate differentiation.	Successful access to learning.	To continue
Support programmes	ELSA group run by a qualified adult. Numberstacks for Maths Dyslexia programmes Clicker 8	Planned, targeted nurturing provision for children with emotional and well-being issues Planned, targeted interventions for children with identified learning gaps.	Improved self-esteem for identified pupils.	Positive impact
Speech and language/ literacy skills on entry	Identified pupils undertake Speech/Language Link assessment on entry and subsequent input in place	Teaching staff have clear picture of speech and language gaps to address.	Identified pupils provided with learning activities to address need.	This to be reviewed in Term 4 for an identified adult to run.
Speech and Language support for identified children	A private speech therapist used to assessment and deliver units of speech and language support to identified pupils	Children who require specialised Speech and Language support to receive targeted support	Improved speech and language skills and access to their learning.	To continue
				Estimated Total: £10,000
Other approaches				
Improving home/school support for learning	Access to library/school computers before and after school	Pupils are able to access learning resources to complete any home learning tasks.	Equal learning opportunities for all pupils.	Year 6 in particular
	Inclusion into all enrichment activities and outings	Access to all learning/enrichment activities regardless of cost.	Equal learning opportunities for all pupils.	
	Homework Club	Support for families to ensure pupils have space and time for out of hours learning.	Identified pupils make appropriate progress.	To continue

	Wraparound care	Provision of free childcare before and after school	Support for families in order that children have breakfast and are settled and ready to learn by 9am.	Essential service now – over subscribed
	Contribution towards music / extra-curricular activities	Opportunities for children to discover skills and talents beyond academic learning.	Equal learning opportunities for all pupils.	To continue
Development of MHEW provision	Appointment of Behaviour and Pastoral Support Assistant	Planned interventions for pupils who have identified MHEW needs.	Identified pupils able to self-regulate and access learning	Spring 2023
				Estimated Total: £11,000

6. Review of expenditure for 2021/22									
Amount received:		£37,660							
Data for all Pupil Premium children 2021/22 based on all pupils on roll from September 2020 to July 2021									
Reading			Writing			Maths			
Did not make expected progress	Expected progress	Above expected progress	Did not make expected progress	Expected progress	Above expected progress	Did not make expected progress	Expected progress	Above expected progress	
23%	77%	15%	27%	73%	35%	23%	77%	19%	
Expenditure for 2021/22									
Issue addressed		Chosen action/approach		Rationale behind action			Desired outcome		Reviewed
High Quality of teaching and learning for all									
High quality teaching and learning experiences		Staff INSET and training to ensure good to outstanding Wave 1 delivery of learning – Mastery approach to Maths		Improved teacher knowledge and understanding of Master approach to Maths.			Expected or better progress by all pupils.		Good beginning made but

				further input needed.
	Effective questioning	All staff have improved awareness of getting the most out of pupils' responses.	Open ended and focussed questioning to encourage deeper thinking	Needs further development
Effective use of staffing	Resource preparation time	Good quality resources, designed to allow access to learning by all pupils.	Pupils enabled to make appropriate progress	Effective so to continue next year
	SENCO employed for 0.2	Effective deployment of resources, including TAs to ensure optimum SEND support.	Pupil Progress pupils with SEND make expected progress.	Effective tracking of interventions in place
Enrichment activities	Every class to plan in hands on, experiential outings and events in school.	Enthusiasm and excitement for learning. Different approaches to enthuse hard to reach learners.	Good behaviour for learning, leading towards self-directed learners	Governor monitoring by pupils' voice indicates high enjoyment levels.
				Estimated total: £19,500
Targeted support				
Effective use of TAs	Precision phonics, Nessy, Jump Ahead, Homework Club	Effective, targeted interventions with clear outcomes.	Progress tracked against outcomes.	To be re-organised for 2022/23
	Train TAs to run afternoon maths intervention - Numberstacks	Effective, targeted interventions with clear outcomes.	Progress tracked against outcomes.	To be re-organised for 2022/23
Support programmes	Nurture group run by 2 qualified adults.	Planned, targeted nurturing provision	Improved self-esteem for identified pupils.	To continue

Speech and language/ literacy skills on entry	Identified pupils undertake Speech Link assessment on entry and subsequent input in place	Teaching staff have clear picture of speech and language gaps to address.	Identified pupils provided with learning activities to address need.	To continue as still required.
				Estimated Total: £13,000
Other approaches				
Improving home/school support for learning	Access to library/school computers before and after school	Pupils are able to access learning resources to complete any home learning tasks.	Equal learning opportunities for all pupils.	To continue
	Inclusion into all enrichment activities and outings	Access to all learning/enrichment activities regardless of cost.	Equal learning opportunities for all pupils.	To continue
	Homework Club	Support for families to ensure pupils have space and time for out of hours learning.	Identified pupils make appropriate progress.	To continue
	Wraparound care	Provision of free child care before and after school	Support for families in order that?	To continue
				Estimated Total: £8,000