

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	Salmestone Primary School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	50.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2022/2023 – 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr T Platten (Head Teacher)
Pupil premium lead	Mrs H Cooper (Deputy Headteacher)
Governor / Trustee lead	Mr D Cygan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,040
Recovery premium funding allocation this academic year	£12,398
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	£140,438

Part A: Pupil premium strategy plan

Statement of intent

This Pupil Premium Strategy demonstrates how we will narrow the gap between disadvantaged pupils and their non-disadvantaged peers.

We aim to see this gap narrow for:

- Attendance so that PP Pupils attend as regularly as their non-PP peers.
- Attainment, so that PP pupils achieve as well as their non-PP peers.
- Emotional well-being and regulation, so that PP pupils are regulated and emotionally secure as well as their non-PP peers are.
- Parental engagement, so parents of PP pupils are as involved as their non-PP peers.

Previously, we identified the gap narrowing between PP pupils and non-PP pupils with regards to achievement and attainment. This has since widened due to the global pandemic of COVID -19 as borne out in the latest national data from 2021.

See below for the key principles and themes to our Pupil Premium Strategy.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Pupils who are eligible for PP attend school less than non-PP pupils.
2	Attainment: fewer pupils who are eligible for PP are achieving age related expectations at national milestones at the end of key stages, compared to their non-PP peers.
3	Engagement, behaviour for learning and well-being: The well-being of pupils eligible for PP is lower than those pupils who are non-PP.
4	Wider enrichment opportunities are fewer for PP pupils compared to their non-PP counterparts
5	Home school communication: Parents of pupils who are eligible for PP engage less in communication with school, school events, reading and homework compared to their non-PP peers.

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
The attendance of PP pupils will improve.	Improving attendance or attendance that is at or above the national average for all non-PP pupils.
To increase the number of PP pupils achieving milestone and national standards at the end of key stages, EYFS, KS1, KS2 and in Yr 1 PSC & Yr 4 MTC.	Attainment for PP and non-PP peers to be broadly in line throughout the school at mid-year assessments and national milestone and end of key stage assessments.
To increase the well-being, engagement and behaviour for learning of PP pupils.	Well-being, engagement and behaviour for learning is good for all pupils, PP and their non-PP peers. Support is accessed swiftly for pupils who need additional support.

Enrichment opportunities are fewer for PP pupils compared to their non-PP counterparts	Increased provision provided by school and ensure that uptake form PP students is in line with non PP Peers including trips and additional clubs.
To improve the parental engagement in the education of pupils eligible for PP.	Increased communication between school and home with attendance at events, intervention or referral processes, completed as required. PP and non-PP peers will be inline.

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: £20,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing Professional Development for staff	<p><i>EEF: Teaching Assistant interventions +4 months progress</i></p> <p><i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes</i></p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes</i></p> <p>Regular CPD for staff, inc EYFS will ensure that the quality of teaching and learning and provision is high. High quality CPD can result in longer term change which will impact all pupils. CPD will be used to improve teaching so that high-quality lesson result in 'good' or better standards of teaching and learning. Pupils will be engaged, actively involved in their learning and achieve their full potential. CPD across the wider curriculum will ensure pupils develop skills and knowledge to succeed now and for their next stages in life</p> <p>Teaching staff will benefit from newand enhanced training opportunities including; WalkThrus, Read Write Inc and maths mastery training, external training around nurture and trauma informed practice and a new CPD library as well as Educational Psychology CPD through Kent EP.</p>	2 and 3

<p>High quality programmes used for Early Reading and Maths</p>	<p><i>Independent review of the Teaching of Early Reading- Jim Rose 2016. *See also: The reading framework Teaching the foundations of literacy July 2021 *EEF: Phonics +5 months progress</i></p> <p><i>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)</i></p> <p>Read Write Inc. Phonics is our chosen approach. It will be embedded within our EYFS and KS1. Phonics and early reading is a priority and will be consistently taught so that all pupils learn to read and access the curriculum. Phonics interventions will support at least the lowest 20% of readers as well as targeting those pupils who are disadvantaged to narrow the gap in attainment. Regular training and embedding of key teacher skills will be prioritised</p> <p>Accelerated Reader will be used to manage and monitor children's independent reading practice from Year 2 to Year 6. This will support children in reading a book at their own level and reading it at their own pace. When finished, children take a short quiz on a computer. (Passing the quiz is an indication that children understood what was read.) Accelerated Reader gives children and teachers feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice. As well as being a useful tool for monitoring reading, Accelerated Reader will engage children, motivate reading practice at home and school and ultimately improve reading progress. The Reading Leader will continue to monitor the impact of Accelerated Reader to drive the progress in reading, particularly in pupils eligible for PP.</p> <p><i>*Research review series: mathematics - May 2021 Mathematics Mastery Primary has been chosen to ensure pupils that our maths curriculum builds on fluency, reasoning 5 and pupils develop a deep understanding of maths concepts. Mathematics Mastery's Ready to Progress primary interventions will be targeted to pupils who are disadvantaged to ensure the gap is again narrowed between pupils eligible for PP and those are not</i></p> <p>Parents will be encouraged and invited into school and nursery regularly to see how early reading and phonics and maths is taught. Home learning opportunities will be shared with parents regularly too. Home learning will allow for the opportunity of retrieval and practise to strengthen memory and avoid parents from the burden of</p>	<p>2 and 3</p>
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	<p>having to 'teach' their children but to make it accessible and understandable for all. Teachers will liaise with parents throughout the year to share targets and next steps and inform parents of how their child/ren are achieving. MarvellousME will be utilised to ensure high quality communication between home and school.</p>	
<p>Vocabulary and language focus</p>	<p><i>*EEF: Oral Language Interventions +6 months progress.</i></p> <p>Language rich environments with a focus on high quality talk partners as outlined in the WalkThrus CPD as well as wider language rich environments in KS1 will ensure that core vocabulary will be taught in a sequential and progressive way.</p> <p>Vocabulary and texts will be implemented across the school from EYFS to Year 6 in a comprehensive reading spine. New vocabulary will be introduced to pupils to increase the pupils' understanding and use of language.</p> <p>Other approaches such as reflecting, extending and commenting will be used to ensure all pupils experience effective language support. Pupils will be immersed in planned discussions and encouraged to talk to their peers and school-based staff daily.</p> <p>Communication and language will be a priority from the start, in EYFS. RWI Talk Through Stories will be used in EYFS to scaffold language enrichment. This will be followed across the school so that disadvantaged pupils keep up with their advantaged peers.</p> <p>TAs will use diagnostic speech and language tools to assess pupils' speech and language from entry and regularly assess pupils who received intervention. They will liaise with EYFS staff to ensure the needs of the pupils are met and share targets with parents so that everyone is aware of the child's needs and the intervention in place.</p> <p>Songs, poems, rhymes and stories will be timetabled daily for EYFS to broaden the pupils' language and vocabulary acquisition early on. Stories and reading times will be timetabled daily across the rest of the school too. The texts that are mapped out from nursery to Year 6 provide pupils with the opportunity to meet words they would rarely hear or use in everyday speech. This also allows for pupils to relate to others within stories and other emotional and cultural benefits as they listen to and talk about stories, talk about their ideas and get 'lost' in books.</p>	<p>2, 4 and 5</p>

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

Budgeted cost: £110,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions	<p>We know that pupils learn best with high quality teaching from their teacher/s. Only recognised and trialled approaches will be used to provide additional interventions to pupils. These will be closely matched to their needs in order for the attainment gap between PP and non-PP pupils to narrow.</p> <p>24% of the school are on the SEND register. Many of these pupils are also eligible for Pupil Premium. Section 20 of the Pupils and Families Act 2014 defines a child as having a Special Educational Need and/or Disability (SEND) if they have “a learning difficulty or disability which calls for special education provision to be made for” them.</p> <p>Our SENCO works closely with class staff to ensure that high- quality provision is in place for these pupils, including interventions. Interventions such as these are used at Salmestone:</p> <ul style="list-style-type: none"> ● Fizzy ● Clever Hands ● RWI 1:1 ● Speech and Language ● Phonics ● Social Skills ● Vocabulary Pre-teaching ● Targeted maths and literacy intervention groups 	1, 2 and 3

	<ul style="list-style-type: none"> • Language/speech link profile. <p>Our SENCO and TAs work closely with the Speech and Language Therapists on individual programmes for pupils including investment in Lexia an online reading intervention programme.</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Oral language interventions will be used to drive accelerated progress in communication and language. There is a significant gap between pupils who are disadvantaged and their more advantaged peers in terms of their communication and language ability.</p> <p>Additional adults will be deployed to teach smaller intervention groups in Year 5 and 6. They will focus on the gaps in children's knowledge and understanding within Maths and teach Reading through RWI Phonics and focus reading sessions.</p>	
1:1 tuition	<p>1:1 TA tuition will be targeted to disadvantaged pupils and those pupils eligible for PP for phonics and reading. At least the lowest 20% of pupils will be supported through 1:1 intervention. This will ensure these pupils keep up with their peers and narrow the disadvantaged gap between them and those pupils who are non-PP. Improving pupils' decoding and comprehension ability opens up the rest of the curriculum to them. 1:1 RWI intervention will be a priority. Phonics Lead will regularly assess pupils' phonetic ability and reading according to RWI phonics programme. Pupils not making good progress and those below the expected standard and those who are disadvantaged (at least the lowest 20%) will be allocated 1:1 tuition and interventions closely matched to their needs.</p> <p>1:1 tuition for arithmetic in Y6 will be provided by all teachers and senior leaders from across the school for 27 weeks with particular focus and small group work being delivered to those on in receipt of the PP</p>	2, 3 and 5

<p>Metacognitive approaches</p>	<p><i>EEF: Metacognition and self-regulation +7 months progress.</i></p> <p><i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. Self-regulation will become part of everyday practice and established within the behaviour policy and approach.</i></p> <p>Research shows that self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning. A 5-point scale will be used consistently through the school to support pupils in understanding their emotions and to help regulate them. This will improve their awareness and therefore understanding of themselves as learners ultimately improving engagement and learning behaviours.</p> <p>Through Teacher and Support STaff CPD and the WalkThrus website, we will be able to ensure that metacognition becomes part of everyday practice within teaching and learning. Pupils will develop knowledge of how they learn, knowledge of themselves as learners, of strategies and of tasks. This is recognised as being an effective way of improving outcomes.</p> <p>Sequential steps of learning, including retrieval, are proven to drive outcomes, particularly those pupils who are disadvantaged. Teachers will adopt a teaching and learning framework that begins with activating prior knowledge, includes modelling and worked examples, leading to independent practice before ending on a structured reflection. Scaffolded tasks will be used to support pupils working below expectations, including those pupils who are eligible for Pupil Premium.</p>	<p>2, 3, 4 and 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>A Champion for Every Child (TKAT ACE)</p>	<p>The ACE programme is being embedded within Salmestone for focus pupils eligible for PP across KS2: TKAT ACE Tutors work with disadvantaged pupils and families within the school to support the following areas:</p> <ul style="list-style-type: none"> *Attendance *Academic progress and attainment *Well-being *Relationships *Family and home worries <p>Staff across the school, including pastoral, SEND and support staff, have carefully been selected to become Ace Tutors. They are passionate to improve engagement, learning and ultimately opportunities for those pupils considered to be disadvantaged.</p> <p>TKAT ACE Tutors will then meet with each of their focus pupils to have 1:1 intervention time and have regular contact with their families.</p> <p>The TKAT schools that piloted this approach in the previous academic years (2020 – 2022) reported a rise in attendance as well as a rise in engagement from parents.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Play Therapist</p>	<p>Many of our disadvantaged pupils, inc LAC pupils have experienced change, unsettlement and trauma within their home life. We have recognised the need for additional support in terms of counselling and mental well-being. Disadvantaged pupils who require this are timetabled to meet with a play therapist. It is widely recognised that mental health and well-being can impact negatively on pupils' happiness and life chances. The pastoral team identifies pupils quickly to be targeted with intervention.</p>	<p>3 and 5</p>
<p>Clubs</p>	<p>Many of our disadvantaged pupils have limited access to experiences outside of the school environment. By, therefore, providing additional clubs, straight from school, they become easier for pupils to access them. It is widely recognised that clubs contribute towards well-being, which in turn allows pupils to be ready to learn.</p>	<p>1, 2, 3, 4 and 5</p>

<p>Trips and Experiences</p>	<p>40% of our pupils are eligible for Pupil Premium. Many of our pupils are without any outdoor green spaces and they do not benefit from family outings. The Thanet District has suffered from long-term economic and social problems and is the most deprived local authority in Kent.</p> <p>Enrichment activities termly, allow for our most deprived and disadvantaged pupils to access opportunities and activities not always previously experienced and support the understanding and engagement withing the curriculum. Opportunities to enhance our curriculum offer are plotted in across teh year adn carefully chosen to support what we want our children to have learnt and experienced byt he time they leave us in Y6 and ensure we have a wide range of cultural capital available to all our PP children.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Attendance Officer & SEN and Family Assistant</p>	<p>Our Attendance Office & the Family and SEN Assistant work across the school to support pupils and families. They offer support to disadvantaged pupils and families to improve their attendance, support home and family concerns, support behaviour at both home and school, ensure any relevant referrals and support is accessed from other agencies, such as health and Early Help. Through planned support that is adapted for pupils' and families' bespoke needs they are better equipped with strategies for now and for the next stage in their lives. Our SEN and Family Assistant also supports staff with strategies to support pupils to ensure there is a collaborative and consistent approach between home, school and all stakeholders involved.</p>	
<p>Parental engagement</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>MarvellousME is being introduced to ensure that school to family support is positive and in place for the most vulnerable students.</p>	

Total budgeted cost: £162,954

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Assessment 2022 - 23

End of EYFS GLD

	Salmestone PP	Salmestone non-PP
EYFS GLD	42%	62%

Phonics Assessment

KS2	Salmestone PP	Salmestone non-PP
Y1 Phonics	69%	77%
Y2 Retakes	33%	64%

End of KS2 Assessment

KS2	Salmestone PP	Salmestone non PP	National PP	National non-PP
Reading	78%	70%	60.1%	77.7%
Writing	89%	85%	58.1%	76.9%
Maths	78%	74%	58.8%	78.6%
Combined	67%	67%	44%	65.7%

Attendance

22 - 23	Salmestone PP	Salmestone non-PP
Attendance	88.7%	93.3%

Our end of year data for pupil premium students across the school has strengths and areas for development. In a one-form entry school, it is not uncommon to see disparity between year groups as the sample size of children statistically means that each year can be cohort specific.

Our final end of Y6 data is a real strength and our Pupil Premium pupils outperformed those who were non-PP as well as outperforming other students nationally. Those in the younger year groups are still left with the legacy of Covid it's impact and to make accelerated progress for these children it will take more sustained time in school with high-quality teaching. With this as a priority, we are focusing on attendance as a key driver of success.

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
Mathematics Mastery Primary	Ark Curriculum Plus
Read Write Inc. Phonics	Oxford University Press
Accelerated Reader	Renaissance
WalkThurs	WalkThurs.co.uk

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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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?	Not applicable

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.