



## Salisbury Primary School Pupil Premium Report 2018-2019

### **Philosophy:**

At Salisbury Primary School the spiritual, social, moral and cultural (SMSC) development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

### **Statutory Frameworks**

Pupil Premium was introduced in April 2011 and is allocated to pupils who are one of the following: Pupils Looked After, pupils who are currently eligible for Free School Meals, pupils who are within a service family, those pupils who have received Free School Meals in the last six years (Ever 6 children). Since April 2014, Pupil Premium Plus has come into effect whereby children adopted from care, or those children who have left care under Special Guardianship order since December 2005, also now receive funds. We also note that Pupil Premium children are also referred to as 'disadvantaged' pupils in some government documents. In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Statement and Objectives.

### **Ethos**

Salisbury Primary is committed to the development of the whole child and we wrap ourselves around families, establishing a deep-rooted trust that together every child will achieve their full potential with complete awareness of a vulnerability amongst some of our children. Our Pupil Premium is bespoke, it's targeted because we believe that children eligible for the grant must leave us on an equal footing to everyone else. We tackle any barriers head on from entry so that we engage early with issues, build trust quickly and start immediately to break down these barriers once and for all. High expectations and consistency of progress and achievement for all pupils is embedded throughout our school and this is enhanced further, ensuring Pupil Premium (PP) is used to maximum effect. No one child is the same and thus this is reflected in the wide variety of ways Pupil Premium is utilised. The provision provided encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional well-being. We believe that PP should be used to impact the wider school but it is also pertinent that the PP is specifically tailored to meet the needs of individual PP pupils in addition to and in different ways from our other intervention programs.

Our key aims include:

- A whole school approach with all members of staff being empowered and
- accountable for our pupil premium pupils.



- There should be no difference in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programmes as required.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.
- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Direct involvement by all stakeholders including governors.
- Close working relationship with our transition schools to ensure a joined up approach that is used to benefit our families - both pre and post transition.
- Pupil Premium Funding.
- Inclusion is at the heart of everything we do. We provide bespoke provision to every child to ensure all our children reach their full potential.
- Government funding ring fences specifically for this group of children, however, as with every group of children, we supplement and enhance this further to provide the best possible resources for all – pupil premium and non-pupil premium.

### **Provision and Practice**

Salisbury Primary has a Pupil Premium register whereby all children are identified on entry to the school and this clearly demonstrates the areas they fulfil the PP criteria and other vulnerable group data.

This register is given to every member of staff, including all learning support staff, to ensure everyone is fully aware of whom their PP children are.

Our whole school offer is based on quality first teaching and evidence based approaches that we know support learning. Teaching and learning is enhanced by strong professional development, mentoring and coaching, underpinned with an ethos of care, nurture and respect that addresses and celebrates the differences. We view both enrichment opportunities and parental engagement as key for all pupils in supporting the development of the whole child both inside and outside of the classroom.

We ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.



## **Roles and Responsibilities**

We believe all members of our school community, particularly staff and governors, to be committed to raising standards and diminishing the attainment gaps for our pupils. The Head and the Senior Leadership Team are all responsible for implementing this policy but ultimately every member of staff is accountable for their Pupil Premium pupils.

### *Pupil Premium Lead*

The Pupil Premium Lead will be responsible for the following within school:

- Provide a termly report to governors and the Senior Leadership Team with regards to the interventions conducted that term, the costings and the impact.
- Liaise with members of the Senior Management Team to formulate reports into progress made on a termly basis.
- Challenge and question year groups regarding the interventions in place to support the academic, social and emotional development of children.
- Provide an annual report detailing the provision, progress, cost effectiveness and overall funding spend which is shared with all stakeholders through the school's website.
- Liaise with the school finance team to monitor and track the allocation of funding.

### *All Teaching and Support Staff*

Teaching and Support Staff will be responsible for the following:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- Keep up-to-date with teaching strategies and research, which have proven track record in diminishing the differences in attainment and achievement.

### *The Governing Body*

Salisbury Primary School Governors will be responsible for:

- Ensuring our school complies with legislation and that this policy, along with its other specific stated actions for diminishing the difference is implemented.
- Review and monitor the use of Pupil Premium Funding, with a discussion termly surrounding the report provided.
- Ensuring an annual report to parents is published on the school website detailing how the Pupil Premium Funding has been used to address the issues of diminishing the differences in our school and the impact of intervention.



## Salisbury Primary School - Impact Statement 2017-2018

### Achievement of PPG Pupils (2018 KS1 Outcomes July 2018)

	Pupils eligible for PPG			2018 National average for PP pupils		
	% at expected standard	% at the high standard	Average Scaled Score	% at expected standard	% at the high standard	Average Scaled Score
% achieving the expected standard or above						
<b>KS1 Reading, Writing &amp; Maths</b>	71%	0	n/a	64%	10%	n/a
<b>Reading</b>	67%	7	98	60%	28%	105
<b>Writing</b>	60%	0	n/a	53%	20%	n/a
<b>Mathematics</b>	67%	13%	101	61%	24%	104

### Achievement of PPG Pupils (2018 KS1 Outcomes July 2018)

	Pupils eligible for PPG				2018 National average for all pupils			
	Progress Score	% at expected standard	% at the high standard	Average Scaled Score	Progress Score (floor)	% at expected standard	% at the high standard	Average Scaled Score
% achieving the expected standard or above								
<b>KS2 Reading, Writing &amp; Maths</b>	n/a	35%	9%	n/a	n/a	64%	10%	n/a
<b>Reading</b>	0.5	52%	22%	108	-5	75%	28%	105
<b>Writing</b>	-1.81	35%	9%	n/a	-7	78%	20%	n/a
<b>Mathematics</b>	0.04	57%	22%	101	-5	76%	24%	104
<b>Grammar, Spelling, Punctuation</b>	n/a	57%	22%	103	n/a	78%	31%	106

- **EYFS** shows an improving trend with a Good Level of Development (GLD) of 65% in 2016, 70% in 2017 to 74% in 2018. At the end of Foundation Stage, pupils eligible for the pupil premium attained higher (85%) than their peers nationally and in school (non PP 71%). This is a positive gap +14%. With 92% of disadvantaged children making 6+ steps progress compared to 87% of non-pupil premium children (+5%)
- **Phonics Screen Check:** PP pupils (55%) did not attain as highly as their peers, although additional support and targeted intervention resulted in most pupils making progress over the year from very low starting points.



## Salisbury Primary School - Impact Statement 2017-2018 continued

- **Key Stage 1** 20% of pupils (18) were eligible for PP. Although performing below peers in R (67%), W (60%), M(67%), these pupils made good progress from starting points. 10 pupils achieving EXS+ in Reading, made accelerated progress over KS1 from 1s in EYFS. In maths, 10 pupils attained EXS+ from 1s in EYFS.
- **Key Stage 2** Disadvantaged KS2 pupils attained an average scaled score in line with the national score for all pupils in reading, writing and mathematics in 2018. Disadvantaged pupils' progress in all subjects was significantly above average overall. The percentage of more able disadvantaged pupils achieving a high standard in Reading, Writing & Mathematics combined was in line with or above that of other pupils nationally. However, PP pupils performed less well than their peers, half of the disadvantaged children were also children with special educational needs and this impacted their attainment and progress
- There has been a high degree of mobility during the academic year where 9% of the disadvantaged children joined the school during the academic year.
- 97/107 children made progress over the academic year

	Reading	Writing	Maths
Accelerated progress	41	36	42
Expected progress	32	34	32
Below expected progress	24	27	23

- Analysis of the pupils eligible for pupil premium across the school shows that a quarter of the pupils made below expected progress and this has the greatest impact in writing.
- Pupils with the Pupil Premium entitlement whose attendance of 93.2% is lower than Non-Pupil Premium of 95.83%. The difference of 2.63%
- Families have benefited from advice and support from additional workshops and interventions organised by DHT resulting in good engagement with school. Attendance at coffee mornings and school events has increased.
- Some disadvantaged children are regularly using extended day provision and curricular enrichment and this is monitored by the school to ensure that access continues to be representative



## Salisbury Primary School – Planned Pupil Premium Expenditure 2018-2019

### Number of pupils and amount of Pupil Premium Grant Received

Total Number of Pupils on Roll *	614(33)
Total Number of Pupils eligible for PPG	111 (3)
Amount of PPG received per pupil	£1,320
Total PPG received	£145,200
CLA Pupils (1)	£1,900
EYFS PPG (3)	£960
Total Amount of PPG Received	£148060

*\*This total number of students on roll from Reception to Year 6 is 614 with 33 students in the Nursery. PPG funding calculated based upon 110 students. This funding is based upon number of pupils on roll at the time and is subject to variation due to mobility*

### Whole School Priorities

- To raise standards in English, *including phonics and particularly writing at expected and higher standard*, and Mathematics for all children.
  - In particular, those pupils identified as having a SEND and receiving in-school support, more able learners and those who are eligible for the Pupil Premium funding.
- To maintain the current focus on improving the quality of teaching, learning and assessment to raise pupils' attainment across the school, and at the end of Key Stage 2.
- To strengthen the effectiveness of leadership and management, including governing body, through relevant induction and coaching, to ensure leaders have the necessary skills to lead their subject and phase.
- To improve the well-being of our whole school community, including safeguarding and attendance.
- To strengthen the wider curriculum – in particular Science, Music and Physical Education
- To ensure the premises are fit for purpose and offer a safe learning environment.

### Aims

1. To ensure that the GLD and PSC outcomes continue to improve and exceed national figures especially for pupils who are eligible for PP
2. To improve progress in reading, writing and maths in KS1 and KS2 to be at least in line with national figures especially for pupils eligible for PP
3. To ensure that the attainment of disadvantaged pupils, improves in KS1 & KS2, and are at or above national figures.
4. To Increase the number of pupils working at greater depth at KS1 and KS2 in writing including those who are eligible for PP
5. To ensure that the attendance of pupils in receipt of PPG is above 97%, with a reduction in the % persistently absence
6. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.



## Salisbury Primary School – Indicative use of funding 2018-2019\*

\*This funding plan is based on indicative and planned strategic spend during the period 2018-19 but is subject to revision & change dependent upon on-going need and changes to pupil cohorts.

<b>1. To ensure that the GLD and PSC outcomes continue to improve and exceed national figures especially for pupils who are eligible for PP</b>				
	<b>% Time allocation</b>	<b>Total Amount of PPG Spend</b>	<b>Review Timeframe</b>	<b>Impact Criteria</b>
SALT Screening and Interventions		£5000	Half termly	SALT intervention demonstrates progress and impact Increase in the % of children achieving E2+ in Communication and Language
EYFS interventions in Early Years to address gaps	15%	£7000	Fortnightly	Increase in the % of children achieving GLD Improve the % of children achieving E2+ in more than one aspect
To continue to improve outdoor provision in order to improve an overall good level of development in the EY	n/a	£5000	Half-termly	Improve the number of children Achieving E2+ in Moving/Handling, Health and Self-care
To focus on closing the gap during Reception-Year 1 transition (those children who did not achieve E2+ in CLL)	10%	£4000	Aut 1	Additional SALT intervention Earlier identification of those children for whom RWI is not appropriate
RWI Groups Phonics Booster sessions for those at risk			Year 1 Aut 1 Intervention reviews	PSC gap reduced/ to be in line with National
<b>Sub-Total Expenditure</b>		£31000		
<b>2. To improve progress in reading, writing and maths in KS1 and KS2 to be at least in line with national figures especially for pupils eligible for PP</b>				
Daily supported reading programme - 16 Y1 groups and 13 Year 2 groups	10%	£25,000	July 2019  Half-termly Pupil Progress meetings	DSR reading profiles demonstrate progress of individual pupils through book levels in the DSR programme Reading scores for target pupils show accelerated progress and closing of gap to peers
To increase opportunities for children to read 1:1				Reading scores for target pupils show accelerated progress and closing of gap to peers
Additional Reading support in Year 2 and alternative phonics provision				Children pass PSC in Year 2 Reading profile of individuals demonstrates progress
Catch-up interventions across the whole school		£20410		Children achieve accelerated progress, improvement in the % of children at ARE
Lunch time writers' club for targeted pupils		£2000		Increased engagement in writing, progress in writing, gap diminishing
1:1 Booster interventions-	~£200 per pupil per term	£5000		Improve children's confidence in Maths and achieve accelerated progress so that the gap is diminished
<b>Sub-Total Expenditure</b>		£52410		



<b>3.To ensure that the attainment of disadvantaged pupils, improves in KS1 &amp; KS2, and are at or above national figures.</b>				
	<b>% Time allocation</b>	<b>Total Amount of PPG Spend</b>	<b>Review Timeframe</b>	<b>Impact Criteria</b>
Challenge the Gap Pilot		£8000	Half-termly	% of pupils reaching expected standard in comparison to other pupils national.
Writing- use of modelling/shared writing and exemplars	n/a	£2000	Regular monitoring of planning Half termly review	% of pupils achieving ARE in Reading increases, % of pupils making accelerated progress in Reading
				% of pupils achieving ARE in Maths increases, % of pupils making accelerated progress in Maths
				% of pupils achieving ARE in Writing increases, % of pupils making accelerated progress in Writing
<b>Sub-Total Expenditure</b>		£10,000		
<b>4. To Increase the number of pupils working at greater depth at KS1 and KS2 in writing including those who are eligible for PP</b>				
Priority Feedback during lessons			Pupil Progress Meetings	Achievement of PPG pupils across school in comparison to other pupils
Booster interventions with SLT		£35000	Summit meetings	% of pupils achieving ARE in all subjects increases, % of pupils making accelerated progress
Opportunity to participate in More able activities (More Able Writers, Young Mathematicians Challenge)		£600	Feedback	Improvement in children's confidence and % of pupils reaching expected standard in comparison to other pupils national.
Pupil Voice / Pupil Conferencing				Improvement in children's confidence
<b>Sub-Total Expenditure</b>		£35,600		
<b>5. To ensure that the attendance of pupils in receipt of PPG is above 97%, with a reduction in the % persistently absence</b>				
Daily monitoring regarding attendance from School Attendance Officer		£6000	Daily/Weekly	Reduction in persistent absence for PPG group
Senior Leaders follow up			Monthly	Reduction in the attendance gap between Pupils with the Pupil Premium entitlement
<b>Sub-Total Expenditure</b>		£6000		
<b>5. To support the most vulnerable pupils in receipt of the PGG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional wellbeing.</b>				
Art Projects	10	£4200	July 2019	
Secret Green Space	15	£1500	July 2019	
Music Tuition/Choir (bursaries)		£1050	July 2019	
Therapeutic & Social development support (Place2Be and Mentoring)		£13275	Regular updates Termly reviews	
Lunchtime clubs		£5200	July 2019	
Uniform clothing/PE Kit		£3000	July 2019	
Breakfast/After school Provision/School Trips and Residentials		£5000	July 2019	
<b>Sub-Total Expenditure</b>		£33225	July 2019	
<b>Total Expenditure</b>		£158,235	<b>Difference/Overspend:</b>	<b>£10,175</b>