



Pupil premium strategy statement 2023/24: Saltburn Primary School

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 (October 2022 census)	364
Proportion (%) of pupil premium eligible pupils	25.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Caroline Chadwick Headteacher
Pupil premium lead	Richard Thompson Assistant Headteacher
Governor / Trustee lead	Ben Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,905
Recovery premium funding allocation this academic year	£11,165
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£133,070
<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>	



Part A: Pupil premium strategy plan

Statement of intent

Saltburn Primary School: *Nurture, Inspire, Achieve*

Ultimate objectives for our disadvantaged pupils

1. Disadvantaged pupils achieve in line with non-disadvantaged pupils, nationally.
2. Disadvantaged pupils are provided with, and take advantage of, a range of opportunities to develop cultural capital.
3. Disadvantaged pupils acquire the knowledge and develop the skills needed to pursue the next stage in their education.

Our pupil premium strategy plan works towards achieving our objectives in the following ways:

1. Quality First Teaching for all pupils.
2. Strategies employed to close vocabulary gaps and allow pupils to develop as effective readers and in turn enable them to access a rich and deep curriculum.
3. Use of data analysis and timely intervention so that pupils know more and remember more.
4. Provide support to improve attendance so that all Disadvantaged pupils can access a full curricular and extra-curricular offer.
5. Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning.
6. Efforts to ensure that pupils are secondary ready and have an awareness of future careers.
7. Facilitate the social and emotional development of pupils through support and nurture.

Key principles of our strategy plan

- Narrowing the gap between Disadvantaged and non-Disadvantaged pupils is the responsibility of all staff.
- All of our schools share an ethos of inclusivity.
- Strategies employed are evidence based.
- Our strategy is fluid; its impact is regularly monitored and reviewed; and plans are modified accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points Many of our disadvantaged children join our school with lower levels in terms



	of socialising, communicating, self-regulating, hygiene and understanding of number.
2	Reading Lower levels of reading at home with an adult and lower attainment in reading at ELG, Phonics screening and termly comprehension assessments. This culminated in 20% fewer disadvantaged children achieving the expected standard or higher than their non-disadvantaged peers at the end of KS2 in 2022. It is noted that there were significant levels of Disadvantage / SEND comorbidity in this cohort.
3	Key Maths Skills 29.5% fewer disadvantaged children achieved full marks in the Y4 MTC than their non-disadvantaged peers in 2022. <ul style="list-style-type: none"> Disadvantaged average score = 17.6 (below national DA average) Non-disadvantaged average score = 20.6 This reflects a poor grasp of timestables for this group of children – a critical knowledge base that will have a significantly negative impact on future maths learning.
4	Working poverty Economic disadvantage of families who work but struggle financially is becoming more acute in the context of the cost-of-living crisis. This is reflected in uniform issues, lower levels of engagement with cultural capital opportunities outside of school etc.
5	Attendance The attendance of our disadvantaged children (92.5% at October census) remains lower than non-disadvantaged peers (95.5%).
6	Mental health and well-being (MHWB) <ul style="list-style-type: none"> Some disadvantaged children did not attend on-site provision offered during the COVID school closures. Higher incidence of external referrals for Early Help within disadvantaged households.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (over a three-year period)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To quickly diminish the difference for those children who started our school at a lower point academically than their peers.	<ul style="list-style-type: none"> Disadvantage gap in Word Reading to have halved as children progress from Reception to Y2 (In 2022 the reading gap stands at 29% in Reception). Gap between disadvantaged and non-disadvantaged children continues to reduce each year (tracked



	<p>termly for cohorts over a 3-year period in progress meetings) in reading, writing and maths.</p> <ul style="list-style-type: none"> Evidence of identification and resolution of individual gaps in core subject knowledge at a granular level. Children routinely meeting teacher-set targets for core learning.
<p>2. To achieve strong progress in Reading</p>	<ul style="list-style-type: none"> Achieve above national average in phonics. Reduce gap between disadvantage and non-disadvantaged children to below 15% by the Y1 phonics screening assessment. Achieve above national average progress scores in KS1 Reading. Tracking of reading records indicates that disadvantaged children are reading at least x3 per week with an adult. Achieve above national average progress scores in KS2 Reading. Saltburn Primary Pupil Premium children's attainment to remain at least +10% higher than national average for disadvantaged children by the Y6 reading SATS assessment.
<p>3. To improve rapid, accurate recall of times tables and key maths facts.</p>	<ul style="list-style-type: none"> Reduce the attainment gap for disadvantaged children in the Y4 MTC to within 10%. Improve average MTC scores for disadvantaged children to >20.
<p>4. To ensure that disadvantaged children have the clothes they need to feel part of the school community.</p> <p>To enrich the cultural capital of disadvantaged children.</p>	<ul style="list-style-type: none"> All children in receipt of Free School Meals (FSM) have the right to request items of uniform / P.E. kit / Weather appropriate clothing (e.g. waterproof coat). Improved uptake of residential trips by disadvantaged children. Evidence of high levels of engagement in English experience lessons (see experience books). Improved uptake of after-school enrichment activities by disadvantaged children.
<p>5. To improve levels of attendance, ensuring that disadvantaged children are able to take advantage of the opportunities of offer in school.</p>	<ul style="list-style-type: none"> Attendance of disadvantaged children will match or exceed that of non-disadvantaged peers. Attendance of disadvantages children to exceed 95%.
<p>6. To develop improved resilience within children, allowing them to reach their full potential and develop high aspirations.</p>	<ul style="list-style-type: none"> Continued access to counselling and support services for children identified by the SENDCO, phase leaders and MHWB lead. Children demonstrate improved scores between initial baseline and end-evaluation of a 6-week block of



	<p>support (if scores drop, referral made to CAMHS crisis).</p> <ul style="list-style-type: none"> Children better demonstrate self-regulation strategies when faced with challenging circumstances.
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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: £66,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium lead salary contribution of 10% to cover release</p> <p>(PLAC and LAC children to be additionally monitored by DSL separately for the Virtual School)</p>	<p>In previous years, this expense has allowed a lead personnel to overview the effective implementation of strategy actions across school.</p>	1, 2, 3, 4, 5, 6
<p>Additional LSA in UKS2 where Pupil Premium levels are highest to aid children in closing gaps within core areas.</p>	<p>EEF evidence of rapid progress made when additional adult is working with small groups to address specific gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3
<p>Maths resource investment</p> <ul style="list-style-type: none"> TTRockstars Fast Finisher challenges 	<p>Additional resources to support in LKS2 drive to raise outcomes for times tables as a fundamental fluency knowledge area supporting mathematical outcomes thereafter.</p> <p>Challenge sets to support disadvantaged children in aspiring towards the Greater Depth standard and developing key reasoning skills.</p>	3



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

Budgeted cost: £33,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Y2 and Y6 children engaging with the National Tutoring Programme via the 'School Based Tutoring' route. Up to 37 groups running for a minimum of 15-hours of sessions.</p> <p>Average group size of 1:4, with every group containing at least one vulnerable / disadvantaged child.</p> <p>50% of tutoring costs subsidised by NTP (up to £4995). Remainder from Pupil Premium.</p>	<p>Groups running in accordance with implementation guidance published by the EEF (https://educationendowmentfoundation.org.uk/news/new-eef-guide-making-a-difference-with-effective-tutoring)</p> <p>Small-group targeting of specific needs and knowledge gaps within tutoring can be an effective method to support low attaining pupils or those following behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Purchase of revision guides. Full suite of guides paid for in full for pupil premium children. Guides subsidised for other children (parents to pay for workbooks).</p>	<p>Supporting children in statutory assessment year groups to prepare for assessments. Helping students to develop positive study habits ahead of transition to secondary school.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines</p>	2, 3, 4

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

Budgeted cost: £33,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time4You Counselling service	Evidence of positive gains in behaviour, attendance, mental health and wellbeing and academic performance for children receiving additional support for social and emotional learning.	5, 6



<p>Sessions offered based on need. Additional transition sessions offered to Y6 children (open surgery) to support in the move from primary to secondary.</p>	<p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	
<p>Residential trip subsidy of 25% for Pupil Premium children.</p> <ul style="list-style-type: none"> Whitby (Y4) - £20.19 subsidy per child Newby Wiske (Y5) - £63.50 subsidy per child Manchester (Y6) - £58.50 subsidy per child 	<p>Subsidy to ensure that the cost of a residential is not a barrier to children accessing these visits (cultural capital opportunities).</p> <p>Subsidies of 20% in previous years have significantly increased the number of PP children accessing trips.</p>	4
<p>Day trip educational visit subsidy of 25% for Pupil Premium children.</p>	<p>Subsidy to ensure that the cost of an educational visit is not a barrier to children accessing these visits (cultural capital opportunities). This aligns with recommendations from the LKMco educational thinktank analysis of enrichment within schools.</p> <p>https://www.learningaway.org.uk/wp-content/uploads/Learning-Away-The-state-of-school-residentials-in-England-2017-.pdf</p>	4
<p>Uniform budget to support families</p> <p>High quality pre-loved / recycled uniform items provided for free – prioritised for disadvantaged children.</p>	<p>Children are more likely to feel part of the wider school community if they are wearing high quality uniform items. EEF research indicates that uniform can help in the development of a school's ethos, and we want children to buy in to the ethos and identity of the school to allow them to take full advantage of the opportunities it offers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>Poor quality uniform may also impact upon mental health and wellbeing of students. This budget costing should help to alleviate these anxieties for identified children.</p>	4, 6
<p>In-school visits from authors, theatrical groups, reenactors etc.</p>	<p>Enriching the curriculum to build cultural capital for our most disadvantaged children.</p>	4



	<p>EEF evidence indicates that project / writing work linked to visits (educational trips or visitors invited into school) yields significantly better outcomes.</p> <p>https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo</p>	
<p>Development of a physical area around the school to reinforce school's ethos of 'Nurture'.</p>	<p>Development of a physical 'Nurture' breakout area to support children during / approaching crisis.</p> <p>This area would support MHWB and encourage SEL and mindful reflection.</p>	<p>6</p>

Total budgeted cost: £132,900

Contingency: £170



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. To quickly diminish the difference for those children who started our school at a lower point academically than their peers.

- Data from 2022/23 suggests that the disadvantage gap will reduce by an average of 4% per year.
- AfL books have been introduced to all teachers to identify and resolve gaps at an individual level.
 - These were trialled in Y2, Y4 & Y6 last year – trial evaluated with positive outcomes.
 - Their use is now school-wide practice.
 - Pupil Premium children disproportionately access support through this system.
- Teacher targets tracked for SEND, LAC and PLAC children.

2. To achieve strong progress in Reading

Phonics Screening Check (PSC) in Y1

Children sit a ten-minute check (40 words) of their phonics to assess the quality of their mechanical reading. Children who pass this assessment are judged to have ‘cracked the phonics code’ and can decode and blend effectively.

Measure	2019		2022		2023	
	Full Cohort	Disadvantaged Children	Full Cohort	Disadvantaged Children	Full Cohort	Disadvantaged Children
Nationally	82.0%	71.0%	75.0%	62.0%	79.0%	62.0%
School	67.4%	50.0%	85.7%	78.6%	97.9%	90.0%

**Pupil Premium gap at Saltburn has reduced to 7.9% in Phonics Screening Check (target was within 10%).*

Statutory Reading Teacher Assessment in Y2 (end-of-KS1 measure)

Percentage of children meeting the end-of-KS1 standard (‘EXS’ or ‘GDS’ standards). These grades are teacher judgements informed by a KS1 SATS test.

Measure	2019		2022		2023	
	Full cohort	Disadvantaged Children	Full cohort	Disadvantaged Children	Full cohort	Disadvantaged Children
Nationally	75.0%	62.0%	67.0%	51.0%	68.0%	tbc
School	77.7%	72.7%	83.0%	83.3%	74.5%	69.2%

Statutory Reading Outcomes in Y6 (end-of-KS2 measure)

Percentage of children meeting the end-of-KS2 standard (‘EXS’ or ‘GDS’ standards). These grades are based solely on statutory reading assessments (SATS).

Measure	2019	2022	2023
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	Full cohort	Disadvantaged Children	Full cohort	Disadvantaged Children	Full cohort	Disadvantaged Children
Nationally	73.0%	62.0%	74.0%	62.0%	73.0%	60.0%
School	77.0%	72.2%	80.0%	60.0%	89.8%	78.6%

**Progress measures for Saltburn Primary's disadvantaged children were strongly positive (+2.9) in 2023 indicating very strong outcomes in comparison to the national average.*

3. To improve rapid, accurate recall of times tables and key maths facts.

Statutory Multiplication Tables Check (MTC) in Y4

Children complete a check of multiples recall on iPads. They receive 25 questions and have 6 seconds per question to respond.

Measure	2023	
	Full Cohort	Disadvantaged Children
Average Score	22/25 (88%)	18.1/25 (72%) *
% Scoring Full Marks	40.5%	23.0%

** Average score of 18.1 is an improvement on last year (+0.5) but not yet greater than 20 as targeted.*

*** The attainment gap between disadvantaged and non-disadvantaged children is currently at 16% (down from 19.2% last year).*

4. To ensure that disadvantaged children have the clothes they need to feel part of the school community.

Uniform offered to disadvantaged families in conjunction with efforts of the Parent Teacher Association (PTA).

P.E. kits and school shoes offered to families identified in need.

5. To enrich the cultural capital of disadvantaged children.

- Pupil Premium participation in residential trips remain lower than non-Pupil Premium (with 25% subsidy); however, the gap is closing in all year groups with residential trips (Y4, Y5 & Y6).
- Class experience books evidence full class engagement reported in experience lessons. These are used as stimuli lessons at the start of every writing unit (approximately once every two weeks)
- Involvement in after-school enrichment has improved for Pupil Premium children but remains slightly lower than non-Pupil Premium.

6. To improve levels of attendance, ensuring that disadvantaged children are able to take advantage of the opportunities of offer in school.

Measure	2022		2023 (up to November)	
	Full cohort	Disadvantaged Children	Full cohort	Disadvantaged Children
Attendance	94.8%	92.9%	95.5%	93.9%

**Saltburn Primary's Pupil Premium attendance remains higher than the national average.*



*The attendance gap between disadvantaged and non-disadvantaged children is closing slowly
(-1.88% in 2022; -1.55 in 2023 Autumn term)

7. To develop improved resilience within children, allowing them to reach their full potential and develop high aspirations.

- a. Pupil Premium children are disproportionately accessing counselling services (Time4You) funded through the Pupil Premium grant.
- b. The impact of this counselling can be quantified based on baseline and end-point scores. These are to be collated and shared with school. Counsellor currently off on bereavement

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
Reading Plus	Reading Solutions
Spelling Shed	EdShed
Times Tables Rockstars	Maths Circle
Doodle Maths	Doodle Learning
Lexia	Lexia Learning
LetterJoin	Green & Tempest Ltd
Jigsaw	Jigsaw PSHE Limited



Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Saltburn Primary School has a very small number of service children (6 children in 2022/23). In most of these instances, one parent lives away from the family home for significant periods of time.

Spending of this premium centres on

- Contribution towards the Jigsaw scheme of PSCHE which discusses different family units and promotes mental health, wellbeing, mindfulness and resilience.
- Counselling drop-ins to provide children with the opportunity to talk openly and freely during challenging times.
- Subsidised educational visits and residential trips (25% reduction) to ensure that enrichment is accessible.

The impact of that spending on service pupil premium eligible pupils

Service Pupil Premium spending is used to ensure that the pastoral needs of these children are met. Staff are particularly mindful of pastoral need at a time when a service parent may be deployed away from the family home for extended periods.



Other information

Administration

A pupil premium register is maintained by the administrative team within the school central office. This register is regularly updated and reviewed based on information received through the Free School Meal eligibility checker.

Other

Throughout the year, small allocations may be granted to individual subject leads if they submit a request which is rationalised using evidence. This may include classroom rewards or the purchase of specific reading texts requested by disadvantaged children.