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Pupil premium strategy statement Autumn 2023 – 2026 Saltburn Primary School (December 2025 update)

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)	348
Proportion (%) of pupil premium eligible pupils	26.4%
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 2025 (Update)
Date on which it will be reviewed	November 2026
Statement authorised by	Caroline Chadwick Headteacher
Pupil premium lead	Tina Thompson Assistant Headteacher
Governor / Trustee lead	Gillian Passman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,815
Pupil premium funding carried forward from previous years	£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*	£151,815

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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. 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

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	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.
3	**Key Maths Skills** Fewer disadvantaged children achieved full marks in the Y4 MTC than their non-disadvantaged peers.
4	**Working poverty** Financial pressures, intensified by the cost-of-living crisis, may limit Pupil Premium children at Saltburn primary from fully engaging in school life.
5	**Attendance** The attendance of our disadvantaged children remains lower than non-disadvantaged peers.
6	**Mental health and well-being (MHWB)** Higher incidence of referrals to external services and professionals for support 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 reduce the gap for those children who started our school at a lower point academically than their peers.	• Gap between number of disadvantaged children and non-disadvantaged children who are on track to achieve GLD at baseline will reduce by the end of Reception.
2. To strengthen progress in Reading	• Achieve above national average in phonics. • Reduce gap between disadvantage and non-disadvantaged children by the Y1 phonics screening assessment. • Achieve above national average progress scores in KS2 Reading.
3. To improve rapid, accurate recall of times tables and key maths facts.	• Reduce the attainment gap for disadvantaged children in the Y4 MTC to within 10%.

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4. To ensure that disadvantaged children have the clothes they need to feel part of the school community. To enrich the cultural capital of disadvantaged children.	• 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. • Improved uptake of after-school enrichment activities by disadvantaged children.
5. To improve levels of attendance, ensuring that disadvantaged children are able to take advantage of the opportunities of offer in school.	• Attendance of disadvantaged children will match or exceed that of non-disadvantaged peers. • Attendance of disadvantages children to exceed 95%.
6. To develop improved resilience within children, allowing them to reach their full potential and develop high aspirations.	• Continued access to ELSA interventions in school and support services for children identified by the SENDCO, phase leaders and teachers. • Children demonstrate improved scores between initial baseline and end-evaluation of a 6-week block of support (if scores drop, referral made to external service as appropriate). • Children better demonstrate self-regulation strategies when faced with challenging circumstances and begin to use the zones of regulation to support.

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: £86,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium lead salary contribution of 10% to cover release (PLAC and LAC children to be	In previous years, this expense has allowed a lead personnel to overview the effective implementation of strategy actions across school.	1, 2, 3, 4, 5, 6

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additionally monitored by DSL separately for the Virtual School)		
Additional LSA hours in UKS2 where Pupil Premium levels are highest to aid children in closing gaps within core areas.	EEF evidence of rapid progress made when additional adult is working with small groups to address specific gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
Maths resource investment • TTRockstars	Additional resources to support in LKS2 drive to raise outcomes for times tables as a fundamental fluency knowledge area supporting mathematical outcomes thereafter. Challenge sets to support disadvantaged children in aspiring towards the Greater Depth standard and developing key reasoning skills.	3
Number Stacks CPD, resourcing and staffing	Intervention aimed at identifying gaps in knowledge and understanding and plugging these gaps to ensure children are able to master foundational skills.	1, 2, 3
Mastery Number	Intervention aimed mastering foundational skills in reception and Year 1.	1, 2, 3
Writing/Spelling CPD and resourcing including staffing	Embedding of Place Value of Punctuation and Grammar with the aim of increasing the number of disadvantaged children achieving expected standard in writing. Introduction of Spelling with Grammarsuarus with the aim of improving spelling and increasing the number of children achieving expected standard in writing. Progress of children will be discussed in progress meetings termly. Staff will need to provide resources for new topics covered throughout the year. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/grammar-for-writing-effectiveness-trial	1, 2

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

Budgeted cost: £38,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Talk Boost and WellComm	Groups running in accordance with implementation guidance published by the EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-talk-boost-2023-trial Used in Nursery 2020 and had positive results. 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. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 6
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).	Supporting children in statutory assessment year groups to prepare for assessments. Helping students to develop positive study habits ahead of transition to secondary school. https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines	2, 3, 4
Sensory Circuits/Sensory Processing Intervention – Purchase of equipment	Supporting identified children across school with physical development and sensory processing https://educationendowmentfoundation.org.uk/early-years/evidence-store/physical-development	
Structured phonics teaching and interventions	https://educationendowmentfoundation.org.uk/education - evidence/teaching-learning-toolkit/ Monitor phonics data each term at a granular level during progress meetings	

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

Budgeted cost: £28,003

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Getting Help/Headstarter interventions package – Decider Skills, CBT, Super You Sessions offered based on identified need.	Evidence of positive gains in behaviour, attendance, mental health and wellbeing and academic performance for children receiving additional support for social and emotional learning. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	5, 6
Residential trip subsidy for Pupil Premium children. • Whitby (Y3/4) - £10 subsidy per child • Newby Wiske (Y5) - £15 subsidy per child • Manchester (Y6) - £30 subsidy per child	Subsidy to ensure that the cost of a residential is not a barrier to children accessing these visits (cultural capital opportunities).	4
Uniform budget to support families High quality pre-loved / recycled uniform items provided for free – prioritised for disadvantaged children.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform 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.	4, 6
In-school visits from authors, theatrical groups, reenactors etc.	Enriching the curriculum to build cultural capital for our most disadvantaged children. EEF evidence indicates that project / writing work linked to visits (educational trips or visitors invited into school) yields significantly better outcomes.	4

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	https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo	
Continued development of physical areas around the school to reinforce school's ethos of *'Nurture*'. Coffee mornings to support parents/carers	Development of a physical 'Nurture' breakout area to support children during / approaching crisis. This area would support MHWB and encourage self-regulation and mindful reflection. Half termly coffee mornings to support parents with a variety of professionals in attendance including secondary school SENDCOs/Pastoral leads to support transition, attendance champion, young carers lead etc.	6

Total budgeted cost: £151,815

Contingency: £0

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To reduce the gap for those children who started our school at a lower point academically than their peers.

a. AfL books continue to be an effective tool to all teachers to identify and resolve gaps at an individual level.
   i. Their use is now school-wide practice.
   ii. Pupil Premium children disproportionately access support through this system.

b. Teacher targets tracked for SEND, LAC and PLAC children.

Measure	2024-25	
	Full Cohort Not on Track	Disadvantaged Children Not on Track
Baseline	62%	70%
End of Reception	20%	40%

2. To strengthen 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	2024-25	
	Full Cohort	Disadvantaged Children
Nationally	80%	67.0%
School	87%	67%

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	2024-25	
	Full cohort	Disadvantaged Children
Nationally	75%	63%
School	82.5%	67%

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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	June 25	
	Full Cohort	Disadvantaged Children
% Scoring Full Marks	47.27%	58.82%

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.

a. Pupil Premium participation in residential trips remain lower than non-Pupil Premium. However, the gap is closing in all year groups with residential trips (Y4, Y5 & Y6).

b. Class marking 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 three weeks)

c. Involvement in after-school enrichment has improved for Pupil Premium children but remains slightly lower than non-Pupil Premium.

d. Introduction

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

Measure	2024 - 25		
	Full cohort	Disadvantaged Children	Non-Disadvantaged Children
Attendance	95.68	94.65	96.06

Gap of 1.4% between disadvantaged and non disadvantaged children. However, disadvantaged children are 0.35% off government target.

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

a. Parents and teachers have reported increased confidence and self esteem of children accessing ELSA interventions. Baseline and exit assessments confirm this with the use of a point score.

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b. Parent voice has highlighted the benefits of coffee mornings, gaining advice and strategies to support their children as well as sign-posting to services for further support.

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
Times Tables Rockstars	Maths Circle
Jigsaw	Jigsaw PSHE Limited
Grammarsaurus	Grammarsaurus
Number Stacks	Number Stacks
Early Talk Boost	Speech and Language UK
WellComm	GL Assessment

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**

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Saltburn Primary School has a very small number of service children (5 children). 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. • Pastoral support • Subsidised educational visits and residential trips 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.

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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.

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