

Pupil premium strategy statement Saltergate Infant 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	104 (Reception to Yr2)
Proportion (%) of pupil premium eligible pupils	FSM- 30% Service- 3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	Next Review July 2026
Statement authorised by	Joanne Hall
Pupil premium lead	Stacey Talbot
Governor / Trustee lead	Hannah Botterill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2025-2026 FSM- £46,965 Service children-£1,050
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£48,015

Part A: Pupil premium strategy plan

Statement of intent

At Saltergate Infant School, our ultimate aim is to ensure that all children feel safe, happy and nurtured in a way that enriches their education and promotes progress in their learning, irrespective of their background. Our focus is to close the gap for our under-resourced children to ensure that their progress is not significantly different from non-Pupil Premium children. This is a whole school approach with strong links to our school development plan where provision for pupil premium children is considered in many areas.

29% of our Infant School children are Pupil Premium, this demonstrates that many of our children are under-resourced and potentially lead more complex lives than those who are not at a disadvantage. We aim to provide these children with equal opportunities to enable them to thrive in their working environment and make progress in their learning. Quality first teaching is our priority, ensuring disadvantaged children are supported by their class teacher through direct teaching and intervention support.

We will do this by:

- ensure disadvantaged pupils are challenged in the work that they're set
- use assessment data to diagnose the current gaps, issues and barriers for learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils have access to interventions and enrichment activities that contribute to narrowing the attainment gap. To record these on the Pupil Premium Support Overview.

Attendance is key and we have provision in place to support those children who are frequent late or non-attenders, by working alongside our family support worker as well as offering breakfast club.

EEF research suggests that... 'children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages, than their more affluent peers'. Therefore, recognising the importance of promoting positive mental health and well-being in school, can have a beneficial impact on children's behaviour, health and well-being and academic performance. We have given many of our Pupil Premium children the role as Mental Health Ambassadors, who have been trained to help improve their own mental health, as well as that of their peers.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Our overall attendance is below national average and especially for our PP children. In the last academic year the attendance of our PP children was below national average. We have a pocket of children who are persistent late arrivers and many of these children are Pupil Premium
2	Gaps in attainment in writing between PP and non-PP children in the last academic year: Year 1- Non PP- 36% PP- 33% Year 2- Non PP- 60.6% PP- 17.6%
3	Gaps in attainment in maths between PP and non-PP children in the last academic year: Year 1- Non PP- 48% PP- 33.3% Year 2- Non PP- 66.7% PP- 35.3%
4	Provision for SEND children who are also PP A high proportion of our PP children are also on the SEND register.
5	Promoting positive mental health and well-being Our family support worker is an incredibly well-used resource in our school. Many of our children at Saltergate require access to further support and promote their positive mental health and well-being. As EEF research suggests, positive mental health and well-being can play an important role in many aspects of a child's life. Data and monitoring of systems and agencies, such as CPOMs alerts, use of the family support worker and the need for external agencies such as Just B and Early Help, has highlighted the need for further strategies to help children understand and develop their own positive mental health.

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
Improve attendance data	Weekly meetings will be held by the Attendance Team Communication with parents will be paramount Clear guidelines about attendance and lateness will be communicated with parents Regular monitoring of attendance, including lateness will be carried out

	Breakfast Club available for children with regular non-attendance and lateness Breakfast Club attendance to be monitored Attendance Team to understand why our children are not attending and take actions to their findings Attendance will be discussed with class teachers during the Pupil Premium Progress Meetings
Narrowing the gap between PP and non-PP in writing	Quality First Teaching will be the focus for all. We will have provided extra provision for those with SEND and PP to help narrow the gap- Pupil Premium Support Overview will show the support the children are receiving. SEND Support plans will be regularly updated by staff and it will be highlighted on these plans if the children are Pupil Premium too. Implementation and impact of Pupil Premium Support will be monitored. Pupil Premium Progress Meetings (PPPMs) will be carried out with each year group Staff training and CPD will take place Support Plans will be reviewed regularly by SENDCo working alongside ST and SLT in (PPPMs) Data analysis will be carried out by ST to look closely at the attainment and progress of children who are PP and those children that are PP and SEND Moderation will take place with staff from other Red Kite Learning Schools Phonics focus for KS1- implementation of Little Wandle across the key stage. Regular CPD and training updates for staff, carried out by HG We will work collaboratively with the Outwood Hub, including lesson observations and monitoring of Phonics in KS1 All subject leaders will have Pupil Premium children as a focus when they are monitoring their subject.
Narrowing the gap between PP and non-PP in maths	Quality First Teaching will be the focus for all. We will have provided extra provision for those with SEND and PP to help bridge the gap. Implementation and impact of Pupil Premium Support will be monitored.

	Pupil Premium Progress Meetings (PPPMs) will be carried out with each year group Support Plans will be reviewed regularly by SENDCo working alongside ST and SLT in (PPPMs) Data analysis will be carried out by ST to look closely at the attainment and progress of children who are PP and those children that are PP and SEND New teaching strategies will be adopted by all classes to include, counting, Monday Maths and arithmetic lessons Collaborative work with other Red Kite Learning Schools
Promote Mental health and well-being as part of the school ethos to help improve attendance and learning	Mental Health and Well-Being will be a whole school focus, with support and guidance for all members of the school community Mental Health Ambassadors will be trained throughout school Children will have access to Chill-Out Zones where they can take time out at lunchtime to be in a calmer environment with support from the Mental Health Ambassadors A bank of resources will be available for staff to use to help with the promotion of good mental health Mental Health and Well-being will be explicitly taught in the curriculum

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: £20,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	Using the expertise and skills of our teaching staff is important and highly significant in narrowing the gap between PP and non-PP children. To help reduce the gap we have implemented many strategies in English and Maths, strategies that teachers have been trained in and this knowledge can be	All

	used for direct teaching and intervention group for all children, but, in particular, our PP children.	
Teaching Assistant Support	Having support in the class for academic, behavioural or social and emotional reasons has a positive impact on children's learning. Therefore, we ensure each class has at least 1 teaching assistant for support.	All
Little Wandle Training for staff, as required	Previous phonics results suggested the need for a rigorous approach to the teaching of phonics in school, to support children not only in their reading, but in their writing too: Our Phonics results from 22/23 were 26% down on national average 27% of our PP children passed their Phonics screening. This presented a gap of 26% between PP children and non-PP children. <u>Evidence will be in the form of:</u> Regular meetings for continued staff training carried out by HG Collaborative work with the Outwood Hub- lesson observations and feedback Resources expenditure Little Wandle Programme Costs Allocated Staff Time	2 and 4
Moderation of Writing and networking	Partnership with Outwood English Hub to be established Writing moderation (internal and external) to be conducted minimum termly to ensure consistency, triangulation and effectiveness across the school Networking with local schools is utilised to moderate writing effectively throughout the year, building a consistent picture of standards and where can be targeted for improvement	2, 4
Staff Meeting Time allocate for specific PP targets	Monitoring of PP targets and spending needs to be reviewed and evaluated. Therefore, an action Plan will be created to work alongside the Strategy Statements. This will be shared with staff Targets and deadlines and actions reviewed Allocated Staff Time Pupil Premium Progress Meetings will be held termly to review the support the	All

	children are receiving and the impact that it has	
Maths Working Group	As the data above indicates, there are some significant gaps between PP and non-PP children. Therefore, new strategies in the approach to quality first teaching needs to be implemented throughout school. This includes counting time, Monday Maths and arithmetic lessons. <u>Evidence:</u> Meeting allocated on staff meeting overviews Information shared with staff Team Action Plan for maths and the monitoring and review of these actions Allocated Staff Time Book Scrutiny evidence Lesson observations Environment Walks	3

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

Budgeted cost: £11,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND 1:1 Support	A high proportion of our PP children have additional needs and therefore, we need to ensure that provision is in place to enable the children to make good progress, regardless of the barriers to their learning due to their SEND. This highlights the need for the personalised support overview to ensure that provision is specific to each child. Interventions to be lead by the class teacher where possible, to ensure quality first teach PPMs to be carried out termly to ensure the support is having an impact SEND Support Plans to highlight those children who are also Pupil Premium Support Plans to be monitored and updated regularly <u>Evidence to support this:</u>	2,3,4

	PPPMs- support overview to be discussed, reviewed and next steps to be made Resource expenditure Meetings with SENDCo- review of targets on Support Plans Support Plans	
SEND support for staff	Staff CPD and training	2,3,4
Interventions/differentiated work	Timetables and Personalised Support Overview	2,3,4
Pupil Premium Personalised Support Overview	Pupil Premium Personalised Plans data- implementation and impact of the support given	2,3,4
Behaviour Support	CPD and training Nurture room provision and staffing. Calm club and Lunch Club	All

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Governors Meetings	Governors are accountable for ensuring the Pupil Premium Funding is used to implement the targets and review the impact. Therefore, half termly meetings will be held between the PP Governor (HB) and ST. A report will be written at the end of each term to review the action plan.	All
Attendance Team meetings	The attendance figure for 2024-2025 was below the national average for the Infant School and therefore we want to continue to drive to exceed national averages. <u>Evidence:</u> Meeting agendas Why are our children not attending or being regularly late? End of Term data- have the strategies that we have implemented had an impact?	1
Breakfast Club	Register- this needs to be monitored to ensure we are making use of the places we can offer. Food orders	1,2,3,5

Family Support Worker interventions with children	Timetables Communication with staff	1,5
Family Support Worker time with parents and carers	Letters Timetable	1,5
Clubs- extra curricular activities	Staffing	5
Running of the Give and Take Stall	Timetable	1,5
Chill-Out Zones at Lunchtimes	Staffing	2,3,4,5
Mental Health Lead to lead staff meetings	Meeting agendas Meeting minutes	All
School Shoes Vouchers	Receipts	1,2,3,5
Milk Subsidised	Costs	5
Mental Health Ambassador Badges	Costs	5

Total budgeted cost: £ 48,015

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Area of Challenge	September 2024 to July 2025 Year 2 of the 3-year Strategy Statement																																																																												
Attendance:	The overall attendance for the academic year 2024-2025 for Pupil Premium children was below national average. Attendance Group set up who meet regularly to discuss attendance- clear communication and support for parents. Attendance charts in class to regularly share and discuss with class. Attendance celebration with class. Extra playtime if attendance has improved from the previous week.																																																																												
Gaps in attainment in writing between PP and non-PP children	Writing KS1 <table><tr><td></td><td colspan="3">WTS</td><td colspan="3">EXS</td><td colspan="3">GD</td><td>EXS + GD</td></tr><tr><td></td><td>All</td><td>Non PP</td><td>PP</td><td>All</td><td>Non PP</td><td>PP</td><td>All</td><td>Non PP</td><td>PP</td><td>All</td></tr><tr><td>1</td><td>62.2</td><td>64.0</td><td>58.3</td><td>35.1</td><td>36.0</td><td>33.3</td><td>2.7</td><td></td><td>8.3</td><td>37.8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>Down 2.7%</td><td></td><td></td><td>Up 8.3%</td><td></td></tr><tr><td>2</td><td>48.0</td><td>30.3</td><td>82.4</td><td>46.0</td><td>60.6</td><td>17.6</td><td>6.0</td><td>9.1</td><td></td><td>52.0</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>Down 43%</td><td></td><td></td><td>Down 9.1%</td><td></td></tr></table>												WTS			EXS			GD			EXS + GD		All	Non PP	PP	All	Non PP	PP	All	Non PP	PP	All	1	62.2	64.0	58.3	35.1	36.0	33.3	2.7		8.3	37.8							Down 2.7%			Up 8.3%		2	48.0	30.3	82.4	46.0	60.6	17.6	6.0	9.1		52.0							Down 43%			Down 9.1%	
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Gaps in attainment in maths between PP and non-PP children	Maths KS1										
	WTS			EXS			GD			EXS + GD	
	All	Non PP	PP	All	Non PP	PP	All	Non PP	PP	All	
	1	43.2	40.0	50.0	43.2	48.0	33.3	13.5	12.0	16.7	56.7
						Down 14.7%			Up 4.7%		
	2	36.0	21.2	64.7	56.0	66.7	35.3	8.0	12.1	Down 12.1%	64.0
						Down 31.4%					
Support for SEND and PP children	SEND needs are now identified on the PP support overview. PP progress meetings now happen termly where all PP children are discussed- with a focus on SEND children and ensuring the support is linked to their SEND Support Plan										
Promoting positive mental health and well-being	See Grid below										
Breakfast Club	Children who have attendance issues or a regularly late are offered the opportunity to attend breakfast club to help improve their attendance.										
Young Carers, Robins and Younger Robins Support Groups	PP children attend these groups and given appropriate support.										
Additional Support (1:1 or sibling support) with Family Support Worker	Pupil Premium children are supported by the Family Support Worker										

Mental Health Ambassadors	All children have access to a Mental Health Ambassador in their year group and have the opportunity for a chill out zone on a Friday lunchtime each week with ST and MHAs
Chill Out Zones	All children throughout school can access the Chill Out Zones each week.
School Shoes	Pupil Premium families can access help towards buying school shoes for their children
Milk	Pupil Premium Children have the opportunity for their milk to be subsidised for the year.
Clubs	Clubs are monitored to ensure that all PP children are given the opportunity to attend a club. In Autumn Term:
Give and Take Stall	All families have access to the Give and Take stall and this is used regularly.

The following outcomes were addressed at the end of the previous Pupil Premium Strategy plan (2020-2023). This will be reviewed again at the end of the 2023-2026 period.

Area of focus	Spending	Impact
Academic Progress Reducing the barriers to learning for disadvantaged children <u>Our aims:</u> 40% of PP children to achieve expected standard and 10% achieving above expected standard by the end of KS1	Interventions Tutoring Programmes of work	47% of PP children achieved age related expectations at the end of KS1 in writing 10% achieved greater depth at age related expectations at the end of KS1 in writing 52% of PP children achieved age related expectations at the end of KS1 in maths 10% achieved greater depth at age related expectations at the end of KS1 in maths Pupil Premium academic achievement target achieved.
Music: Musical Instruments Music Specialist Teacher PP Children 1:1 music lessons	Cost of musical instruments for each year group 1/3 of wage Calculated per lesson per child	All children throughout school have been taught to play a musical instrument by a music specialist. They were provided with an instrument to use during lessons and have performed to audiences. This expertise not only enriched the children's curriculum, but also provided in-house CPD for all staff. This was a focus to enrich the curriculum and promote engagement for pupils, parents and carers.

		PP children who showed skills in playing a musical instrument were provided with 1:1 lessons.
School Shoe Vouchers	£25 per child	Providing families with support to make their children feel part of the school community
Family Support Worker	Wage allocation set against number of PP on timetable	SEMH support provided to PP children, who would otherwise not have easy access to 1:1 support. This has provided PP children going through difficult times to have a safe space to talk about their feelings and emotions, therefore having a positive impact on their learning. A high proportion of our PP children accessed family support last academic year.
1:1 Tutoring	Top-up wages for staff	Tutoring groups had a positive impact on our maths areas of learning. We will be focusing on the phonics group for our tutoring moving forward.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. This will provide school with a designated Leader of Mental Health and Well-Being.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Some of these sessions will be provided by external agencies such as Harrogate Town Football Club. Disadvantaged pupils will be encouraged and supported to participate. The data for this will be recorded and monitored to ensure all PP children are given the opportunity to participate in extra-curricular activities. Those who do not participate will be encouraged to do so, after analysing the data at the end of each half term.