

# Pupil premium strategy statement – Saltash Community 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	1094
Proportion (%) of pupil premium eligible pupils	27.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23, 2023-2024, 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	October 2023
Statement authorised by	K. Littledyke
Pupil premium lead	M. Oakes
Governor / Trustee lead	T. Parkman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 303,205.00
Recovery premium funding allocation this academic year	£ 88,326.25
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>	£ 23,991.24
<b>Total budget for this academic year</b>  <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>	£ 415,522.49

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or circumstances will make good progress and achieve well across the curriculum. There will be parity of opportunity for all students in both the curriculum offer and delivery.

Our intention this year is to continue to promote teaching of the highest standards, ensuring, specifically, that disadvantaged students receive bespoke and targeted support as required.

## Challenges

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

Our core aim, within this plan, is split across four priorities (as outlined below). However, an overarching priority threads through each of them: *To ensure disadvantaged students achieve in line with National in 23-24 and better than National in 24-25.*

We believe the above will be achieved through the successful implementation of each of the challenges listed, with a specific focus on disadvantaged students (particularly those in receipt of pupil premium).

Challenge number	Detail of challenge
1	To ensure the implementation of the curriculum is consistently good – good teaching in every lesson, every day.
2	To improve attendance (especially SEND K: SEMH, and FSM) to be at least in line with National Averages in 23-24 and better than National in 24-25.
3	To improve GCSE outcomes (particularly Ebacc), and A Level outcomes, to be in line with National in 23-24 and better than National in 24-25.
4	To implement a more rigorous reading programme that effectively supports those in the early stages of learning to read, whilst challenging and engaging all.

## 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 outcomes for disadvantaged students	<ul style="list-style-type: none"> <li>○ The percentage of disadvantaged pupils achieving their target grade at the end of the academic year will match that of non-disadvantaged students.</li> <li>○ The Progress 8 of all students will be at least 0.</li> <li>○ The Progress gap will reduce (aiming for 0 within 2 years)</li> <li>○ Reduced resets and suspensions for all (specially for disadvantaged students – proportionately in line with other groups)</li> </ul>
Disadvantaged students will attend school regularly and punctually	<ul style="list-style-type: none"> <li>○ Disadvantaged students' average attendance will be 90%</li> <li>○ SEND average attendance will be 90%</li> <li>○ Students with a Social Worker and those in care will be 90%</li> <li>○ Persistent absence rates will be lower than National Average by the end of the year.</li> </ul>
Support those with literacy levels below age related expectations through targeted intervention and improving the culture of reading across the school	<ul style="list-style-type: none"> <li>○ All students involved in targeted intervention will improve their reading age</li> <li>○ Baseline assessments of all students will show an overall improvement in reading ages with fewer students needing urgent intervention</li> </ul>

## 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: £ 53,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all, including disadvantaged students. Achieved through increased and targeted professional development for all teachers and quality assurance of this across the school.</p>	<p>Research has found that disadvantaged students have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on high quality inclusive teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>1,3</p>
<p>Improving oracy and literacy through subject specific language acquisition, explicit teaching of some (most used) Tier 3 vocabulary and opportunities for exposure to challenging texts in lessons.</p> <p>Employment of some LSAs to support above programme (including within the Library)</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in English and Maths.</p> <p><a href="https://fdslive.oup.com/www.oup.com/oxed/wordgap/How_Schools_are_Closing_the_Word_Gap_Oxford_Language_Report%202021-22.pdf?region=uk">https://fdslive.oup.com/www.oup.com/oxed/wordgap/How_Schools_are_Closing_the_Word_Gap_Oxford_Language_Report%202021-22.pdf?region=uk</a></p>	<p>3,4</p>
<p>Improving real time feedback to learners within lessons and through reporting. Training and promoting use of active assessment strategies (e.g. active assessment booklets, mini-whiteboards, exit tickets, questioning)</p>	<p>EEF evidence suggest that there is very high impact based on extensive research (+6 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1,3</p>

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

Budgeted cost: £ 101,894

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group intervention: Bespoke, Catch up programme, intervention sessions, Literacy support, Numeracy/Literacy tutor activities (taught by school staff).</p> <p>Employment and deployment of LSAs to support achieve the above.</p>	<p>The average impact of small group tuition is four additional months progress, on average, over an academic year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	3,4
<p>One to one tuition and support: Fresh Start programme (Literacy), tutoring – including out of school services (and providers), pastoral/behaviour support</p>	<p>Targeted intervention focusing on phonics has a high impact (+5 months progress) based on very extensive evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>To further support identified students, sessions and support will be on a one to one basis (also proven to have high impact).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	3,4
<p>Teaching resources will be provided, as will essential equipment needed for learning.</p>	<p>Purchase of essential stationery for all pupil premium students reduces material deprivation which could affect education achievement.</p> <p>Laptops can be provided for disadvantaged students.</p> <p><a href="https://www.cambridgeassessment.org.uk/Images/628843-digital-divide-in-uk-education-during-covid-19-pandemic-literature-review.pdf">https://www.cambridgeassessment.org.uk/Images/628843-digital-divide-in-uk-education-during-covid-19-pandemic-literature-review.pdf</a></p>	1,3,4

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

Budgeted cost: £ 116,734.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding will be provided to support disadvantaged students to participate in wider curriculum activities.</p>	<p>EEF Toolkit suggests an average of 3 months additional progress for pupils participating in arts education.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>2,3</p>
<p>Attendance strategy will support and challenge high levels of absence</p>	<p>Embedding principles of good practice as set out in Department for Education's Working Together to Improve School Attendance</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p>On average, there is a direct correlation between good attendance and good outcomes.</p> <p><a href="https://leadinglearner.me/2017/06/23/diy-review-of-pupil-premium-start-at-a/">https://leadinglearner.me/2017/06/23/diy-review-of-pupil-premium-start-at-a/</a></p>	<p>2,3</p>
<p>Pastoral and behaviour support will ensure that disadvantaged learners are accessing as much learning as possible. Educational Psychology support will be paid for throughout the year, including additional therapeutic services as required.</p>	<p>Whole school initiative and programmes aim to develop a positive school ethos and improve discipline across the school.</p> <p>Our targeted programmes (e.g. reset and Restart), then aim to work with students who display specific behaviour issues.</p> <p>These approaches have a positive impact on a child's outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1,2,3</p>
<p>Parental engagement strategy will target all (but specially disadvantaged students or hard to engage). This will be achieved through increasing communication home, parental engagement events, parents' forum,</p>	<p>Parental engagement has a positive impact on overage of four months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>2,3</p>

targeted support for specific families)  Pupil Premium Advocate will work with specific families who need more intensive support.		
Breakfast club and after school club will be available to all (free of charge) – also supporting improved punctuality and social development	A Government Research Project has previously highlighted the benefits on students who access a breakfast club provision, both in terms of their sense of belonging, tackling hunger, and improving punctuality. <a href="https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a>	2,3
Subscriptions and platforms to promote improved outcomes (English, maths, science, languages; as well as parental engagement, attendance and behaviour)	Whilst these benefit all students, the platforms are an important tool to improve communication with home, whilst providing effective home learning opportunities thus improving learning outcomes and parental engagement.	1,2,3,4

**Total budgeted cost: £ 271,868.75**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Analysis of outcomes in Summer 2023 showed an increase in Progress 8 gap between disadvantaged and non-disadvantaged learners. This was particularly skewed by a group of learners who, for a myriad of reasons, were not able to attend school full time, if at all. This has emphasised our need to prioritise improving attendance throughout this academic year.

That said, attendance remained stable throughout the previous year and persistent absence fell. However, disadvantaged absence rates (though broadly in line with national average) are still low.

Last year, our predicted outcomes were not in line with actual results. We believe this to be a result of shifting grade boundaries however, this year, we will be investing in additional quality assurance and moderation of all assessments students (specifically within Key Stage 4 and 5) sit across the academic year.

The Autumn and Spring Term saw a reduction on suspensions issued, as well as children being removed from learning. Targeted intervention with those in behaviour interventions showed a positive impact and something we have continued and expanded this year.

We invested heavily in therapeutic support services which, other than specific group sessions, didn't show the impact (in terms of improving attendance/outcomes) we had hoped. However, we don't know what could have happened without this intervention. We have now trained staff in targeted approaches to improve a consistent and positive ethos, as well as investing in new initiatives to improve self-efficacy.

### 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
Fresh Start	Queen's University, Read Write Inc. Ruth Miskin Training