

## Pupil Premium Strategy 2022 – 2023 Salhouse

1. Summary information			
<b>School</b>	Salhouse VC Primary School		
<b>Academic Year</b>	2022 2023	<b>Total PP budget = £23,800</b> £21800 plus Recovery Grant £2000	<b>Date of planned PP Review June 2023</b>

Pupil Premium Strategy Statement	
<p>The core approach of our Pupil Premium strategy is to deliver quality first teaching in the classroom, coupled with a curriculum designed around the needs of our pupils and in large part led by the pupils. We want all the children and adults to feel happy and safe and share a love of learning. We have high aspirations for ourselves and others so that we can all <b>'soar on wings'</b>.</p> <p>The overall aim of our Pupil Premium strategy is to:</p> <ul style="list-style-type: none"> <li>• ensure full access to the curriculum for all our children, effectively identifying and meeting their individual needs.</li> <li>• continue to prioritise our supportive ethos which ably promotes inclusion.</li> <li>• 'level up' opportunities by lifting those barriers that we consider to have the biggest detrimental effect on our children.</li> <li>• build leaders at all levels who effectively and positively impact on educational, health and social outcomes</li> <li>• Ensure teachers, support staff and pupils benefit fully from quality first teaching.</li> </ul>	

2. Barriers to future attainment	
In-school barriers	
<b>A.</b>	Low starting point now mindful of impact of pandemic
<b>B.</b>	Low self confidence / self esteem
<b>C.</b>	Developmental/Special Educational needs
<b>D.</b>	Challenging behaviours
External barriers	
<b>E.</b>	Family Environmental Factors
<b>F.</b>	Parenting capacity
<b>G.</b>	Low expectation/aspiration/cultural deprivation
3. Desired outcomes	

	<b>Outcomes</b>	<b>Success criteria/ impact</b>
<b>A.</b>	Accelerated progress	Sufficient progress clearly defined by teacher for individual children 100% good or better teaching Meeting age related or above expectations by May 2023 / if not, showing stronger progress from starting points Increase in shared and collaborative practice across partnership and federation to impact teaching and learning to secure progress
<b>B.</b>	Confident and independent learning behaviours	Pupils: Able to effectively self and peer -assess Able to constructively use and give feedback Able to celebrate own achievements and those of others Fully engaging with learning in and out of classroom at home and at school Taking on leadership roles Reading for pleasure Leading learning No PEX No FTE Increasingly metacognitive classrooms and practice All pupils socially ntegrated
<b>C.</b>	Full access to curricular and extracurricular activities with positive social integration	Minimal loss of learning Pupils reporting feeling happy and safe and enjoying learning Sustainable friendships Pupils self regulating emotions Staff applying CPD re social stories / visual classrooms/ ABC etc/attachment Pupils fully accessing curriculum Strong pupil progress with social integration Positive relationships throughout school community School's visions and values evident in all aspects of school Celebratory ethos Teachers increasingly confident in the use of new technologies to support learning Increased empathy through reading Supportive ethos where pastoral and SEND teams intervene early to address difficulties at earliest stages
<b>D.</b>	Behaviour managed to reduce negative impact on own and others' learning	
<b>E / F</b>	Parents and carers supported to focus on child's education, health and safety	Effective parent partnership Effective multi agency partnership and team around the child Sustainable systems in place for assess/plan/do/review cycles Good attendance Improved home learning environment/ remote learning support High levels of satisfaction in parents, and pupils

		<p>Further develop partnership/practice with nursery to meet parents early and have impact on learning</p> <p>Good and improving attendance</p>
<b>G</b>	Low expectation / aspiration /cultural deprivation	<p>Assess Plan Do Review cycles current, relevant and dynamic</p> <p>Effective targeted intervention programmes</p> <p>Promoted reading for pleasure strategies</p> <p>Team approach to develop inspiring curriculum which exploits teachers' noble passions</p> <p>Increased opportunities for parents to be involved with learning at school and at home</p> <p>Develop use of new technologies to impact home learning</p> <p>Personalised planning with effective balance of knowledge/skills based learning</p>

4. Planned expenditure					
Academic year		2022-2023			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Accelerated progress</b>	Quality first teaching Targeted CPD linked to appraisal and SIP Opportunities for sharing best practice and for collaboration Specialist support Assess Plan Do Review systems fully embedded Use of Provision Map and Tapestry effective and fully embedded	Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. High impact with very low cost Individualising instruction and planning involves providing different tasks for each learner and support at the individual level. Moderate impact for low cost. (Education Endowment Foundation)	Lesson Observations Pupil Perception surveys Pupil Progress monitoring Appraisal INSET Resourced Shared vision and values	Assessment Lead SC/JC  Pupil Progress JC  Appraisal JC  SENDCo CL  Planning Teachers  Targeted CPD JC	Half termly pupil progress reviews  Appraisal Reviews  Termly observations  Update provision tables half termly  Weekly records of interventions

<p><b>Confident and independent learning behaviours</b></p>	<p>Thrive related activities Support to participate in extracurricular activities and visits Incisive feedback Personalised planning Support with self and peer assessment Metacognitive classrooms Develop peer support Targeted CPD Specialist teacher support</p>	<p>Collaborative learning done well is of moderate impact with low cost Approaches which promote talk and interaction between learners tend to result in the best gains</p> <p>Feedback is of high impact for low cost. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. (Education and Endowment Foundation)</p>	<p>Book Scrutiny Celebration of achievements Good parent partnership Pupil Perception Lesson Observation Leuven/Boxall screening INSET Resourced</p>	<p>Monitoring SLT/teachers/governors  Training Plan JC AF CL  Peer coaching  Monitoring SLT and Gobs  PAFS AF  Pupil and parent survey JC/AF</p>	<p>Half termly pupils progress reviews  Appraisal reviews  Teachers monitoring in weekly leadership time</p>
<p><b>Full access to curricular and extracurricular activities with positive social integration</b></p> <p><b>Behaviour managed to reduce negative impact on own and others' learning</b></p> <p><b>Parents and carers supported to get back on</b></p>	<p>THRIVE approach The Nest as a support to inclusion and integration Pupil and Family Support Lead Support to access extracurricular activities Designated roles and responsibilities for pupils Regular CPD for all staff re inclusion Transition / joint working between pre school/school Systems in place for early intervention Pupil and Family Support Team meetings Regular DSL meetings More specialised SEN classroom assistants and a TA to lead interventions</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> <p>There is evidence that working with CAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. Research which focuses on classroom assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average (EEF)</p>	<p>Diagnostic assessments PAFS Systems/minutes Monitoring use of intervention rooms Parental satisfaction Pupil feedback Appraisal Reviews Governor monitoring Training logs Pupil Progress meetings Supervisions School data Agency feedback</p>	<p>Overview SLT  Nest and PAFS AF  Transition CL/AF  Curriculum Planning Teachers</p>	<p>Half termly PAFS Meetings  Transition Planning Spring  Curriculum Review Termly</p>

<p><b>track with a focus on child's education, health and safety</b></p> <p><b>Low expectation / aspiration /cultural deprivation</b></p>	<p>Skilled and experienced SENCO</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. School-level behaviour approaches are often associated with improvements in attainment, but the evidence of a causal link to learning is lacking. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. (EEF)</p> <p>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. (EEF)</p> <p>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the greater the impact. Moderate impact for moderate cost.</p> <p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. Moderate impact for low cost(Education and Endowment Foundation)</p> <p>Evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families (EEF)</p>			
---	--------------------------------------	---	--	--	--

**ii. Targeted support**

The progress, attainment and wellbeing of individual pupil premium children and other vulnerable groups will be focussed on as an essential part of half termly Pupil Progress meetings between the headteacher, SENCO and individual teachers. The progress of pupil premium children will also be a focus of the half termly Pupil and Family Support meetings. Data from these meetings is fed back to staff, SENCO, , Designated Safeguarding Leads, Assessment Lead and Governors. Data informs appraisal, provision mapping, self-evaluation, school improvement planning and feedback to parents and agencies. Support aims to be dynamic and relevant to the needs of individuals and groups at all times. The school aims to sustain a 'team around the child' approach.

### iii. Other approaches

	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Attendance tracking and first day calling. FPN Policy	Regular attendance tracking meetings Hold parents accountable for attendance Incentive strategies to be used in school Seeking support of LA	JC HG AF	termly
	Rigorous pupil progress monitoring and feedback to staff	Timetabled Pupil progress meetings Weekly peer support in staff meetings related to pupil progress Develop peer support systems	JC CL AF	Half termly
	Pupil and Family Support Team	Scheduled meetings Clear Assess/Plan/Do/Review plans shared with staff	AF CL JC	Half Termly
	Cluster and federation moderation and peer support Collaboration across three schools in partnership	INSET to include cluster moderation and peer support events Attendance monitored Appraisal	JC CL AF	termly
	Celebratory solutions focussed ethos	THRIVE approach Growth Mind set Pupils lead their learning Embed core values 'Children first' Parent partnership Celebration assemblies	ALL	ongoing

#### Key Expenditure to achieve the above:

% Pupil and Family Support Worker	£23700
Targeted resources/support	£1000
<b>Total allocated</b>	<b>£23800</b>

