

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Saltash Community School
Number of pupils in school	1212
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Kate Littleddyke
Pupil premium lead	Linda Griffin
Governor / Trustee lead	Sam Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 338 071
Recovery premium funding allocation this academic year	£ 86 834
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 32 088
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	£ 456 993

Part A: Pupil premium strategy plan

Statement of intent

“I want to lead a school that improves the children’s life chances: where the students are ambitious to be the best they can be; where we widen their horizons, enrich their lives and provide them with the knowledge, skills and experiences they need to achieve beyond their wildest dreams.” Kate Littledyke, Headteacher

Saltash Community School prides itself on providing excellent opportunities for all its pupils; both academic and enrichment activities. This is supported by a strong pastoral ethos. All students have access to a broad and balanced curriculum. The school promotes positive mental well-being and its core values: Tenacity, Empathy, Aspiration and Motivation. All students are valued and challenged to achieve their potential in all areas, whatever their starting point. The Pupil Premium Grant will be used to close the gap between the achievement of disadvantaged pupils and their peers and to support access to the Wider Curriculum.

There is strong evidence that “what happens in the classroom makes the biggest difference ... good teaching for all pupils has a particular benefit for disadvantaged students” (EEF Attainment Gap Report 2018). Therefore, we are prioritising teaching practice, through the introduction of our Teaching Principles, and further developing our curriculum. We recognise that attendance is integral to the outcomes for all pupils and improving the attendance of disadvantaged pupils is central to the Pupil Premium Strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Teaching and Learning routines are not in place consistently to help improve outcomes for disadvantaged pupils
2	Low Literacy levels results in lower outcomes for disadvantaged pupils.
3	A poor attitude to learning and low-level disruption results in lower outcomes and progress for disadvantaged pupils
4	Poor mental health and difficult external circumstances results in lower outcomes for disadvantaged pupils
5	Attendance rates are too low for disadvantaged pupils
6	Gaps in learning, due to Covid-19, have a greater effect on disadvantaged students than for other students

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
Improved outcomes for disadvantaged pupils	<ul style="list-style-type: none"> ○ The percentage of disadvantaged pupils achieving their target grades at the end of each academic year matches that of the other students. ○ The Progress 8 gap will move closer to 0 each academic year with the intention of reaching 0 in 2025 (21/22 = 0.31, 22/23 = 0.16, 23/24 = 0.08, 24/25 = 0).
Disadvantaged pupils value learning and take responsibility for their learning	<ul style="list-style-type: none"> ○ The number of disadvantaged pupils accessing RESET for poor behaviour will be in line, if not better, than the number of other pupils. ○ The number of disadvantaged pupils receiving an FTE will be in line, if not better, than the number of other pupils.
Disadvantaged pupils attend school regularly	<ul style="list-style-type: none"> ○ Overall school attendance is in line with or better than national average for other students ○ Rates of persistent absence in line with national average for other students
Gaps in learning have been identified and our recovery curriculum assists the filling of these gaps	<ul style="list-style-type: none"> ○ The percentage of disadvantaged pupils achieving their target grades at the end of each academic year matches that of the other students ○ The Progress 8 gap will move closer to 0 each academic year with the intention of reaching 0 in 2025 (0.31, 0.16, 0.08, 0)

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: £ 117 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expansion of the Leadership Group: DH: Overcoming Disadvantage AH: Behaviour and Attitudes AH: Curriculum and Assessment AH: Teaching and Learning AH: Culture and Aspirations	DfE suggest that the impact of leadership is second only to the impact of classroom teachers on pupil outcomes	1
Development of 6 Teaching Principles which underpin the CPD calendar for the year	https://www.suttontrust.com/our-research/great-teaching/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit The EEF Toolkit suggests that metacognition and self-regulation approaches can lead to an average of 7 months additional progress for students, good feedback (teacher/student and peer/peer) an average of 8 months additional progress and mastery learning an average of 5 months additional progress for students. These strategies are part of the Teaching Principles and will be covered in the CPD cycle.	1
Employment of Literacy LSAs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition The EEF Toolkit suggests that, on average, one to one tuition is very effective at improving pupil outcomes.(+5 months) and Reading comprehension strategies can lead to an average of 6 months additional progress.	2
Leadership training on improving outcomes	Prof. Becky Allen ResearchEd talk on Pupil Premium https://leadinglearner.me/2017/06/23/diy-review-of-pupil-premium-start-at-a/ Evidence-based debate suggests that schools should move away from an intervention model, towards more general approaches that benefit all pupils. 'When leadership is poor,	1

	the most vulnerable are disproportionately affected' Marc Rowland.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 106 746

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching resources will be provided.</p> <p>Learning equipment will be provided.</p> <p>Funding will be provided for extracurricular/ wider curriculum activities.</p>	<p>The Education Development Trust - digital inequality highlighted the digital inequality during lockdown</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>The EEF Toolkit suggests an average of 3 months additional progress for pupils participating in arts education, which although low impact it tends to also be low cost. This is also important for accessing the wider curriculum.</p> <p>There is evidence to suggest that material deprivation affects educational achievement.</p>	1, 4
<p>Personalised courses</p> <p>Access to courses through alternative providers</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</p> <p>The EEF Toolkit suggests an average of 5 months additional progress for pupils who participate in one to one tutoring and 4 months additional progress for pupils participating in small group tuition.</p>	1, 5, 6
<p>Accelerated Reader</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Accelerated Reader is a significant investment but the EEF toolkit suggests an average of 6 months additional progress for a reading comprehension strategy.</p>	2
<p>Disadvantaged pupils (and their families) have an advocate and a safe person who they trust</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</p> <p>The EEF toolkit suggests Social Emotional Learning and Parental Engagement suggests an average of 4 months and 3 months additional progress respectively</p>	3, 4, 5
<p>Online tutoring (as part of the NTP)</p>	<p>The National Tutoring Programme is a Government funded, sector-led initiative to support schools to address the impact of Covid-19 school closures on pupils' learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</p>	6

	The EEF Toolkit suggests an average of 5 months additional progress for pupils who participate in one to one tutoring and 4 months additional progress for pupils participating in small group tuition.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 232 497

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Head: Behaviour and Attitudes to lead whole school 'Building Back Better' strategy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF Toolkit – Behaviour Interventions analysis suggests that improving behaviour management can result in increased attainment at whole school level (+4 months)	1, 3, 5
Attendance Strategy for Pastoral Team	NFER: Being Present: the Power of Attendance This research found: On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers. https://leadinglearner.me/2017/06/23/diy-review-of-pupil-premium-start-at-a/	5
Attendance Officer	NFER: Being Present: the Power of Attendance This research found: On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers. https://leadinglearner.me/2017/06/23/diy-review-of-pupil-premium-start-at-a/	5
TEAM Restart Lead	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning The EEF Toolkit suggests an average of 4 months additional progress for pupils who participate in Social and Emotional Learning.	1, 3
Onsite Wellbeing and Counselling support (4 days counsellor, 1 day wellbeing practitioner, 0.5 day play therapy)	Public Health England The link between pupil health and wellbeing and attainment and the DfE investment in Mental Health Leads promotes the link between Mental health and outcomes.	4
Contingency Fund for Acute Issues	We have identified a need to set aside some funding to respond quickly to emerging needs that have not yet been identified.	ALL

Total budgeted cost: £ 456 993

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

In the academic year (2021/22) we aimed to improve the progress of Pupil Premium students through identifying gaps in learning, to improve attendance and for Pupil Premium pupils to value learning and take responsibility for their learning..

Although comparisons between the 2022 leavers' data and previous cohorts should be conducted with caution, outcomes, based on external examinations in 2022, gave a Progress 8 score of -0.54 (with a gap of 0.37) compared to the Centre Assessed Grades in the summer of 2021, where our Progress 8 score of -0.73 (with a gap of 0.57).

When reflecting upon the results in 2021, we acknowledged the ongoing disruption and effects of the Covid-19 pandemic, which disrupted all subject areas and enrichment provision. National evidence suggested that partial school closures were most detrimental to vulnerable students. This impact, however, was mitigated in part by our remote learning offer (100% live lessons) and the loaning of over 200 devices to any students in need. However, these results highlighted the need for a change in approach in classroom practice and routines, hence the introduction of the teaching principles and our 'Build Back Better' strategy from September 2021. Outcome data above would suggest that this is an appropriate strategy and we will continue to embed it across the school.

Internal data would suggest that we did not 'eliminate low level disruption' The development of the teaching principles and improved classroom practice will allow all students, and disadvantaged students in particular, to value learning and to take responsibility for their behaviours. Employing a TEAM Restart Lead to work with students at risk of disengaging with learning has enabled a more forensic approach to why the behaviours are happening. The staffing and focus for this provision has changed again in the Academic Year 2022/23.

Attendance of Pupil Premium students remains a concern ($\approx 84\%$) and a new strategy/plan is in place to address this.