

Pupil premium strategy statement – Saltersgate Infant School

This statement details our school's use of pupil 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	305 (66 children in Nursery)
Proportion (%) of pupil premium eligible pupils	33 children 11%
Academic years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Emma Anderson
Pupil premium lead	Rachel Wolfe
Governor lead	Alan Moseley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,964
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£58,964

Part A: Pupil premium strategy plan

Statement of intent

Our school is situated in a suburb of Doncaster, one of only 12 national 'Opportunity Areas' and as thus, our children's perspective is often limited when they join our Nursery. Alongside this, although Scawsby has an IDSR location deprivation indicator in the second quintile, 60% of our pupils are drawn from areas beyond the environs of Scawsby itself. These areas often have higher deprivation and in turn, a proportion of our pupils suffer significant home problems.

Saltersgate Infant school has a Pupil Premium budget grant of £58,964 for the academic year of 2024-2025. This funding is given with a specific remit of diminishing any difference between disadvantaged pupils and those who are not disadvantaged.

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. Through high quality teaching we pride ourselves on delivering high quality instruction to all pupils and recognise the importance of incorporating elements of adaptive teaching to meet the unique demands of pupil involvement. Research from the University of Education found that schools implementing high quality teaching saw a 25% increase in pupil engagement and achievement. Our ethos at Saltersgate Infants ensures that our practice is continuously underpinned by quality and evidence based research.

Our challenges for the forthcoming academic year have been carefully identified through intelligent data analysis, taking into account the contextual demographic factors unique to our school community. This data-driven approach ensures that we are targeting areas of greatest need and aligning our strategies with the specific challenges faced by our pupils. These priorities are clearly outlined in our School Development Plan (SDP) and will guide our efforts to support pupil premium students, ensuring that all interventions are focused, evidence-based, and tailored to address the barriers affecting their progress and attainment.

We are committed to fostering a culture where all pupils, regardless of their background, value their education and are motivated to learn and achieve their full potential. This includes not only challenging our high-attaining pupils to excel but also providing tailored support for those with additional needs, ensuring that every child is empowered to do their very best. We place great importance on engaging families in the educational journey, working closely with them to promote high aspirations and a shared commitment to the success and well-being of their children.

We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise achievements and attainment by creating an overall package of support aimed to tackle a range of barriers.

Our ultimate goal is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, both nationally and within our own school data. We are committed to ensuring that all disadvantaged pupils make progress beyond nationally expected rates, enabling them to reach Age Related Expectations by the end of Key Stage 1. In addition to academic achievement, we aim to equip all children with the social and emotional skills they need to thrive in their future lives, recognising that both academic and personal development are essential for long-term success.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils is lower than that of non-disadvantaged pupils, with persistent absenteeism a barrier to learning.
2	Phonics outcomes demonstrate that disadvantaged pupils do not achieve as well in the phonics screener as non-disadvantaged pupils which negatively impacts their development as readers.
3	SEMH A large proportion of our disadvantaged children display underlying social and emotional difficulties.
4	Cultural capital knowledge is often limited in our disadvantaged pupils and can result in a restricted appreciation of rich and varied life experiences and outcomes.

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
Achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils which will, in turn, increase learning time and will contribute to accelerated progress.	The overall absence and persistent absence rate for disadvantaged pupils at least in line with national figures. The gap between disadvantaged and non-disadvantaged pupils is reduced.

Accelerated progress in phonics and early reading for disadvantaged children by ensuring quality-first teaching is consistent across school.	A significant reduction in the gap between reading data for pupil premium children and non-pupil premium children.
Improved social, emotional and well-being outcomes by ensuring all practitioners have secure subject knowledge to facilitate this.	An increase in access to social and emotional support systems such as Hamish and Milo, particularly for disadvantaged children resulting in a significant reduction in concerns from staff and parents.
A broader understanding of the wider world and cultural capital for disadvantaged children by taking part in the range of enriched activities on offer.	All children have opportunities to explore enriching experiences and develop a deeper understanding of the world beyond their own.

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: £29,500

Activity	Evidence that supports this approach	Challenge numbers addressed
Develop and embed high quality professional development through mentoring and coaching to ensure all staff have the skills to respond to the needs of pupils through adaptive teaching.	Great Teacher Toolkit Evidence Review supports professionals to make evidence-informed decisions about how to spend a limited amount of time for professional development to get the biggest return in improving student learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2, 3
Quality first teaching, learning and assessment across school is embedded	The EEF Pupil Premium Guide states 'Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils.'	2

	<p>Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending’.</p> <p>https://d2tic4wvo1iusb.cloud-front.net/production/documents/guidance-for-teachers/pupil-premium/guide to the pupil premium - 2024.pdf?v=1727884053</p>	
<p>Quality first teaching of systematic synthetic phonics. Whole staff CPD for the teaching of phonics and early reading.</p> <p>All staff will have access to the Little Wandle training pathways. Leadership time will be allocated for the Phonics Lead to model exemplary lessons and to coach/mentor as necessary.</p>	<p>DfE approved phonics programme – Little Wandle</p> <p>The EEF states, ‘phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’</p> <p>There is a wealth of evidence from EEF that suggests phonics strategies have a positive impact on pupil progress, regardless of background. ‘Training: ensure all staff have the necessary pedagogical skills and content knowledge.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	2
<p>Through a range of parent workshops, home learning tasks and presentations, parents are given opportunities to actively participate in their child’s reading and writing development.</p>	<p>The guidance from the ‘Working with parents to support their child’s learning 2022’ believes that, ‘parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.’</p> <p>https://educationendowmentfoundation.org.uk/education-</p>	2

	<p>evidence/guidance-reports/supporting-parents</p> <p>Early Years toolkit- EEF suggests that parental engagement approaches have, on average, a positive impact of five months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>CPD for staff to ensure the effective delivery of emotional literacy support programme, Hamish and Milo to support the pastoral needs of children in school and help to engage families.</p>	<p>The 'Improving Social and Emotional Learning in Primary Schools review' stresses that it is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional learning skills at all ages than their non-disadvantaged classmates to receive emotional literacy support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://hamishandmilo.org/</p>	1, 3

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

Budgeted cost: £ 15,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular, small group or individual support for children with identified knowledge gaps.</p>	<p>EEF 2018 The Attainment Gap; 'Targeted small group and one-to one interventions have the potential for the largest immediate impact on attainment'.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/support-for-schools/bitesize-support/EEF_Attainment_Gap_Report_2018_-_print.pdf?v=1730741402</p>	2

<p>Early Literacy approaches used for individual and small group intervention.</p>	<p>DfE Reading Framework 2023 – ‘Proficiency in reading, writing and spoken language is vital for pupils’ success’.</p> <p>https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework.pdf</p>	<p>2</p>
<p>School-led tutoring to focus on supporting disadvantaged and PP children to make at least expected progress in reading and to meet national expectations for attainment.</p>	<p>DfE Reading Framework 2023 – ‘The fundamental importance of improving reading standards on a child’s future academic achievement, wellbeing and success in life. The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum’.</p> <p>https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework.pdf</p>	<p>2</p>
<p>High quality CPD for support staff to deliver interventions e.g. Hamish and Milo for dysregulated behaviour.</p>	<p>EEF research on the best use of teaching assistant deployment recognises that TAs can be effectively deployed to deliver high quality one-to-one and small group support using structured interventions.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1730725127</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1730746654</p>	<p>2,3</p>
<p>High quality provision and targeted support to meet SEMH needs of disadvantaged pupils and disadvantaged pupils with SEND.</p>	<p>Research suggests that childrens’ social and emotional development needs to be prioritised in order for children to effectively learn.</p> <p>EEF guidance report - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>3</p>
<p>SENCO to support key adults working with the most vulnerable pupils.</p>	<p>EEF toolkit states that social and emotional strategies have a +4month impact on disadvantaged pupils – EEF guidance Report Improving Social and Emotional Learning in</p>	<p>3</p>

	<p>primary Schools states that SEL skills should be modelled and taught explicitly. The guidance report also states that SEL skills should be reinforced through a whole-school ethos and activities.</p> <p>EEF guidance report - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed our principles of good practice for improving Attendance, Persistent Absenteeism and Lateness.</p> <p>CPD for key staff to effectively implement the policy.</p> <p>Personalised approaches used to target specific families to improve attendance and those at risk of persistent absenteeism.</p>	<p>It is well known that ‘lost learning time’ causes many issues for learners: low self-esteem, lack of confidence, as well as gaps in knowledge and understanding. DfE – Working Together to Improve School Attendance 2024 documents the importance of communicating attendance expectations to parents and pupils. It also recognises how vital it is to have systems in place to identify patterns/trends of attendance and lateness, finding out what the problem is and addressing it in a bespoke approach. Celebrating pupils’ successes with both the pupils themselves and with the parents is acknowledged as a key part of improving attendance.</p> <p>The guide from the DfE suggests a wealth of strategies for the improvement of whole school attendance, which have informed our school policy.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1
<p>Effective deployment of the Family Support Worker to impact parental engagement</p>	<p>EEF guidance states that parental engagement has a positive impact on average of 4 months’ additional progress and that strategies are typically more effective with parents of very young children.</p>	1, 2, 3

and family links across school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
FSW, DSL and SENCO to identify pupils and families who require Early Help support through external agencies and the implementation of graduated response.	<p>Statutory safeguarding legislation such as KCSiE 2024 and Working Together to Safeguard Children 2023 identify the benefits to working alongside parents and providing early support for families as soon as a problem emerges.</p> <p>https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf</p> <p>https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf</p>	1,3
Engaging families where literacy levels may be low.	<p>EEF - By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>EEF report https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2
Pupils experience an enriched curriculum that is rich in experiences and support Cultural Capital knowledge and understanding.	<p>Disadvantaged children may have limited experiences which could prohibit their ability to make links and relate to certain aspects of learning and the wider world. The EIF 2024 states that when inspecting schools, inspectors will assess the school curriculum design and in particular that it, 'is ambitious and designed to give pupils, particularly disadvantaged pupils (including pupils with SEND) the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life and to acquire the knowledge and cultural capital they (disadvantaged pupils (including pupils with SEND) need to succeed in life'.</p> <p>School Inspection Handbook https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023#evaluating-personal-development</p>	4

Total budgeted cost: £58,964

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil attendance

At Saltersgate Infant School we recognise that poor attendance is often an indication of difficulties in a child's life and their lived experience. This may be related to problems at home or in school.

Children who are absent from our school are strategically identified and monitored, and where there are patterns of lateness and/or absence, parents are made aware of this either in person or by phone, and when required during home visits. Our policy ensures that our escalated approach allows us to provide bespoke support to families who require it and signpost help accordingly to improve attendance and lateness.

Our average attendance for disadvantaged pupils last year was 90% compared to our non-disadvantaged pupils which was 95%. Attendance continues to be a key focus for 2024-25 where we will continue to embed our Attendance Policy and ensure pupils at risk of PA are supported to drive up attendance.

Reading

The overall percentage of all children passing the Year 1 Phonics Screening Check in 2024 was 73% which is slightly below national average. Whilst only 40% of our disadvantaged pupils passed the check (national average being 40%), a comparison of the GLD data for the same cohort demonstrates that the gap between PP and non-PP children has been reduced. Year 2 Phonics Screener resit data shows that our PP children outperformed our non-PP children by 17%.

Writing

Internal tracking demonstrates children have an improved confidence when writing. Stamina for writing is developing and whole school targets for early reading and oracy have ensured that this knowledge is reflected in written work.

Oracy

Although language acquisition and levels of oracy remain low, the introduction of Word Power and vocabulary rich learning environments has had a positive impact on closing the attainment gap in this area. This is demonstrated in the children's spoken language and communication and in their written work.

SEMH

There continues to be a number of pupils presenting with increased emotional needs that are impacting development and ultimately attainment. Learning walks, intervention data and pupil, staff and parental voice demonstrate that children who have accessed support 2023-2024 are settled and ready to learn. Mental health and well-being diagnostics tools show noticeable improvements in most of the children who have accessed the Hamish and Milo programme, especially in children's self-esteem, an increased awareness of their emotions and their ability to self-regulate. This is also reflected in the reduced number of behavioural CPOMS entries for disadvantaged children. A number of support staff have been trained to effectively deliver these interventions and have been successfully deployed across school.

Cultural Capital

61% of our disadvantaged children accessed an extra-curricular club last year. These included football, gymnastics, well-being club, TTRS and art club. As a school we provided the opportunity for 4 disadvantaged children to be part of the Rocksteady band where they learnt new musical skills and performed to parents and peers at the end of the term. Feedback from these opportunities demonstrates that the children enjoyed taking part in the clubs and this had an increase in their confidence. This was echoed in our parent survey.

Alongside this, 80% of our disadvantaged pupils also accessed targeted support such as school-led tutoring throughout the year.

Every disadvantaged pupil took part in every school activity and trip throughout the year, regardless of whether they had made a voluntary contribution to the cost. This included the Year Two residential. It is worth noting that subsidising of trips was more prevalent last year.

Our Enrichment Curriculum provided disadvantage children with opportunities they may not ordinarily partake in. These opportunities included becoming a chef and making a meal for a 'come dine with me' event, taking part in a colour run and a visit to Pizza Express to make their very own pizza.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds	Collins
Emotional Development	Hamish and Milo

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Funding allocated for our service pupil premium children was utilised throughout the strategies that supported quality-first teaching within the Pupil Premium strategy.