



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Salisbury Manor Primary
Number of pupils in school	320 (21/22) 340 (22/23)
Proportion (%) of pupil premium eligible pupils	25.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	Oct 2022- completed Oct 2023 Oct 2024
Statement authorised by	David Booth, Principal
Pupil premium lead	Amy Rawlinson, Vice Principal
Governor / Trustee lead	Beth Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,635
Recovery premium funding allocation this academic year	£15,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



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

£127,005



Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged children. The impact of the pandemic shows that many disadvantaged children have missed out on learning opportunities, including exposure to cultural experiences. Additionally, for some children, lack of parental support resulted in them not being able to engage fully with remote learning. The challenges facing disadvantaged pupils and their families are varied and there is no "one size fits all", however, through relationships with staff and families, we aim to know every child, as an individual and tailor the support to precisely meet their needs. Common factors affecting pupil premium pupils include: lack of support at home, poor language and communication skills, lack of confidence and limited life experiences. There may also be more complex family circumstances that prevent children from flourishing.

At the heart of our approach is

- high-quality teaching, underpinned by excellent CPD;
- targeted support based on robust diagnostic assessment of need;
- carefully considered deployment of extra staff; and
- access to a broad, balanced, sequenced and progressive curriculum

Our strategy is driven by the needs and strengths of each child, based on formal and informal assessments, not assumptions or labels. This helps us to ensure that we offer them the relevant support, skills and experience.

Our ultimate objectives are:

- to eradicate the attainment gap between disadvantaged and non-disadvantaged pupils in all subject areas (including in attainment at greater depth);
- to foster meaningful partnerships between home and school, by supporting all families to participate in areas of school life as well as providing them with strategies to meet the academic, as well as social and emotional needs, of their children;
- to facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning and accurate assessments.

We aim to do this by:

- ensuring that high quality teaching and learning opportunities meet the needs of all pupils;
- delivering an expertly planned curriculum which ensures pupils make rapid progress;



- delivering an aspirational curriculum which plans for experiential experiences to develop skills such as application, analysis and evaluation;
- providing families with the tools that they need to support their child's learning in school through providing them with key learning concepts prior to learning taking place;
- holding regular drop –in sessions for families such as coffee mornings, stay and play and well-being sessions, such as Thrive, to provide targeted support;
- improving children's well-being and developing skills such as problem solving, risk taking and improved communication through our outdoor learning provision;
- providing school clubs, trips and experiences to enhance cultural capital and widen horizons.

The key principles of the plan are to provide a holistic and well-rounded approach towards education providing an exceptional foundation for life-long learning. Our culture of 100% ensures that every child has the opportunity to grow in self-confidence, academic success and artistic endeavours. We do this by providing a rigorously planned and evaluated curriculum, opportunities for wide-ranging extracurricular participation and exceptional pastoral care.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children enter school with significantly lower starting points than their peers.
2	Many disadvantaged pupils in our Early Years start school with additional language needs.
3	Many disadvantaged pupils do not have the same rich and varied life experiences as non-disadvantaged pupils resulting in a limited knowledge and understanding of the world.
4	Social, emotional and well-being needs are sometimes not met at home and therefore, children find it a challenge to express themselves clearly and to focus in lessons.

5	Year 6 children need to be fully prepared for Year 7 and beyond, both academically and socially, in light of lost in-school attendance during the pandemic.
6	Achievement in subjects such as Art, Science, Music and Technology for disadvantaged children is lower due to limited life experiences and limited access to a range of resources.
7	Salisbury Manor is based on the Chingford Hall Estate (2019 – bottom 20% for indices of deprivation) Most commonly reported crimes in this location in Sept 2022 were: Vehicle Crime, Violence and Sexual offences, anti-social behaviour and shoplifting.

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
1. The knowledge rich curriculum is embedded. Extra-curricular activities support the educational experiences for all children, particularly those who are disadvantaged.	<ul style="list-style-type: none"> • Flexible and mixed-ability groupings and access to digital tools and resources prioritise the importance of independence and the application of knowledge and skills. Learning is made meaningful and relevant, ensuring children remember what they have learnt and are ambitious to achieve at greater depth in all subject areas. • The precisely planned curriculum ensures widening vocabulary is taught explicitly and prioritised. • A wide range of clubs expose children to experiences beyond those of their own lived experiences which enables success not only in developing skills and talents, but new found confidence in academic areas. • The school will make decisions, on a case by case basis, as to



	<p>whether to fund breakfast and after school clubs for disadvantaged pupils, in particular, those children with social workers.</p>
<p>2. An ambitious Early Years Curriculum, with a particular focus on language development has provided pupils with the best possible start to their education.</p>	<ul style="list-style-type: none">• Exciting topics sparked by pupils' interests ensure that children are highly motivated and are eager to learn and engage.• Through a focus on the characteristics of effective learning, children collaborate well, demonstrate high levels of self-control and respect for others as well as high aspirations of themselves as learners.• Lesson observations display that pupils consistently keep on trying hard, particularly if they encounter difficulties displaying high levels of resilience and tenacity.• Use of language development programme NELI to identify children's language needs early and provide them with targeted language support to ensure they have the fundamental foundations needed for good language and social and emotional development as well



	as later literacy and numeracy skills.
3. Pupil premium recipients will make accelerated progress in reading and the development of oracy skills.	<ul style="list-style-type: none">• Pupil premium recipients will develop a love of reading through access to a wide range of texts.• Our new library contains books that are linked to pupils' interests- pupil surveys of disadvantaged children highlighted the interests of the pupils and books are ordered throughout the year to match interests.• Reading ages will be assessed half-termly to ensure that in-school and home reading provision meet the needs of each individual pupil• Adults will hear children read regularly.• Reading Eggs is a program that allows pupils to read at home with parents. Logs will show adults reading at home with pupils-reading outcomes will improve• Children will have grown in self-confidence, self-expression and self-esteem through being provided with a wide range of opportunities (debates, performances, presentations and role play) to practise oracy, expand their vocabulary and enhance their interpersonal skills.
4. Pupil premium recipients will make accelerated progress in Mathematics and the development of numeracy skills	<ul style="list-style-type: none">• PUMA Assessments in Mathematics will take place on a half-termly basis to ensure that any gaps are addressed and interventions can be carefully tailored to meet the needs of the pupils• Confidence in the subject will improve as pupils will be provided with opportunities to practise and enhance their



	<p>skills in mathematics- e.g. during Maths week; times tables competitions</p> <ul style="list-style-type: none"> The school has provided two Maths No Problem books for pupil-premium recipients for them to continue their studies at home. For children working below their expected year group, they received additional workbooks to support home learning.
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced
<p>6. Disadvantaged children are prepared for the next stage of their education and have high aspirations for their future</p> <p>7. Year 6 children are fully prepared for the next stage of their education.</p>	<ul style="list-style-type: none"> Children are confidently prepared with the knowledge and skills needed to transition to Year 7 Strong Professional dialogue will be kept open between all of the vulnerable group champions to aid transition. Pupil surveys
8. Disadvantaged pupils are aware of risks in local area and know how to keep themselves safe.	<ul style="list-style-type: none"> Workshops will be organised throughout the year, focusing on areas of concern that have been reported and raised in local area. School staff will lead workshops for parents highlighting how children can be kept safe outside of school.



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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and Mentoring of ECTs and ECT +1s to support them in the delivery of high quality provision for all pupils. Total £12,000	The EEF (Education Endowment Foundation) advocates the use of instructional coaching using expert teachers to deliver one-to-one, recurring, sustained, classroom-practice focused sessions, which use observation and feedback cycles and encourage teachers to engage in the deliberate practice of specific skills. Our ECT and ECT+1 lead will deliver weekly team-teaching sessions to model excellent practice. ECTs will receive ongoing support and feedback for planning and delivery of lessons	1, 3, 4, 5
EYFS lead will implement an ambitious Early Years Curriculum tailored to the needs of the pupils. Total £0	Professionals will deliver a precisely planned curriculum, with teaching and learning opportunities matched to individual needs. One to one and small group interventions will be delivered daily. Links will be made with other EYFS units in our local United Learning cluster for peer to peer support, moderation and training opportunities. EYFS lead will require cover for leadership time.	1, 2, 3, 4, 5, 6



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

Budgeted cost: £39,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions taking place for any child at risk of not achieving ambitious attainment targets.</p> <p>Total £34,325</p>	<p>The following in school tried and tested measures will be used to close attainment gaps:</p> <ul style="list-style-type: none"> • After-school tuition for children in Year 6. • Reading recovery • HLTA deployed across school delivering interventions • Pre-teaching from TA in small groups for any children not engaging in prep for learning due to family circumstances. 	1, 2, 3, 4, 6
<p>NELI- early language development intervention</p> <p>Total: £0</p>	<p>RCSLT report that poor communication skills are closely linked with social disadvantage. Research shows children living in poverty in the UK suffer disproportionately from language delay. Poverty can strongly reduce parents' ability to respond to their child's early language needs and offer a home learning environment that enhances language skills in the early years. As a group, children from disadvantaged backgrounds more commonly have reduced developmental opportunities that can limit their learning of language.</p>	1, 2
<p>Specialist music teacher to work with</p>	<p>Ofsted- broad balanced curriculum initiatives- cultural capital</p>	3, 4, 6, 7



<p>a group of pupil premium recipients in years 3 and 4, to teach them how to read music, play the violin and the recorder.</p> <p>Specialist music teacher to work with choir, that consists of all pupils from disadvantaged backgrounds, to prepare for Young Voices concert.</p> <p>Total: £120 per day- £4680 per school year</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Brilliant Club to work with our less advantaged pupils to share their subject knowledge and passion for learning</p> <p>Total: £2500</p>	<p>The Brilliant Club works with school and universities across the UK to support students, who are less advantaged, to access the most competitive universities.</p>	1, 3, 5, 6
<p>Contribution to salary of Pastoral support team: 5 members of staff to support the emotional needs of</p>	<p>BERA suggests that pastoral teams in school:</p> <ul style="list-style-type: none"> enhance learners' experiences 	3, 4, 5, 7



<p>disadvantaged pupils across the school throughout the day.</p> <p>Total: £33000</p>	<ul style="list-style-type: none"> • support teaching and learning • prepare learners for their next steps • ensure that learners benefit from onsite counselling services • teach learners to show respect for others 	
<p>Workshops-delivered by external companies- to address key areas of concern that focus on the needs of the community</p> <p>£3000</p>	<p>Addressing workshops that target particular areas of concern that are related to the local community will ensure pupils have the awareness and strategies to handle and manage situations that may arise in local area. This will help children understand how to be safe outside of school.</p>	8
<p>Thrive lessons to take place weekly in each class across the school. Thrive interventions for targeted pupils to improve well-being and SEMH. Whole school Thrive assemblies to take place across the whole school.</p> <p>Member of staff's full-time role to deliver sessions.</p> <p>Total £28,000</p>	<p>Addressing SEMH needs helps improve pupils' learning, achievement and academic attainment</p>	4
<p>Place 2 Be- charity to work with Salisbury Manor to improve</p>	<p>Addressing SEMH needs helps improve pupils' learning,</p>	4



<p>the emotional well-being of the children, their families and the whole school community through 1-1 counselling</p> <p>Total £4,000</p>	<p>achievement and academic attainment</p> <p>Parental engagement in their child's learning improves outcomes for pupils</p>	
<p>Assigned members of safeguarding team to work with vulnerable families and improve parental engagement (stay and play groups for children pre- Nursery/Reception, coffee mornings, information sessions on how to help at home, well-being mornings).</p> <p>Support includes bespoke intervention programmes for any family needing to improve levels of attendance and engagement.</p> <p>Provide all parents with curriculum plan documents with links to videos and links to help support child with Homework and learning in school</p> <p>Total £9,000</p>	<p>The EEF define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. <p>We will support families as outlined above.</p>	<p>4, 8</p>
<p>Continually revitalise environments to create inspiring learning</p>	<p>Classroom environments, through adaptations to seating arrangements, groupings, access to digital resources and inspiring displays,</p>	<p>1, 2</p>



spaces that demonstrates high aspiration, innovation and facilitates learning. Total £3,000	foster a sense of belonging and provide children with opportunities to learn in a nurturing, child centred environment.	
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Total budgeted cost: £127,005

Total spent: £133, 505



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.

Due to COVID-19, performance measures have not been published for 2020–21 and 2021-22 results will not be used to hold schools to account.

Key areas of impact:

- CPD linked to whole school priorities has ensured consistent whole school approaches in teaching and learning.
- PUMA/PIRA tests used diagnostically to identify gaps in pupils prior learning and all teachers are tracking pupil progress. East London cluster moderation set up and delivered 3 times – Teachers are more accurate and robust in their judgements of pupil attainment.
- Improved outcomes in R, W & M at both KS1 & 2 for disadvantaged pupils & narrowing of gaps between disadvantaged and all pupils, though writing remains an area of focus.
- Attendance improved slightly (though impacted by Covid) and more in line with national expectation 93.9%. Remains a focus in 2022-2023. Improved attendance of targeted individuals though PA of disadvantaged pupils remains a focus. **Attendance for Pupil Premium Recipients has improved since last academic year (92.73%) and now is 94.73% (14/11/22)**
- Team Teach training for all staff has led to improved confidence and success at dealing with challenging behaviour.

Planned trips are mapped out at the beginning of the year to ensure that disadvantaged pupils are exposed to varied life experiences. They are booked in advance so that transport is available.

- SEND toolkit training – specific to school needs has improved schools offer. This has been further improved to include the use of BSquared. Introduction of provision Mapping has enabled staff to more purposefully track intentions and ensure that pupils needs are analysed and regularly evaluated.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
TT Rockstars/Numbots	Maths Circle
Reading Eggs	3P Learning
BSquared	BSquared
EduKey	EduKey Education
Purple Mash	2Simple
PUMA PIRA	Rising Stars
Speech and language therapist	Learning Talking LTD
Positive handling training	Waltham Forest
Music specialist teacher	Waltham Forest
THRIVE	THRIVE

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A