

## 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	Saltash Community School
Number of pupils in school	1250
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/21 – 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kate Littleddyke
Pupil premium lead	Linda Griffin
Governor / Trustee lead	Julie Curtis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 292 500
Recovery premium funding allocation this academic year	£ 40 447
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 34 528
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 367 475

# 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 Littleddyke, 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"> <li>○ The percentage of disadvantaged pupils achieving their target band at the end of each academic year matches that of the other students</li> <li>○ The Progress 8 gap will move closer to 0 each academic year with the intention of reaching 0 in 2024 (20/21= 0.57, 21/22 = 0.38, 22/23 = 0.19, 23/24 = 0)</li> </ul>
Disadvantaged pupils value learning and take responsibility for their learning	<ul style="list-style-type: none"> <li>○ The number of disadvantaged pupils accessing RESET for poor behaviour will be in line, if not better, than the number of other pupils</li> <li>○ The number of disadvantaged pupils receiving an FTE will be in line, if not better, than the number of other pupils</li> </ul>
Disadvantaged pupils attend school regularly	<ul style="list-style-type: none"> <li>○ Overall school attendance is in line with or better than national average for other students</li> <li>○ Rates of persistent absence in line with national average for other students</li> </ul>
Gaps in learning have been identified and our recovery curriculum assists the filling of these gaps	<ul style="list-style-type: none"> <li>○ The percentage of disadvantaged pupils achieving their target band at the end of each academic year matches that of the other students</li> <li>○ The Progress 8 gap will move closer to 0 each academic year with the intention of reaching 0 in 2024 (0.57, 0.38, 0.19, 0)</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: £ 72 642

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secondment of a School Improvement Lead (Quality of Education) to work alongside Assistant Head (Teaching and Learning)	DfE suggest that the impact of leadership is second only to the impact of classroom teachers on pupil outcomes	1
Introduction of 6 Teaching Principles which underpin the CPD calendar for the year	<p><a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></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>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.</p>	1
Employment of a Literacy LSA	<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> <p>The EEF Toolkit suggests that, on average, one to one tuition is very effective at improving pupil outcomes.(+5 months)</p>	2
Leadership training on improving outcomes	<p><a href="#">Prof. Becky Allen ResearchEd talk on Pupil Premium</a></p> <p>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, the most vulnerable are disproportionately affected' Marc Rowland</p>	1

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

Budgeted cost: £ 84 587

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><a href="https://educationdevelopmenttrust.org.uk/digital-inequality">The Education Development Trust - digital inequality</a> highlighted the digital inequality during lockdown</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>The EEF Toolkit suggests an average of 2 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 (Build Up)</p> <p>Access to courses through alternative providers</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>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</a></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: £ 210 246

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Head: Behaviour and Attitudes to lead whole school 'Building Back Better' strategy	<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> 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	<a href="#">NFER: Being Present: the Power of Attendance</a> 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.	5
Attendance Officer	<a href="#">NFER: Being Present: the Power of Attendance</a> 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.	5
TEAM Restart Lead	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> The EEF Toolkit suggests an average of 4 months additional progress for pupils who participate in Social and Emotional Learning (TEAM reset)	1, 3
Onsite Wellbeing and Counselling support (4 days counsellor, 1 day wellbeing practitioner,	Public Health England <a href="#">The link between pupil health and wellbeing and attainment</a> and the DfE investment in Mental Health Leads promotes the link between Mental health and outcomes.	4

0.5 day play therapy)		
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: £ 367 475**

## 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 2020 to 2021 academic year.

In the academic year (2020/21) we aimed to improve the progress of Pupil Premium students, to eliminate low level disruption and to improve attendance.

Outcomes, based on Centre Assessed Grades in the summer of 2021, gave a Progress 8 score of -0.73 compared to our validated data of Summer 2019, where our Progress 8 score was -0.64.

When reflecting upon the results, we acknowledge the ongoing disruption and effects of the Covid-19 pandemic, which disrupted all subject areas and enrichment provision. National evidence suggests 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 highlight 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.

Internal data would suggest that we did not 'eliminate low level disruption' in the Autumn Term. Lockdown in the Spring Term made this irrelevant. The return to school in the summer term saw the introduction of the new expectations and routines with reset figures showing that there are still too many PP students receiving reset (42% of all resets). The introduction 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 will enable a more forensic approach to why the behaviours are happening.

It is difficult to assess attendance figures during the academic year 2020/21 due to the pandemic and school closures. Attendance was monitored and interventions put in place where necessary. It is acknowledged, however, that this is still an area of concern.

# Externally provided programmes

Programme	Provider