

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-2026 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	Salterforth Primary School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 to 2027-28
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs V Havers-Strong (Headteacher)
Pupil premium lead	Mrs V Havers-Strong
Governor / Trustee lead	Mrs Linda Dowbiggin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28385
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28385

Part A: Pupil premium strategy plan

Statement of intent

At Salterforth Primary School, we recognise that our disadvantaged pupils may have a range of needs and barriers to their learning. Through our personalised approach, we aim to remove these barriers to ensure equality of access to all learning. This includes access to a relevant and progressive curriculum so that they achieve their potential.

Our pupil premium strategy aims to meet these objectives

- Ensuring high-quality teaching is accessible to all students, with a focus on adapted learning and personalised support.
- Providing targeted interventions that address gaps in learning, ensuring disadvantaged students receive timely academic support.
- Offering holistic support to improve students' well-being, attendance, and engagement with school life.
- Fostering positive relationships between students, parents, and staff to create a collaborative approach to learning.
- Evaluating the effectiveness of our interventions and ensuring that resources are used efficiently to maximize impact.
- Providing targeted academic support that is grounded in evidence and tailored to individual need so that every child can achieve their academic potential from their starting points
- Ensuring every child has access to an engaging, balanced and well-structured curriculum that meets their needs, allowing them to retain knowledge and develop skills.

Through this strategy, we aim to create an inclusive school community where disadvantaged students are supported to overcome obstacles, enabling them to achieve success both in their academic journey and in life beyond school.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in writing is below that of their peers and previous national comparators.
2	Attainment in maths is below that of their peers and previous national comparators
3	Self-esteem and emotional regulation are providing barriers to learning
4	Children have more limited exposure to wider learning experiences
5	A rise in the number of children and families needing support for mental health, emotional wellbeing and pastoral support.
6	Behavioural concerns are proving to be barriers to learning in some cases

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
A higher proportion of disadvantaged pupils are working at age related expectations in Writing.	At the end of each Key Stage, data shows that disadvantaged pupils make good progress from their start points in Writing. PIVATs to be used when children are being ARE to sow progress
A higher proportion of disadvantaged pupils are working at age related expectations in Maths.	At the end of each Key Stage, data shows that disadvantaged pupils make good progress from their start points in Maths. PIVATs to be used when children are being ARE to sow progress
Children gain greater self-esteem and self confidence	Pupil conversations and wellbeing stars show greater self-esteem. Children with PSED Pivats show accelerated progress
Children regulate their emotions well and have a range of regulation strategies to help.	Pupil conversations and wellbeing stars show improved relationships as children have better ability to cope with their emotions. Anecdotal evidence from parents and staff suggest improved emotional regulation

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous development of teaching approaches though high quality CPD	The EEF Guide to the Pupil Premium: - Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.	1,2,
Ongoing in house writing moderation training and maths mastery training	The EEF Guide to the Pupil Premium: - Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.	1,2,

Continuous professional development for staff on emotional regulation, supporting dysregulated children and providing pastoral support. Inclusion hub training, ongoing Emotion works training, child therapy service etc	The EEF teaching and learning toolkit suggest that effective SEL (Social and emotional literacy) can lead to learning gains of +4 months over the course of a year	3, 5, 6
Targets staff CPD on adaptive teaching, trauma informed practice and emotional barriers to learning	Attachment and Trauma Informed School accredited training through hub	3,5

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

Budgeted cost: £12895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and implement targeted intervention to raise attainment in Reading, Writing and Maths.	Small Group Tuition: - EEF evidences that this approach has an average impact of 4 months additional progress over a year. TA Interventions: - EEF evidences that this approach has an average impact of 4 months additional progress over a year dependent on how they are deployed.	1,2,
Plan and implement targeted intervention to raise attainment in reading, writing and maths in home learning activities	Small Group Tuition: - EEF evidences that this approach has an average impact of 4 months additional progress over a year. TA Interventions: - EEF evidences that this approach has an average impact of 4 months additional progress over a year dependent on how they are deployed.	1,2,
Plan and implement pre learning opportunities and over learning for key facts	TA Interventions: - EEF evidences that this approach has an average impact of 4 months additional progress over a year dependent on how they are deployed.	1, 2
Complete SDQ for children struggling with dysregulation and PIVAT assessments for PSED for reception children. Use of Talk boost in EYFS and KS1	TA Interventions: - EEF evidences that this approach has an average impact of 4 months additional progress over a year dependent on how they are deployed.	1,2,3,5
Provide targeted intervention for identified children academically	TA Interventions: - EEF evidences that this approach has an average impact of 4	1,2

through Nesy supported learning and Phonics /reading intervention and precision teaching – cost of services and staff hours	months additional progress over a year dependent on how they are deployed.	
Resources to provide targeted academic intervention – ipads for use by PPG children in school (£2500)		1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9490

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils have access to educational trips, visits and visitors through an enrichment and equal access fund	EEF – There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes – children with a positive attitude to learning and increased self-confidence have improved attendance. Class Trips – Educational school trips benefit primary school pupils in many ways, and can be inspiring, positive experiences that not only enhance learning and understanding, but also pupils' social and personal development. Enrichment supports motivation and wider learning. The EEF research suggests that Arts participation can increase progress by 3+months and outdoor learning by 4+ months	4
All pupils have access to wellbeing and nurture support in whole class or small groups	EEF – There is evidence that the potential impact of metacognitions and self-regulation approaches is high (+7 months additional progress)	3
Pupils have access to one to one social and emotional learning	EEF – The average impact of successful SEL interventions is an additional four months' progress over the course of a year.	3
All pupils have access to at least one after school club of their	Extra-curricular activities are shown to benefit pupils in many ways. They not only build self-esteem and confidence but also enhance learning and understanding. They have a positive impact on pupil's social and personal development	3

choice each week to support confidence and self esteem		
Learning environments to be informational and language rich with key areas focussing on SEMH	EEF_Metacognition_and_self-regulated_learning.pdf (educationendowmentfoundation.org.uk) EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf (educationendowmentfoundation.org.uk) EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	1,2,3,5
Attendance, punctuality and parental engagement initiatives	EEF research shows that parental engagement initiatives can increase progress (+4 months) There is strong evidence that school-home collaboration improves learning outcomes	1,2,3,5
Outdoor learning activities through extra curricular clubs targeted at individual children	EEF research suggests that outdoor learning can increase progress and engagement by 4+months	3,4,5,
Behaviour support 1:1 and small group intervention to support behaviour development (Lego therapy, 1:1 behaviour support work, 1:1 or 1:2 supervision for behaviour support	EEF Behaviour Interventions (+4 months) EEF average impact: +4 months progress on attainment. Summary: Behaviour interventions focus on improving a pupil's self-regulation, relationships, and school engagement. This includes nurture groups, ELSA-style support, and structured behaviour mentoring. EEF notes that: The most effective programmes combine universal (whole-school) approaches with targeted small-group or one-to-one support for those who need it most. Approaches are most successful when they address the underlying causes of behaviour (e.g., social, emotional, or family factors) rather than just sanctions and rewards. Staff training in consistent behaviour expectations and emotional literacy enhances effectiveness.	3,5,6

Total budgeted cost: £28,385

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.

KS2 statutory data:

EYFS headline DATA 2024-2025

9/14 children at GLD – 64%.

Of the children not at GLD 3 are SEND and the remaining 2 have missed it in one area only. This will be used to ensure gaps are plugged in September in Year 1

Phonics headline DATA 2024-2025

Year 1: . 87% Are 93% ARE of home grown children

13/15 children achieved ARE Average score of 36. 2 children did not achieve: one is AN the other only joined us after half term

Year 2 RESIT: 5/6 children achieve ARE. 1 was disapplied.

UKS2 Teacher assessment headline data

	Reading	Writing	Maths
ARE and Above	84	92	77
GDS	23 (3)	30 (4)	23 (3)
Working towards	15 (2)	8 (1)	23 (3)
Notes	Both SEND	SEND	All 3 are SEND or AN

UKS2 SATs results

	Reading ARE	Reading GDS	Reading average scale score	Writing ARE	Writing GDS	Maths ARE	Maths GDS	Maths average scaled score	GPS ARE	GPS GDS	GPS average scaled score	RWM combined ARE	RWM combined GDS
National	75	33	106	72	12	74	26	105	73	29	105	62	8
School	77	23	104	92	30	77	31	104	85	46	107	62	15
School (home grown)	83	25	105	100	33	83	33	106	92	50	109	67	17

N°s	Pupil Premium			N°s	Non Pupil Premium		
	R	W	M		R	W	M
1	100	100	100	14	92.86 (13)	85.71 (12)	85.71 (12)
2	0	0	0	13	69.23 (9) 7.69	61.54 (8)	76.92 (10) 15.38
4	100	100	100 25	11	45.45 (5)	45.54 9(5)	54.55 (6) 9.09
2	100	0	100	12	83.33 (10) 25.00	8.33 (1)	75 (9) 33.33
5	100 (5) 40	40 (2)	60 (3) 20	11	81.82 (9) 27.27	9.09 (1)	72.73 (8) 27.27
1	100 (1)	100 (1)	100 (1)	10	90 (9)	70 (7)	80 (8)

The schools PP strategy for academic year 2024-2025 showed good impact with the focused support of PP children. The support we put in place had a positive impact on SEMH development as well as academic progress and cultural capital. Internal data shows that children receiving PPG were in the most part outperforming their non PPG counterparts.

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
Emotion Works	Emotion Works
Nessy learning	Nessy
Sand based therapy intervention	Child Therapy services
Sensory circuits training	
Interoception in the classroom	
Lego feelings	