

St Saviour's CE Primary School 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	St Saviour's CE Primary
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	12.6% (census data; not current)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lindsey Woodford, Headteacher
Pupil premium lead	Lindsey Woodford and Libby Granite
Governor / Trustee lead	Claire Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,280
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£36,050

Part A: Pupil premium strategy plan

Statement of intent

We are committed to the provision of a healthy, safe, motivational and Christian learning environment where each person achieves, feels valued and secure and is able to reach their full potential through the promotion of high expectations and standards.

All of our children are given the freedom and responsibility to take control and become independent learners.

We want our pupils to leave St Saviour's with the academic, personal and social foundations that they need for their future education and adult lives, irrespective of their backgrounds or other challenges that they face.

We do this primarily through high quality teaching. Our curriculum has been designed to enthuse, challenge and inspire all of our pupils, including pupils with SEND and DA pupils. As well as meeting the requirements of the National Curriculum, we have planned an inclusive curriculum which is coherent, meets the needs of our learners and ensures that pupils remember what they have been taught.

We monitor our DA pupils closely to ensure that they are given bespoke opportunities to enable them to reach their full potential. The support offered will be regularly reviewed to ensure its continued impact, and to enable us to take full advantage of support and enrichment available.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged children have greater difficulties with phonics than their peers.
2	Our observations and discussions with parents and pupils have shown us that pupils' mental health and wellbeing needs are greater than in previous years.
3	Assessments have shown that a number of disadvantaged pupils have gaps in their mathematical knowledge.
4	Some pupils have limited access to enrichment activities outside of school.

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
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Improved reading outcomes for disadvantaged pupils by the end of KS2.	Disadvantaged pupils will achieve in line with their peers in reading at the end of KS2.
Mental health and wellbeing of all pupils has improved	Sustained improvements in pupil mental health and wellbeing are evident through pupil surveys and parental feedback.
Improved outcomes in Maths for disadvantaged pupils by the end of KS2.	KS2 outcomes in 2024-25 show that disadvantaged pupils are achieving in line with their peers.
Disadvantaged pupils have the same access to enrichment activities as their peers.	Disadvantaged pupils are participating in clubs and other enrichment activities, both in and out 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: £10,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (especially pupils in Year 1).	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher and TA release time to embed key elements of guidance in school and to access Maths Hub CPD (including Mastering Number training and specific TA training courses).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Work with MIND.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	2
CPD for all staff in effective provision for Looked After Children	Looked After Children (either currently or previously) are at higher risk of falling behind academically due to their often difficult start in life and possible ongoing difficulties.	All

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher and TA support in Reception to Year 6 to give capacity to class teachers to provide small group focused teaching	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment: Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 3

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all pupils have equal access to enrichment activities. Subsidise trips, workshops, breakfast and after school clubs and specialist teaching.	We believe that all children should have access to enrichment activities and be able to explore opportunities to develop in the wider curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)	4
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £36,050

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.

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

Teacher assessment of Disadvantaged pupil performance for last academic year (2020-2021)

Reception	0 GLD (4 DA children; 1 with EHCP)
Meeting expected standard at KS1 (RWM)	100% (2 children)
Meeting expected standards at KS2 (RWM)	50% (1 out of 2 children)

Strategy aims for disadvantaged pupils

Measure	Outcome
The gap between DA pupils' reading attainment and that of non-DA pupils has reduced	<ul style="list-style-type: none">• All pupils are developing a love of reading• Pupils experience success in reading. The gap between pupils' reading attainment has reduced in some classes – some DA pupils also have SEND which have impacted on their progress• Negative impact of COVID has been identified and addressed
The gap between DA pupils' maths attainment and that of non-DA pupils has reduced	<ul style="list-style-type: none">• Any gaps in mathematical and calculation knowledge as a result of COVID school closures have been identified and addressed• Pupils experience success in maths. The gap between DA and non-DA pupils has reduced (and closed) in some classes, depending on the additional needs of the pupils