

# St Saviour's CE Primary School Pupil premium strategy statement (updated for 2023-2024)

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	20.7% (census data; not current)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-22 to 2024-25
Date this statement was published	December 2021 (reviewed Dec 2023)
Date on which it will be reviewed	July 2024
Statement authorised by	Libby Granite Headteacher
Pupil premium lead	Libby Granite
Governor / Trustee lead	Angie Garvich

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,290
Recovery premium funding allocation this academic year	£1015
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£56,305</b>

## 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 enrichments 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: £26,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (especially pupils in Year 1). This will include the cost of books, subscription and training for all staff.	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: <a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	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: <a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a> <a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">KS2 KS3 Maths Guidance 2017.pdf</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	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.  ELSA training and programme	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): <a href="#">EEF Social and Emotional Learning.pdf</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	2

CPD for all staff in effective provision for Looked After Children and Adopted Children (including membership of adoptionuk.org)	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
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

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: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 3

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

Budgeted cost: £15,000

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. <a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	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: £56, 305**

## 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 2022 to 2023 academic year.

#### EYFS

40.0% of our school's Disadvantaged cohort achieved a good level of development, 2 pupils out of 5. This is 8.1% lower than the national cohort at 67.2%.

#### Phonics

100% of our school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 5 pupils out of 5.

50% of our school's Year 2 Disadvantaged cohort who re-sat the PSC achieved the expected standard, 1 pupil out of 2.

#### KS1

**Reading:** 67% of our school's Disadvantaged cohort achieved the expected standard in Reading, 4 pupils out of 6.

This is broadly in line with the national Non-Disadvantaged cohort at 68%.

**Writing:** 33% of our school's Disadvantaged cohort achieved the expected standard in Writing, 2 pupils out of 6.

This is lower than the national Non-Disadvantaged cohort at 60%.

**Maths:** 17% of our school's Disadvantaged cohort achieved the expected standard in Maths, 1 pupil out of 6.

**RWM combined:** 17% of our school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 1 pupil out of 6.

#### KS2

**Reading:** 100% of our school's Disadvantaged cohort achieved the expected standard in Reading, 4 pupils out of 4.

Our Disadvantaged cohort's Reading Expected Standard has increased from 66.7% in 2021/22.

**Writing:** 100% of our school's Disadvantaged cohort achieved the expected standard in Writing, 4 pupils out of 4.

**Maths:** 100% of our school's Disadvantaged cohort achieved the expected standard in Maths, 4 pupils out of 4.

**RWM combined:** 100% of our school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 4 pupils out of 4.

### Strategy aims for disadvantaged pupils

Measure	Outcome
The gap between DA pupils' <b>reading attainment</b> and that of non-DA pupils has reduced	<ul style="list-style-type: none"> <li>• All pupils are developing a love of reading</li> <li>• 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</li> <li>• Negative impact of COVID has been identified and addressed</li> </ul>
The gap between DA pupils' <b>maths attainment</b> and that of non-DA pupils has reduced	<ul style="list-style-type: none"> <li>• Any gaps in mathematical and calculation knowledge as a result of COVID school closures have been identified and addressed</li> <li>• 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</li> </ul>
The gap between DA pupils' <b>writing attainment</b> and that of non-DA pupils has reduced	<ul style="list-style-type: none"> <li>• Gaps in pupils' writing knowledge have been identified and addressed</li> <li>• Pupils have opportunities for meaningful writing experiences</li> <li>• Pupils take pride in their writing</li> <li>• The gap between DA and non-DA pupils has reduced (and may have closed in some cases, depending on the needs of the pupils).</li> </ul>