

St Saviour's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Saviours C of E Primary
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	34
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024 - 2025
Date this statement was published	October 23
Date on which it will be reviewed	October 24
Statement authorised by	Head teacher & Governing Body
Pupil premium lead	Fanoula Smith
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104760.00
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£104760.00

Part A: Pupil premium strategy plan

Statement of intent

We are passionate about enabling our children to succeed because it matters to their overall life chances. We know that the more we do, the great their lives will be beyond school, whether staying in education, having better professional and learning outcomes or living longer. What we can do matters so that all children can thrive, let their light shine and live life to the fullest.

Currently we are using the EEF and what we know works for our children to ensure we make the maximum impact possible for our children.

We will be using the EEF implementation evidence as guidance for our strategy along with how this translates for our school, our leadership at all levels and our families.

High-quality teaching is proven to have the greatest impact on closing the attainment gap and is at the heart of our approach. Non-disadvantaged pupils will also benefit from this approach.

Objectives:

- Narrow the attainment gaps between disadvantaged children and their no disadvantaged peers.
- Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and develop their resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

To ensure our strategy is effective, responding to common challenges and individual needs, we will:

- Ensure robust diagnostic assessment informs our approaches and activities
- Act early to intervene at the point need is identified, including through targeted intervention and support, to quickly address identified gaps in learning
- Ensure funding enables all children to access enrichment opportunities
- Provide social and emotional support to enable pupils to access learning within and beyond the curriculum
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations for what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	The children's language is not as developed as it could be so more are developmentally not where they need to be linguistically which impacts on the rest of their learning and emotional communication.
2	Children in years 2,3 and 4 have been disrupted significantly by the lack of school in terms of their cognitive development and especially evidenced by their comprehension strategies, understanding and ability to develop inference.
3	The curriculum needs amending in order to make the most of it as a vehicle for change. Teaching during the pandemic has been via zoom so teachers had to develop a more presentational style for an audience, be it interactive rather than all the things that make teaching amazing at quality first experience.
4	Children's emotional and social development has been paused by the isolation, making relationships with self and others, the development of emotional and social maturity is important for all and especially the vulnerable and disadvantaged including SEND
5	Pupils who have been doubly disadvantaged are enabled to bounce back through targets setting, pre teaching, consolidation and post teaching

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
To develop the language and oracy skills needed for communication across the curriculum	Children become confident communicators over time, with increased language, vocabulary, literacy skills across the curriculum.
To ensure successful phonics and reading comprehension strategies	Children become confident in using phonics in reading in KS1 and develop greater reading strategies in KS2. This is evidenced in phonic results increasing year upon year (in relation to cohort factors) and KS2 reading ongoing outcomes and sophistication of book choices.
To enable the curriculum and teaching to have the greatest impact on the most vulnerable	The curriculum is reorganised so that opportunities to revisit across areas are maximised in linked learning. Eg: Maths, Science, Computing or RE, PHSE, P4C, or English, Humanities.

	Teacher training with leading experts such as Shirley Clarke to remind us all of what is most efficacious
To enhance emotional and social intelligence	Children feel happier and less stressed, there is less incidence of poor mental health, and rather they have the tools to support them to have positive mental health. The curriculum provision allows for greater development of EQ & SQ through mental health journals and specific training so that all souls thrive.
Enable pupils to bounce back academically	Provision of after school targeted groups weekly that pre- teach some concepts along with consolidating others.

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: £ 28,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adam RE today training	High quality open minded and high quality teaching of RE teaching can support children in expressing their creative and expressive talents. EEF Collaborative learning (+5)	3,4
Cornerstones training for curriculum competencies	Curriculums that are ambitious and designed carefully gives all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life'. EEF Aspirations (Unclear- low cost)	3
Jigsaw training for PHSE success	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. EEF SEL (+4)	3,4
Ann Smallberger training, phonics, reading	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or	1,2

	<p>understanding particular vocabulary, which may be subject-specific.</p> <p>EEF Reading Comprehension (+6)</p>	
Oracy training & CPD	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>EEF Oral Language Interventions (+6)</p>	1,2
Speech and language therapist to undertake individual assessment of children, plan and implement programmes and professional development for staff to enable them to develop planning which supports	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress</p>	1,2,3
<p>Mind-Set</p> <p>Open Minds, Mental Health Project</p> <p>Connections in Mind</p> <p>Play Therapy</p> <p>ELSA training</p>	<p>Social and emotional learning approaches have a positive impact.</p> <p>Targeted groups as well as whole class learning</p> <p>Staff training to delivery targeted interventions</p> <p>1:1 therapy</p>	1,2,3,4
Continue to embed best practise developed in the teaching of maths through support from external LA lead.	<p><i>EEF Mastery learning</i> - pupils are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group intervention</p> <p><i>Why move away from worksheets?</i> (Mary Myatt, <i>The Curriculum</i>)</p> <p><i>Principals of instruction</i> (Oliver Caviglioli)</p>	1,3

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

Budgeted cost: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bounce back boosters after school	Target setting and assessment identifies the needs of each pupil. Small booster sessions in place to close the gaps	1,2,5
Timetabled support in class with leaders	Rigorous organisation of timetables ensure that children have quality teaching with adults as well as specialist coaches to support health and well-being.	5
Timetabled support with teaching assistants	Teaching assistants can provide a large positive impact on learner outcomes; however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. EEF Teaching Assistant Interventions (+4)	5
Speech Bubbles with the Half Moon	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that, the value of arts participation should be considered beyond maths or English outcomes. EEF Art Participation (+3)	1
Clifford Chance Volunteers for writing Years 6&5	By aspirations, we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils	1,2,5

	often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.	
Implement the NELi programme to improve language skills for disadvantaged pupils who have relatively	The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. Robust evaluations found NELi children made on average 3 months of additional progress in language.	1,2,4

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

Budgeted cost: £ 47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2Be trauma training	Target setting and assessment identifies the needs of each pupil. Small booster sessions in place to close the gaps	
Trauma informed schools training	Rigorous organisation of timetables ensure that children have quality teaching with adults as well as specialist coaches to support health and well-being.	
Mental Health First Aiders training & support offered	Teaching assistants can provide a large positive impact on learner outcomes; however, how they are deployed is key.	
Wellbeing space (the Green Room)	The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	
Anti-bullying ambassador training	Through the Diana Award training for year 5& 6 pupils to be provided and staff leads.	
Restorative justice training for children	EEF Teaching Assistant Interventions (+4)	
	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	

Total budgeted cost: £104,760.00

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 previous 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.

All Pupil Premium children provided with small group intervention (1:3) delivered by experienced teachers remotely for 10, 1 hour sessions. The provider was a part of a government scheme.

All Pupil Premium children provided with access to WIFI, technology and food vouchers during national lockdown.

All Pupil Premium children were prioritised for charity donations including food boxes. Family Liaison Officer (with support from SENCO) in regular contact with PP families.

SLT providing small group intervention to support catch up and challenge. Booster clubs provided for PP children after school in every year group.

Pre-teaching by Teachers to support PP children in catching up with the curriculum.

SLT and ML working together to carefully map out progression grids to ensure careful planning and help narrow the gaps of the double disadvantaged children.

Trained ELSA and range of therapies have had a positive impact on the disadvantaged children involved in these interventions.

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
Place2Be trauma training	Place2Be
Mental Health First Aiders training & support offered	MHFA England

