

St Saviour's Pupil Premium Strategy

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	35.5% (72 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 Of a 24/27 plan
Date this statement was published	19/11/2024
Date on which it will be reviewed	31/10/2025
Statement authorised by	Executive Headteacher Fanoula Smith
Pupil premium lead	Head of School Tomas Hall
Governor	Mr Chris Coyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£116,840

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Part A: Statement of intent

Our aim is to enable our children to have a future that is not hampered by the challenges faced by their family in the present or intergenerationally. We would like our children to have the confidence, knowledge and skills to succeed academically. Beyond academic success, we want to support our children to develop the flexibility and resilience needed to adapt in an ever-changing world, secure in the knowledge that we believe in them as a foundation for believing in themselves.

We believe the barriers from poverty range from a lack of food and fuel, to linguistic, emotional, and developmental challenges. We acknowledge that the pandemic loss of learning has also resulted in developmental missteps and delays from self-care to communication to increased neurodiversity.

We invest in professional development that enables high quality first teaching, in a language rich environment and curriculum. We run a comprehensive CPD programme so that all teachers and leaders can continually improve. We have high level of training so that all the adults running our interventions are invested in and supported to grow. This includes people being able to provide for the emotional and developmental world of a child including their executive functions.

Additionally, we ensure the curriculum is the best we can offer within and beyond the school, from creative approaches in art, to philosophy for children, trips, and experiences that widen our world. When addressing a poverty of the imagination, we innovate, recognising that nothing is ever good enough for our children.

Our assessment is widened to include the emotional world of a child using their executive function, adverse childhood experiences so that we ensure that children and families are seen, known and belong. As part of this we consider intersectionality with other factors where the barriers may become tougher to overcome.

Our extended school family from our Family Liaison Officer, to our Attendance and Welfare Adviser, Speech & Language Therapist to Specialist teacher expertise in our SENDco within our Federation we build strength within and shared between to serve our children.

From booster lessons, to personal tutoring, from working with PHD students and the Brilliant Club, to creating projects in leadership positions we personalise provision.

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Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of attainment for pupils</p> <ul style="list-style-type: none"> • Low levels of communication in entry • Developmentally disrupted self-care • Low levels of physical development from handwriting to play
2	<p>Social emotional mental health challenges</p> <ul style="list-style-type: none"> • Emotional regulation needs limiting resilience & flexibility • Social communication challenges limiting connections & skills • Executive function developmental challenges
3	<p>Attendance & punctuality concerns</p> <ul style="list-style-type: none"> • limited experience of schooling • emotional based school refusal • additional SEND & mental health needs
4	<p>Parental engagement and family needs</p> <ul style="list-style-type: none"> • Complex home situations including trauma • Adverse events from financial poverty to care needs • Limited trust and engagement with external services

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 communication skills for our younger children	Outcomes in line with non-PPG pupils or narrowing of the gap, inline with national non-PPG by 2027 in attainment & progress at KS2
Improved social and emotional mental health challenges	Behaviour metrics in line with non-PPG Pupils access emotional regulation spaces Secondary school readiness with EF trial
Attendance and punctuality	Reduce persistent absence for PPG pupils Reduce levels of EBSA & attachment needs
Parental engagement	Targeted food provision from food bank to breakfast club Family Liaison (mental health trained) support followed by Early Help support from Social Worker in Schools (SWIS)

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Activity in this academic year

Improved communication skills for our younger children

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD, NPQs, bespoke support from national leaders and coaching & mentoring</p> <p>CPD involves:</p> <ul style="list-style-type: none"> • ALS phonics • Ann Smallberger • Shirley Clarke • HLTA • NPQs • MSc P&NofMH • MA for SALT <p>Coaching via I.Jones</p> <p>Personalised learning</p> <ul style="list-style-type: none"> • Boosters • Tuition • Brilliant Club • Intervention TAs • SALT 	<p>The importance of QFT https://suttoninformationhub.org.uk/page/s/high-quality-quality-first-teaching</p> <p>The importance of CPD https://nationalcollege.com/news/cpd-in-education</p> <p>The impact of CPD on pupils https://epi.org.uk/wp-content/uploads/2021/04/EPI-CPD-entitlement-cost-benefit-analysis.2021.pdf</p> <p>Art participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Effective use of adults https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1
Cost for this year		£43,703
<p>Improved social and emotional mental health challenges</p> <ul style="list-style-type: none"> • Think Equal • EF training • Mindfulness INSET • Additional adults • ELSAs • Nurture • SEMH specialist • Additional EP • Additional SALT 	<p>Impact of self-regulation strategies https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies</p> <p>Impact of executive function support https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function</p> <p>mindfulness- what works and for who https://www.ox.ac.uk/news/2022-07-13-how-effective-school-based-mindfulness-training</p>	2
Cost for this year		£25,384
<p>Attendance & punctuality</p> <ul style="list-style-type: none"> • FLO 	<p>Supporting attendance https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function</p>	3

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<ul style="list-style-type: none"> • AWA • SWIS • School nurse • Celebrations • Trips 	org.uk/education-evidence/leadership-and-planning/supporting-attendance DfE toolkit and impact https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance	
Cost for this year		£52,525
Parental engagement <ul style="list-style-type: none"> • FLO • AWA • SWIS • School nurse • Workshops • X2 mental health leads • Parental therapy • Health workshops 	Strategies and impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement SWIS evidence and recommendations https://childrensocialcare.blog.gov.uk/2021/05/13/social-workers-in-schools-bringing-our-expertise-into-educational-settings/	4
Cost for this year		

Total costs £121,612

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. **Academic achievement:** attainment in key subjects, such as reading, writing, and mathematics, often reflected in standardised test scores and assessments. In school assessments are more in line than external.
2. **Improved social and emotional wellbeing** resulting in positive behaviour improvements, lower rates of suspensions and negative behaviour.
3. **Attendance rates:** Increased attendance and reduced rates of persistent absenteeism, contributing to better engagement with learning.
4. **Parental support** is impacting on complex and profound challenges some of our family's face with easier access to Early Help.

Further information – optional:

Our children and families who are entitled to PPG are profoundly affected by intersectional factors of poverty, trauma, additional needs and intergenerational barriers. We investigate this in order to persevere with our actions post-pandemic.

In our 23 to 24 outcomes for year 6, 12 of the children were entitled to PPG.

12 of our children were entitled to PPG, one did leave however this is the full set of results			
KS2 outcomes	Reading	Maths	12 children were entitled to PPG of which 9 had additional SEND. R= 75% achieved EXP+ M = 58% achieved EXP+
National	105	104	
School	104	104	
School PPG	104	104	
School PPG & Non-SEND	109	108	