

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Catholic Primary and Nursery School
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Robina Baird Headteacher
Pupil premium lead	Robina Baird
Governor / Trustee lead	Rob Hughes Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,330
School led Tuition	£10,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,985

# Part A: Pupil premium strategy plan

## Statement of intent

As a school in receipt of Pupil Premium funding, we are accountable for how we are using this additional resource to narrow the achievement gaps and raise the attainment of our disadvantaged pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At St Saviour's, our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
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Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In conjunction to high-quality teaching, we aim to diminish the gaps in attainment through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensuring that pupils who are academically able are entitled to the same provision, feeling challenged in school

- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
- Extending pupils' vocabulary and reading skills, across the curriculum, so pupils grow in knowledge and skills
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps with disadvantaged pupils especially the younger disadvantaged children. This means there are very low levels of communication and development on entry to school in the foundation stage.
2	Many pupils living in households where they experience a 'chaotic' lifestyle which has an impact on their attendance, punctuality and 'readiness for learning' each day.
3	Reading – fluency, vocabulary knowledge and comprehension strategies as there is often poor parental engagement in reading which means many children are not been read to by parents.
4	High levels of unemployment or where parents undertake a number of low paid jobs. This can lead to low aspirations for their children.
5	Our observations and discussions with our disadvantaged children indicate that many of them do not have regular opportunities to experience 'something different.' Many will spend their free time / weekends on electronic devices or shopping in Asda. Holidays abroad are taken but these are often during school time and unauthorised.
6	Maths – mathematical basic skills, confidence and fluency. Challenges of interpreting mathematical problems and applications of skill.

## 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 oral / language and vocabulary skills for disadvantaged children.	The majority of disadvantaged children will show significant improvements in their ability to communicate effectively and use appropriate vocabulary to explain and discuss their work and experiences.
Disadvantaged children will arrive to school on time, ready for learning with all the equipment they need and in clean uniform.	Punctuality and attendance figures will show that the attendance of disadvantaged children is in line with the rest of the school target (96%) Children will bring book bags to school with a signed reading book and be in school uniform.
Disadvantaged pupils will get a practice read most days with an adult. This will improve confidence, fluency and attainment in reading.	Pupils will be reading every day either at home or with an adult in school. They will have a home reading diary which is signed to show this. Children will be earning 'SAVES' for every 5 additional reads they do. Attainment in reading for disadvantaged pupils will rise to at least 75% of Pupil Premium children achieving expected standard or above in reading in Yrs 4,3,2,1. Children will be confident and engaged readers.
Disadvantaged pupils will be confident around school and will be able to talk positively about their hopes for the future. They will be given opportunities through a variety of experiences to be exposed to different career options and higher education. They will have a belief that 'they can do that in the future.'	Pupils will be confident speakers Pupils will show a positive attitude towards learning and have a knowledge of different career options / higher education when they are older.
Disadvantaged children will have the opportunity to take part in a wide variety of additional activities and 'childhood experiences.' This includes various visits out of school and also residential visits for Key Stage 2 children.	Children will have taken part in a variety of 'childhood experiences' that they may not necessarily be offered at home. Examples are baking, walk through the woods, traditional board games, visit to the beach, playing with water (paddling pools and hoses) making and enjoying an afternoon tea. They will be able to talk happily about their experiences and remember them.

Disadvantaged children will be invited to attend after school activities and out of school competitions.	There will be a high level of engagement and a positive approach. Children will want to join in.' There will be a high proportion of disadvantaged children taking part in all enrichment activities on offer.
Disadvantaged pupils in Yr 5 and 6 will be supported with specific 1-1 or 1-2 maths intervention with a qualified teacher each week. The percentage of disadvantaged children gaining GD will steadily rise	Disadvantaged children will engage in mathematics support and pre / post lesson learning. This will boost confidence and attainment in order to be at least comparable with non-disadvantaged children.

## 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: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in Yr 6 to support teaching and learning to enable a smooth transition when teacher begins maternity leave	Based on our own professional experience, we know that continuity of provision and positive relationships are essential for secure learning and high attainment.	1, 3 and 6
Little Wandle Phonics scheme purchased and ongoing training and support provided 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   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
We have Pupil Premium Lead Teacher who works individually with disadvantaged pupils.	One to one tuition has proven to be an effective way to support those children with specific needs and provide the individual, targeted support needed for them to make accelerated progress. Thorough monitoring of data by one person provides a whole school	1,3,5 and 6

	<p>overview and highlights 'gaps' across school which can then be addressed in a timely manner.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>WelComm Speech and Language programme is in place in EYFS. This is led by a trained practitioner who is not counted in EYFS ratios. This gives time and priority to language development and communication in EYFS.</p>	<p>Oral language interventions can have a positive impact on pupils language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Times Tables Rock Stars purchased for Yr 3 and 4 children</p>	<p>Pupils respond very well to a creative and individualised approach to learning. They can also access this resource at home which enhances engagement and home school links.</p> <p><a href="https://www.publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	4 and 6
<p>Qualified Teacher to work 4 mornings with FS2, Yr1 and Yr2 to support the catch up and additional reading for the new phonics programme</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3

<p>Qualified teacher to work 3 days a week as Pupil Premium lead across school. This teacher works on an individual basis with all disadvantaged children including those with SEND. This PP lead also meets with parents on a half termly basis for a progress review.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4,5 and 6</p>
<p>ELSA training has been completed by one member of staff. Individual children have been identified for this support. 6 out of the 7 children identified are Pupil premium.</p>	<p>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 (educationendowmentfoundation.org.uk)</a></p>	<p>2 and 4</p>
<p>On line resources have been purchased to support the rapid catch up programme for Little Wandle Phonics in KS2. Additional iPads have been purchased to use specifically with those children working through the Rapid Catch up programme.</p>	<p>Previous experience has shown that books can often get lost or badly damaged when sent home. This action will enable children to access high quality texts at home without the considerable expensive of having to replace damaged / lost books.</p>	<p>2 and 3</p>

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations.	The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2 Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.	6
Cultural capital experiences promoted in the curriculum. Essential experiences built into curriculum £4,000	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extracurricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.	2,3
Uniform/ food parcels provided to disadvantaged families.	We provide free or discounted uniform and book bags for vulnerable and disadvantaged children. Children feel proud to wear a clean smart uniform and like to be ' like the others.' This in turn raises self-esteem and ensures children are prepared for the school day.	2



School vegetable garden	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.	5
Bank and Shop Minnie Vinnies	In order to raise aspirations and encourage responsibility with leadership opportunity, the school bank and school shop offer children the chance to take responsibility, lead others and begin to develop an understanding of managing finances. This also provides children with the chance to start to understand work ethics and develop important life skills in preparation for their future employment.	2 and 4

**Total budgeted cost: £109,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Targeted support continued for all pupils. Pupils were assessed regularly and progress was monitored. Vulnerable pupils were further supported through regular interventions. Senior leaders worked in year groups to support with interventions. Despite the challenges we faced there was a continual drive to improve standards.

Progress in most year groups was better than expected. Where the teaching was weaker; progress was also less.

Moving forward, we need to ensure that we rigorously track pupils to ensure they are making better or better than expected progress from their starting points, ensuring more disadvantaged children are achieving greater depth.

Disadvantaged families continued to access free school meal vouchers throughout the holidays and a foodbank was set up in school to support our more vulnerable families in term time. This is now an even more increasing need due to the cost of living crisis.

Assessment	School Data	National
FS GLD	81%	65%
Y1 Phonics	95%	75%
Y2 Phonics	100%	87%

KS1	School Expected +	National Expected +	School Exceeding	National Exceeding
Reading	75%	67%	25%	18%
Writing	75%	58%	18%	8%
Maths	82%	68%	25%	15%

KS2	School Expected +	National Expected +	School Exceeding	National Exceeding
Reading	56%	74%	17%	28%
Writing	50%	69%	11%	13%
Maths	33%	71%	6%	22%
SPAG	28%	72%	6%	28%
R, W, M	17%	59%	6%	7%

Analysing our internal data from July 2023 shows that our Pupil Premium children are generally making good progress throughout the year. The one exception to this is the progress at the end of KS2 due to the dip in attainment figures in Y6.

## 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*

<b>Programme</b>	<b>Provider</b>
Little Wandle Phonics	Harper Collins
Life to the Full RSE	Ten Ten
Sing Up Music	Sing Up
Times Table Rockstar	Maths Circle
Wellcomm	GL Assessment