

# 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	210
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
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	£104,310
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	£104,310

# 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.

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 and feel 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. 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 greater depth 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – quality first teaching	Quality first teaching has been a big focus over the last year. Staff have been part of many INSET sessions where they have learned new AfL strategies and have shared ‘Teach like a Champion’ strategies and many used by Claire Gadsby. Quality consultant support has been used to improve the quality of teaching. Teachers have completed an NPQ.  EEF toolkit Quality First Teaching EEF guide to the effective use of pupil premium funding.	1, 3, 5 and 6
Developed our curriculum to ensure it is more engaging, relevant and cohesive	We now use a range of schemes as a basis for our curriculum. Curriculum maps are clear and cohesive.  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	3, 5 and 6

	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Implementation of Sonar tracking system	<p>Purchase and implementation of a tracking system to support staff in tracking both progress and attainment. Underachieving children are carefully tracked and interventions developed to support and improve their progress. Tracking system is used in termly pupil progress meetings.</p> <p>EEF Guide to Standardised testing</p>	1
Intervention teacher for phonics and reading	<p>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.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
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>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="#">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: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Software packages such as Times Tables Rock Stars purchased for Yr 3 and 4 children and Spelling Frame for Y1 to Y6 children	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. <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	4 and 6
Y6 booster and interventions sessions	SLT, teachers and support staff led a range of booster and intervention classes for the Y6 children to ensure they achieve well in their Y6 SATs tests. These took place both in school time and after school and were individual and in small focus groups. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 3 and 6
Qualified Teacher out of class to work on phonics and reading with small groups of children and individually – FS2 to Y6	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in Y3 to Y6.  Also taught extra phonics and fluency sessions to children of all ability levels in FS2 and Y1&2.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
ELSA who provided a program of support for children in need, all who are pupil premium children.	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>	2 and 4
Targeted counselling for two pupil premium children with severe emotional needs through an external, qualified counsellor.	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>	2 and 4
Speech and Language therapist who assessed and developed programmes for our pupil premium children,	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.	1

particularly in the EY, who have communication needs.	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,000

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	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'.	2

	This in turn raises self-esteem and ensures children are prepared for the school day.	
Bank and Shop initiative	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
Well-being signage	Personalised signage and photographs around the school that show our pupil premium children in action at school – linked to our core school values. Safeguarding signage that promotes who children can talk to and strategies they can use if they need support.	1, 2 and 5
Creation of a school library	In order to raise the profile of reading we have created a school library. This area is inviting and warm and the books here have been chosen with the help of pupil voice.	3

**Total budgeted cost: £122,000**

## 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	69%	67%
Y1 Phonics	83%	79%
Y2 Phonics	100%	89%

KS2	School Expected +	National Expected +	School Exceeding	National Exceeding
Reading	73%	74%	20%	29%
Writing	80%	72%	13%	13%
Maths	76%	73%	13%	24%
SPAG	70%	72%	23%	30%
R, W, M	53%	61%	3%	8%

Analysing our internal data from July 2024 shows that our pupil premium children are generally making good progress throughout the year.

## 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	TenTen
Sing Up Music	Sing Up
Times Table Rockstar	Maths Circle
WellComm	GL Assessment
Spelling Frame	Pearson