

Pupil premium strategy statement

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
School name	St Saviour's C of E Academy
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	59/187 32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 -2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Tracy Morris/Lynn Davis
Pupil premium lead	Tracy Morris
Governor / Trustee lead	Jane Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,570 £1,340 (4 x Service Pupils)
Recovery premium funding allocation this academic year	£7,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,740

Part A: Pupil premium strategy plan

Statement of intent

St Saviour's C of E Academy is determined and committed to providing all pupils with the best education possible, assisting all to achieve the very best they can. All teaching and learning opportunities meet the needs of all pupils. Where necessary, our provision will be varied and adapted (funded by pupil premium) to meet the differing needs of our pupils. Variation of need is determined by analysis of pupil data and tracking, discussion with parents, pupils and staff. The pupil premium grant is used strategically to support targeted pupils to achieve this aim in a number of ways. These include, high quality teaching for all pupils, high quality professional development for staff and targeted support for pupils who require a more personalised curriculum or intervention. We recognise that not all pupils who receive or have previously received free school meals (FSM) will be "socially disadvantaged" or "vulnerable". Furthermore, we also recognise that not all pupils who could be described as "socially disadvantaged" or "vulnerable" are registered or qualify for free school meals, either at the present or in the past. As a result, whilst always linked to a pupil or a group of pupils receiving pupil premium, additional pupils identified as "socially disadvantaged" or "vulnerable" may also benefit from variation or adaptation in provision. Therefore, groups funded by the grant may be made up of FSM pupils and non-FSM pupils, where needs are similar, or where meeting their needs helps to create a learning environment conducive to success for all. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of 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	Our assessments, discussions and observations show under developed oral language and vocabulary gaps throughout the school.
2	Our discussions and observations have identified social and emotional, mental health and wellbeing issues for some of our DA pupils and their families.
3	Our discussions and observations show that some DA pupils and families need financial support to access the wider curriculum activities.
4	Our analysis shows that some DA pupils and families need additional support to secure and sustain better punctuality and attendance.
5	Our discussions and observations show that some DA pupils would benefit from experiencing opportunities which raise their aspirations.

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
Improve oral language and vocabulary development amongst DA pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve attendance for DA pupils	Sustained high attendance from 2023/26 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. An attendance officer will work with the school to provide support to families where attendance is a concern. Attendance lead teacher alongside SLT to monitor the effectiveness.
Improve DA pupils' aspiration for the future	<ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations Participation in Commando Joe programme Engagement/feedback from parents Financially supporting wider curriculum opportunities
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/26 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Provide support to DA pupils to enable them to overcome some barriers to learning through "wider strategies"	<ul style="list-style-type: none"> All pupils have full access to the curriculum and all available opportunities An attendance officer (EWO) will work with the school to provide support to families where attendance is a concern A wide range of extra-curricular activities will be offered and subsidised for pupil premium children Discounts and subsidies in line with our charging policy will be applied to pupil premium families for trips, visits, workshops, extracurricular clubs, music lessons and residential.

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: £ 54,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing the use of Wellcomm (speech and language screener) Across Early Years and Key Stage One.</p> <p>Embedding Word Aware (Vocabulary across the curriculum) KS2.</p> <p>Embedding Vocabulary Ninja across KS1 and KS2.</p> <p>Purchase of phonics reading books.</p> <p>Purchase of Spelling Shed</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p> <p>Purposeful speaking and listening activities support pupils' language development.</p> <p>We promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.</p> <p>We extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</u></p> <p><u>https://speechandlanguage.org.uk/media/3269/communicating_the_curriculum_-_full_guidance.pdf</u></p> <p>Communicating the curriculum – The Communication Trust</p>	1

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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):</p> <p><u>EEF Social and Emotional Learning.pdf</u></p> <p>PSHE Curriculum</p> <p>Use of Emotional Coaching</p> <p>Mental Health Referrals</p>	<p>2 5</p>
<p>Quality CPD for all staff to have up to date knowledge of the curriculum, technology and teaching strategies.</p>	<p>EEF guide to pupil premium-tiered approach-teaching is the top priority including CPD. Sutton Trust-quality first teaching has direct impact on student outcomes.</p>	<p>All</p>
<p>Use of a range of schemes to ensure there is a linear</p>	<p>Use of Power Maths scheme</p> <p>Use of White Rose scheme EEF Mastery +5 months</p> <p>Use of Word Aware scheme EEF Oral language Wellcomm</p>	<p>1</p>
<p>and consistent approach to teaching across the school.</p>	<p>interventions +6 months Use of MP for Phonics EEF Phonics +5 months</p> <p>Use of Pathways to Read EEF</p> <p>Reading comprehension strategies +6 month EEF guide to improving Literacy in KS1 and KS2</p>	

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

Budgeted cost: £ 18,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Staff CPD/Release time to address above</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><u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u></p>	1
<p>Further development of the feedback policy to ensure feedback is given in a purposeful and timely manner to achieve maximum progress and attainment.</p>	<p>EEF Toolkit-Feedback +6 months Effective and purposeful feedback can have a high impact on learning outcomes.</p>	1 2
<p>Use of teaching assistants to deliver small group interventions to raise attainment across the school.</p>	<p>EEF Toolkit Small group tuition +4 months.</p> <p>EEF Toolkit Teaching Assistant Interventions +4 months</p>	1 2

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

Budgeted cost: £ 15,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with VIP Education to support families, pupils with improved attendance and punctuality	EEF "Wider strategies relate to the most significant non-academic barriers to success in school" Attendance of individual DA pupils improves from focused support Emotional well-being of individual DA pupils improves from focused support Pupil voice of DA pupils shows that they are happy at St Saviour's.	4 3 5 2 1
To broaden opportunities and experiences and raise aspirations of DA pupils Funding for all trips, visits and workshops Funding towards extra-curricular activities Support with breakfast and after school care clubs (where appropriate)	EEF "Wider strategies relate to the most significant non-academic barriers to success in school" Numbers of DA children accessing extra-curricular activities increases All pupils attend trips, visits etc All pupils have all they need to access a full curriculum Confidence and self-esteem of DA pupils is raised and pupil voice shows that pupils are happy at St Saviour's.	3 5 1
Implement Commando Joe programme	https://commandojoes.co.uk/impact-research/#no-child-left-behind Positive impact on their educational engagement, future employability and importantly physical and mental well-being.	5 4 2 1

Total budgeted cost: £ 87,740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In academic year 2022/23 the percentage of disadvantaged pupil across the whole school was 33%. There has been a rise in our PP allocation this year, last year we received £57,835.

2022/23 outcomes for disadvantaged pupils

60% of students achieved good or better in Reading

55% of disadvantaged pupils achieved good or better in Writing

58% of disadvantaged pupils achieved good or better in Mathematics

	Reading EXP+	Writing EXP+	Mathematics EXP+
Y1	3/5 60%	3/5 60%	3/5 60%
Y2	5/13 35%	4/13 31%	6/13 47%
Y3	5/7 71%	5/7 71%	4/7 58%
Y4	9/14 64%	7/14 50%	8/14 58%
Y5	7/10 70%	7/10 70%	7/10 70%
Y6	8/15 53%	8/15 53%	6/15 40%

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations.

2022/23 KS2 National headlines

These statistics cover the attainment of year 6 pupils who took assessments in summer 2023. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 3 and in year 4.

Reading	Writing	Maths	Combined
73%	71%	73%	59%

2022/23 KS1 National Headlines

Reading	Writing	Maths	Phonics screen
68%	60%	70%	79%

Attendance

The average attendance for disadvantaged pupils during the academic 2022/23 was 93% This is below the National Average of 95% but above the Local Average of 91.6%

Intended outcome	Success criteria
Improve oral language and vocabulary development amongst DA pupils.	Strategies have had an impact on outcomes in this area. However, despite this our disadvantaged attainment continues to be low and below our expectations. This will continue to be a key area of focus with the introduction of Wellcome and other initiatives detailed above.
Improve attendance for DA pupils	Attendance for disadvantaged pupils in 22/23 was 93% with attendance for non-recipients of PP being 0.9% higher. We recognise that this continues to be a significant issue and will continue to be a key focus.
Improve DA pupils' aspiration for the future	Pupils have feedback very positively in relation to the CJ programme and monitoring shows a high level of engagement and enjoyment in the activities and missions. Pupils feel they have shown improved teamwork, problem solving and resilience.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been varied. As a school, we now have a Mental Health Lead and have embedded links with the North Staffs Mental Health team. We are proactive in our response to mental health issues for our children. This will continue to be a priority area of focus.
Provide support to DA pupils to enable them to overcome some barriers to learning through "wider strategies"	<p>All pupils have full access to the curriculum and all available opportunities</p> <p>An attendance officer (EWO) has worked with the families and school to provide support where attendance is a concern</p> <p>A wide range of extra-curricular activities has been offered and subsidised for DA pupils.</p> <p>Discounts and subsidies in line with our charging policy have been applied to DA families for trips, visits, workshops, extracurricular clubs etc.</p>