

## 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	65/189
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/2022 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Lynn Davis
Pupil premium lead	Tracy Morris
Governor / Trustee lead	Jane Baker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,560
Recovery premium funding allocation this academic year	£8,265
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	£85,825

# 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 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• 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%.</li> </ul> An attendance officer will work with the school to provide support to families where attendance is a concern
Improve DA pupils' aspiration for the future	<ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Participation in Commando Joe programme</li> <li>• Engagement/feedback from parents</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Provide support to DA pupils to enable them to overcome some barriers to learning through "wider strategies"	<ul style="list-style-type: none"> <li>• All pupils have full access to the curriculum and all available opportunities</li> <li>• An attendance officer (EWO) will work with the school to provide support to families where attendance is a concern</li> <li>• A wide range of extra-curricular activities will be offered and subsidised for pupil premium children</li> <li>• 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</li> </ul>

## 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: £ 54,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding Word Aware (Vocabulary across the curriculum) in KS1 and KS2.</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>See research on previous strategy document 2021 - 2022</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">EEF Social and Emotional Learning.pdf</a></p> <p>PSHE Curriculum</p> <p>Use of Emotional Coaching</p> <p>Mental Health Referrals</p>	2 5
<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>	All
<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</p>	1

and consistent approach to teaching across the school.	interventions +6 months Use of MP for Phonics EEF Phonics +5 months Use of Pathways to Read EEF Reading comprehension strategies +6 month EEF guide to improving Literacy in KS1 and KS2	
--	--	--

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

Budgeted cost: £ 19,455

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

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

Budgeted cost: £ 12,200

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 focussed support Emotional well-being of individual DA pupils improves from focussed 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	<a href="https://commandojoes.co.uk/impact-research/#no-child-left-behind">https://commandojoes.co.uk/impact-research/#no-child-left-behind</a>  Positive impact on their educational engagement, future employability and importantly physical and mental well-being.	5 4 2 1

**Total budgeted cost: £ 88,825**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 1 and 2 performance data, Phonics Check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

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 (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

KS 2 SATs 2019	Reading	Writing	Maths	SPAG
PP (8)	8/8 100%	7/8 88%	8/8 100%	7/8 88%
Eight PP pupils, two of whom were SEND				
KS 2 SATs 2022	Reading	Writing	Maths	SPAG
PP (4)	2/4 50%	3/4 75%	1/4 25%	3/4 75%
Non PP (10)	7/10 70%	6/10 60%	9/10 90%	6/10 60%
Four PP pupils, two of whom were SEND				

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments demonstrated that pupil behaviour remained good last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute-see below

Intended outcome	Success criteria
<p>Improve oral language and vocabulary development amongst DA pupils.</p>	<p>2021-2022 outcomes ALL pupils (15/20) 75% at age related expectation for Communication and Language.</p> <p>Disadvantaged pupils (1/3) 33% at age related expectation for Communication and Language.</p> <p>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.</p>
<p>Improve attendance for DA pupils</p>	<p>Attendance for disadvantaged pupils in 21/22 was 90.5% with attendance for non-recipients of PP being 3.2% higher. We recognise that this continues to be a significant issue and will continue to be a key focus.</p>
<p>Improve DA pupils' aspiration for the future</p>	<p>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.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>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. We are proactive in our response to mental health issues for our children. We work effectively with the NHS Mental Health trailblazer team and over 2021 -2022 67% of referrals were DA pupils. This will remain a focus.</p>
<p>Provide support to DA pupils to enable them to overcome some barriers to learning through "wider strategies"</p>	<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>