

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 C of E Academy
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	62/182 (34%)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/2022 2024/2025
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lynn Davis
Pupil premium lead	Tracy Morris
Governor / Trustee lead	Janson Woodall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,765
Recovery premium funding allocation this academic year	£6,380
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	£62,142

# 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. 39% (12/31) pupils who had MH referrals were PP Sept 2020 – July 2021
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. October 2021 30% of PP pupils are persistently absent, PP attendance 93%
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 X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%.</li> <li>the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.</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: £ 38,142

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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</a></p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></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>	2 5

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

Budgeted cost: £ 11,800

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><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1

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

**Total budgeted cost: £ 62,142**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Teaching Priorities for 2020- 2021	
Measure	Activity
<b>Priority 1</b> All PP children reach national average or above in reading, writing and maths at the end of KS1 & KS2.	Quality First Teaching is in place in all year groups and is monitored to ensure progress. Interventions and appropriate additional support is in place for any children who require a different approach. July 2021 data Exp/+ Pure PP Reading 78% Writing 79% Maths 72%
<b>Priority 2</b> All PP children achieve national expected standard in phonics.	Children are tracked from Foundation Stage into KS1 and appropriate support in place from staff trained in effective phonics teaching. Interventions and additional support in place for children who need a different approach. September 2020 75% (6/8) of PP pupils achieved Phonics Check (Taken in Year 2 due to Covid)
<b>Barriers to learning these priorities address</b>	A high proportion of children on entry have below expected baseline. This impacts on the individual's ability to achieve ARE which in turn impacts on self-esteem and life chances. Supporting the development of speech and language skills in the Early Years and throughout the primary phase Supporting the attendance of PP pupils.

Targeted Academic Support for 2020 - 2021	
Measure	Activity
Priority 1	Targeted interventions across KS1 and 2 for identified pupils, including, but not exclusively; Speech and Language, Reading, Writing, Maths, Phonics, emotional and social, in order to secure and accelerate attainment and progress. When possible, interventions took place in class or through online learning support.
Priority 2	Teaching and Learning Assistant in Y6 (44% PP) to facilitate accelerated progress. TA in Y6 throughout year to support DA pupils
Priority 3	Vocabulary will be taught more explicitly to address the language acquisition of pupils across the school. School priority unable to fully embed due to Covid 19 Lockdown
<b>Barriers to learning these priorities address</b>	A. Baseline on entry B. Speech and Language C. Social Emotional and Mental Health E. Attendance

Wider Strategies for 2020 - 2021	
Measure	Activity
Priority 1	Social, emotional and mental health needs of children and families are identified and supported through appropriate strategies. Use of EMHP in school and virtually for children with any mental health concerns. Use of My Happy Mind programme to give children coping strategies in relation to mental health and wellbeing. PSHE and PE curriculum used to support wellbeing. See Covid Reconnection Plan
Priority 2	Planned opportunities for developing high quality vocabulary through drama, media and other sessions. Use of Pathways to Write, Pathways to Read programmes, Knowledge Organisers, vocabulary games, displays, word mats, CPD, key vocabulary identified on flipchart planning, Word Aware resources
Priority 3	Use of VIP Education to support families with attendance Raise attendance of PP children to meet the school target of 96%. Spring 2021 96%, Summer 2021 94%, Autumn 2021 93%
Priority 4	Increasing attendance at before school breakfast club, after school enrichment clubs and in-school wider opportunity days e.g., WOW days and trips. Children have the opportunities to engage with the wider world through; new experiences, the curriculum, the exploration of the next steps in education, finance and the world of work. Due to Covid 19 unable to action
Barriers to learning these priorities address	C. Social Emotional and Mental Health E. Attendance F. Aspirations for the Future

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

## 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

Programme	Provider