

# Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Saxon Way Primary				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£225,720	<b>Date of most recent PP Review</b>	July 19
<b>Total number of pupils</b>	330	<b>Number of pupils eligible for PP</b>	171	<b>Date for next internal review of this strategy</b>	Jan 20

2. Current attainment (based on 2017 data)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	51.82%	64%
<b>% making progress in reading</b>	57%	78%
<b>% making progress in writing</b>	70%	76%
<b>% making progress in maths</b>	73%	64%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Disadvantaged children enter school with significantly lower starting points than their peers particularly in Communication, language and literacy.
<b>B.</b>	Disadvantaged pupil's attainment is lower than other pupil's within the school
<b>C.</b>	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are 92.3% (below the target of 96%). This reduces their hours in school and causes them to fall behind their peers.
<b>E.</b>	Some home learning environments lack support for Pupils' communication and literacy skills.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills for pupils eligible for PP in the Reception classes and KS1.	Pupils eligible for PP in the Reception classes and KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Improved attainment and accelerated progress of disadvantaged pupils from their starting points	PP children's attainment and progress is in line with non-PP children nationally and the in-year gap reduces.



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## 5. Planned expenditure

**Academic year** 2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all and targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve language and vocabulary skills for pupils eligible for PP	<p>Reading leader, TAs and trainee teachers run intervention groups in phonics and writing. (£12,000)</p> <p>Chatter matters clubs provided as an extra-curricular opportunity from FS2 staff. (£2,000)</p> <p>Speech and Language TA's running programmes across the age ranges. (£17,000)</p> <p>Speech and language therapy services. (£4,000)</p> <p>Daily supported reading programme for year 1 and 2. (£3,000)</p> <p>1-1 reading across all key stages for vulnerable pupils. (£12,000)</p> <p>Beanstalk Reading Intervention (£1,840)</p>	<p>Some pupils need targeted support to diminish differences. This approach has been shown to be effective ( Sutton Trust findings)</p> <p>A high percentage of our children have an identified speech and language need so targeted support by the TA alongside the speech and language therapy team is implemented to improve language skills.</p> <p>Tracking data shows that pupils made good progress in phonics and reading in Reception and Year 1 but this wasn't transferred to the greater comprehension demands of Year 2.</p> <p>Outcomes at the end of year 1 phonics screening have shown an improvement after using the RWI approach across our academy trust.</p>	<ul style="list-style-type: none"> <li>Improving reading is part of the SDP and is reviewed termly</li> <li>Groups are tracked termly and assessment information analysed with class teachers, phase leaders, Reading leader, English lead and SLT through Raising Achievement meetings.</li> <li>Timetable of interventions monitored by Inclusion Leader and Speech and language TA.</li> <li>Children will be discharged from speech and language and will have improved speech and language skills.</li> <li>Action plan meetings driven by EYFS lead shows improved outcomes in communication, language and literacy.</li> </ul>	<p>KS1 and KS2 Leaders</p> <p>Speech and language TA.</p> <p>Inclusion leader</p> <p>EYFS Lead</p>	<p>December 2019</p> <p>March 2020</p> <p>July 2020</p>



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	Setting for phonics in FS2, Year 1 and year 2. (£7,000) Introduction of Fresh start (RWI) for those children still needing phonics in ks2. Training for staff. (£1,500)				
All Teaching is good and outstanding to ensure 100% achievement for all.	Leadership partners are assigned to all teachers and are team teaching to develop pedagogy, support planning and develop robust assessment processes. (£4,000)		Staff to use the process of the 5 part coaching plan to develop their own strengths and areas for development. Leadership members are effectively matched to support the need. Ongoing and regular evaluations through Action, Impact and Next step processes will ensure that the outcomes in improved teaching practice is met.	HT, AHTs	
Progress of disadvantaged pupils accelerates across the school and attainment gap is diminished in all year groups.	Additional teacher time in Year 6 and Year 5 (£40,000)  TA led interventions (£19,370)  Release time for raising achievement meetings. (£3,200)  Uniform (£1,000)  Third Space learning intervention (£10,000)	Additional teachers are placed in year 5 and year 6 to accelerate progress of all pupils and improve resilience towards achieving high outcomes.  Provide year 6 with Blazers to raise aspirations as pupil leaders of the school.  Third space supports 10 vulnerable children in year 6 to ensure age related expectations and above.	Premier Pathways trainee teacher assigned to work across year 5 and year 6		
<b>Total budgeted cost</b>					£136,080



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ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance rates improve for PP children	<p>Attendance Advisory Practitioner (£3,000)</p> <p>Exec Head (£4,000)</p> <p>Inclusion Mangers time (£3,000)</p> <p>Play Therapy (£3,600)</p> <p>Counselling (£4,500)</p> <p>Attendance prizes. (£1,000)</p> <p>Breakfast Club (£8,000)</p>	<p>The AAP works very closely with the inclusions manager in school to monitor attendance and work with families to improve attendance. Attendance clinics are held termly and late gates are in place.</p> <p>Termly initiatives and strategies are in place to motivate pupils and parents to attend school every day and be prompt. Termly prizes and rewards are awarded to those children improving attendance.</p>	<p>Weekly 1-1s with Inclusion manager</p> <p>Meeting weekly with inclusion manager and admin support to ensure all actions to improve attendance have been investigated.</p> <p>Weekly, termly and yearly evaluation of attendance data.</p> <p>Termly reports from play therapist and counsellor to analyse outcomes.</p>	<p>IM – TS</p> <p>H – AS</p> <p>A – SK</p> <p>EH - JD</p>	<p>Dec '19</p> <p>Feb '20</p> <p>May '20</p> <p>July '20</p>
Extend opportunities	<p>Subsidised Curriculum visits (£8,000)</p> <p>Year 6 residential (£1,000)</p> <p>Griffin Arts and sports festivals, Science symposium and Founders day (£3,000)</p> <p>Pantomime in school (£1,200)</p> <p>Performance – Shakespeare for schools (£1,000)</p>	<p>Pupils are engaged through an enriched curriculum which is enhanced through trips and visits. They are also offered a wide variety of experiences that support our proud traditions and wide horizons agenda, which underpins the vision of both the trust and the school. Children are given opportunities to broaden their aspirations through residential trips to London. Visits to the Stantonbury Campus to compete in sports events and see professional productions. Children are given opportunities to take part in performances on a local or national stage.</p>	<p>Data analysis of vulnerable pupils.</p> <p>Soft data analysis using the Boxall profile and PASS (Pupils attitude to school)</p> <p>Curriculum evaluation.</p> <p>Pupil Voice</p> <p>Parent questionnaires</p>	<p>H – AS</p> <p>AHT – RS</p>	<p>Dec '19</p> <p>Feb '20</p> <p>May '20</p> <p>July '20</p>

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	VIAM – Voice in a million (£1,500) Music teacher to deliver music curriculum and musical instruction. (£40,000)	Children perform on the stage at Wembley Arena, increased confidence, self-esteem and raising aspirations.  Pupils receive excellent music curriculum delivery and vulnerable children are supported in musical instruction.		AHT - RD	Dec '19  Feb '20  May '20  July '20
GST Charge	Contribution to sponsors – use of funds as displayed on GST website (£5,000)				July 20
<b>Total budgeted cost</b>					£87,800



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6. Review of expenditure					
Previous Academic Year		2018 - 2019			
i. Quality of teaching for all and targeted support					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
<p>Improve language skills for pupils eligible for PP</p> <p>All Teaching is good and outstanding to ensure 100% achievement for all.</p>	<p>Reading leader, TAs and trainee teachers run intervention groups in phonics and writing. (£12,000)</p> <p>Chatter matters clubs provided as an extra-curricular opportunity from FS2 staff. (£2,000)</p> <p>Speech and Language TA's running programmes across the age ranges. (£17,000)</p> <p>Daily supported reading programme for year 1 and 2. (£3,000)</p> <p>1-1 reading across all key stages for vulnerable pupils. (£12,000)</p> <p>Setting for phonics in phonics in ks2. Training for staff. (£1,500)FS2, Year 1 and year 2. (£7,000)</p> <p>Introduction of Fresh start (RWI) for those children still needing phonics.</p>	<p>To increase the number of children in Year 1 passing the phonics screening check and those in year 2 re-taking. Increased number passing in year 1 to 81%. An increased number of children scoring from 38 – 40 in the test.</p> <p>Increased outcomes in language for communication.</p> <p>Speech and language programmes explained by speech therapists and delivered in school by trained TAs. 100% pupils achieved all targets set in 'My plans' and received new plans or were dismissed by the speech and language service because significant progress had been made and children no longer needed the plans.</p> <p>Increased outcomes and more pupils moving from phonics to guided reading groups. Improved outcomes in reading.</p> <p>Coordinate and organise interventions targeted at disadvantaged pupils. Liaise with outside agencies to ensure that external support is brokered and effective. Progress of SEN and disadvantaged pupils is accelerating in the majority of year groups.</p> <p>Additional teacher time in year 2 and year 6 has led to accelerated outcomes.</p>	<p>This approach will continue. If RWI is to be delivered accurately and be of the most benefit to students all new staff will be trained before delivering the phonics programme. Introduce RWI comprehension programme to support children as they move off Phonics and onto guided reading sessions Chatter matters has had impact and will continue next year. Increase vocabulary introduced at an earlier age.</p> <p>Close monitoring of children and speech and language interventions ensured clear and precise focus.</p> <p>Close monitoring of interventions and effectiveness of staff delivering to be a key analysis indicator in future interventions.</p> <p>Close monitoring of interventions and effectiveness of staff delivering to be a key analysis indicator in future interventions.</p>	<p>£12,000</p> <p>£2,000</p> <p>£17,000</p> <p>£3,000</p> <p>£12,000</p> <p>£1,500</p> <p>£7,000</p> <p>£40,000</p>	
	<p>Additional teacher time in Year 6 and Year 5 (£40,000)</p> <p>Uniform (£1,000)</p>				

<b>ii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Extend opportunities	Subsidised Curriculum visits (£8,000)	Increased capacity for support to children and widened horizons. Aspirations are raised for children. Children are highly engaged in their learning	Consider appointing an apprentice for next academic year to ensure more capacity in the development of art.	£8,000
	Year 6 residential (£1,000)			
	Griffin Arts and sports festivals, Science symposium and Founders day (£3,000)	Children experiencing a wide range of opportunities that raise aspiration, make learning real and inspire children to raise expectations.	Planned programme of trips and visits to be identified earlier and clearly linked to learning outcomes, celebration or competition.	£1,000
	Pantomime in school (£1,200)	The various activities and approaches outlined here are all well attended by PP children and non-PP children. Participation in events has had a beneficial impact on attendance, behaviour, self-esteem, and attitudes to learning as evidenced by behaviour logs and pupil voice.		Proud traditions that happen yearly, other possibilities explored and developed.
	Pantomime at Stantonbury Campus (£1,400)			
	Musical instruction (£4,000)	Team building and self-esteem and resilience. Social engagement	Yearly event	£1,400
	Performance – Shakespeare for schools (£1,000)			£4,000
	VIAM – Voice in a million (£1,500)	PP children took part in the singing event voice in a million to raise awareness and money for looked after children. Six of the children who took part were both LAC and PP.	Next year enter with more children and complete fundraising events prior to event.	£1,00
			£1,500	