



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	Saxon Way
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	50.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	October 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Angela Sandow
Pupil premium lead	Kristine Padmore
Governor / Trustee lead	Marissa Davis

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,535.00
Recovery premium funding allocation this academic year	£27,695.00
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	£292,230.00



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Part A: Pupil Premium Strategy Plan

Statement of intent

Our ultimate objectives are:

- ✓ to eradicate the attainment gap between disadvantaged and their peers in all subject areas (including in attainment at greater depth);
- ✓ to ensure disadvantaged pupils access high quality educational experiences;
- ✓ to provide families with the tools that they need to support their child's learning in school;
- ✓ to support the emotional and mental well-being of disadvantaged pupils;
- ✓ to inspire learning in environments that are both nurturing and aspirational.

We aim to do this by:

- ensuring that pupils have access to an expertly planned curriculum taught by highly skilled practitioners;
- matching the teaching and learning opportunities to precisely meet the needs of all the pupils;
- working with a range of external agencies and accessing resources to provide a meaningful early help offer;
- ensuring disadvantaged children are able to recover from the effects of the Covid-19 pandemic through an extensive and targeted programme of academic, well-being and mental health support;
- ensuring the needs of disadvantaged pupils are analysed by teachers and addressed during frequent progress meetings.

The Key Principles underpinning our strategy are:

- the need for reading to underpin learning in all areas of the curriculum. The sooner pupils are able to decode, the better it is for their progress and their confidence as learners;
- the knowledge that a precisely planned curriculum, expertly delivered is proven to have the greatest impact on pupil progress;
- disadvantaged pupils have different needs and detailed assessments are essential in planning for success;
- national trends show that the attainment and social mobility gap has widened significantly as a result of Covid –related issues.

As a Griffin School, we endeavour to ensure that all our children, especially those who are disadvantaged, are equipped with the tools they need to take their place in society. It is part of the Griffin promise that all members of our school community work together to deploy all resources, be it financial, human or physical strategically, to ensure that our most disadvantaged children can take the next step in their lifelong learning journey.

Limited access to cultural experiences, poor language and communication skills and varied degrees of support at home are common barriers for disadvantaged pupils. There may also be complex family situations which include historic disengagement with educational opportunities.

Each child faces different challenges and therefore individualised support is vital. The building of positive relationships with families is a key element in providing support that meets the needs of each child.



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Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge and need consistent support to obtain skills so that they intrinsically know how to be a learner.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues. Pupils are unable to self-regulate and manage emotions in appropriate ways.
3	Pupils have limited experiences beyond their home life and immediate community, which limits knowledge and language acquisition. A lack of exposure to the wider world, in turn impacts on their ability to comprehend and read fluently and raise their aspirations to widen their horizons.
4	Late arrival, low attendance and persistent absenteeism of PP/disadvantaged children mean that they are missing large proportions of learning time.
5	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupil's ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency. Language difficulties require support from an external practitioner.

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
Raised attainment of disadvantaged pupils so that any gaps between disadvantaged and non-disadvantaged pupils are reduced.	<ul style="list-style-type: none"> End of year 2023 data will show that 100% of disadvantaged children have made at least expected progress. Analysis of interventions and tutoring will show impact on accelerating progress and achieving age related expectations.
<p>Strategies to improve well-being and personal development for all pupils, particularly disadvantaged pupils, are embedded.</p> <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p> <p>The school has a developed 'Early Help' offer that supports parents, through established interventions delivered through 1-1 and small group sessions.</p>	<ul style="list-style-type: none"> Early Intervention strategies have reduced barriers to learning. Identified pupils have benefited from Nurture Provision and personalised interventions. Vulnerable disadvantaged children have an allocated PP mentor (teacher, support staff or SLT), who has provided support to alleviate barriers. Pupil and parent questionnaires show that disadvantaged families feel supported.



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	<ul style="list-style-type: none"> • Trauma informed practitioners identify and work with vulnerable parents and children.
<p>Raised attainment of disadvantaged pupils across all areas of the curriculum, supported by increased participation in extra-curricular activities. Pupils have a breadth of experiences that enable them to contextualize their learning.</p>	<ul style="list-style-type: none"> • Flexible groupings and access to digital tools and high quality resources ensure that children know more, do more and remember more. • Learning is meaningful and relevant, ensuring children remember what they have learnt and are ambitious to achieve at greater depth in all subject areas. • The precisely planned curriculum is expertly delivered and ensures that the development of communication and language is prioritised. • A wide range of clubs expose children to experiences beyond those their own lived experiences which enables success not only in developing skills and talents but new found confidence in academic areas. • Learning through outdoor experiences develops unique talents which lead to profound changes in confidence and self-esteem, leading to high achievement in all areas of the curriculum.
<p>Raised attendance levels, and reduced persistent absence, particularly for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils. • Monitoring of attendance shows increased PP attendance and a decrease in persistent absence.
<p>Raised attainment for disadvantaged pupils in reading, writing and the development of oracy skills. Immersion in the school's adopted approach of RWI will demonstrate an increase in pupils passing the Phonics Screening Test in Y1.</p>	<ul style="list-style-type: none"> • Three year increase in the Y1 pass rate with pupils achieving above national expectations year on year. • Children make accelerated progress in reading ages. • Accelerated reader interventions support all pupils to achieve and exceed age related expectations.



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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.

1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI – Training for new staff, update training for current staff, new resources for learning through prep, new books and replacement books where needed,	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>Our RWI reading leader is one of the fundamental keys to support for early reading. It is vital for her to keep up to date with all changes and new research in order to deliver high quality multi-sensory phonics instruction. Purchase RWI books and books levelled and linked to accelerated reader.</p>	1, 5
Staff CPD and registration to deliver key learning of reading through 'The power of reading' scheme through the Centre for Literacy in Primary Education.	<p>https://clpe.org.uk/research</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>DfE research Reading for Pleasure document</p> <p>We have seen the evidence of the impact of this scheme across some of our Trust schools. We share collegiate CPD and resources. We have booked two key members of staff from leadership and the teaching team to train and disseminate the training across the school. Investment in high quality texts will support the delivery of the scheme and we will re-shape our curriculum delivery to ensure a cross curricular approach supports all children to apply key skills in all subjects.</p>	1, 3, 4, 5
Metacognition and self-regulation	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://www.thinkingmatters.com/thinkingschools/case-studies</p> <p>During periods of lockdown we were really concerned for children whose parents found it difficult to offer support with academic subjects, and realised in times when children were present for live teaching or there was support given by an adult the children were able to transfer the skills to independent learning. This supports our understanding that if we give children the skills to be intrinsic, meta-learners they will be able to call upon skills</p>	1,2,3,4,5



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	to drive their own learning and become learners in their own right. Developed a school drive team to deliver all training and moderation aspects.	
Subsidised Visits/ Visitors	<p>https://promiseofplace.org/research-evaluation/research-and-evaluation/changing-minds-the-lasting-impact-of-school-trips</p> <p>School trips and educational visits at Saxon Way are viewed as powerful, positive teaching tools that help enhance the social, personal and emotional development of all students (and teachers!). For both pupils and staff, participating in a school trip not only allows them to have a fabulous and unique time during their trip, but they can also benefit from many other advantages for weeks, after their return to the classroom.</p>	1.2.3.4.5
Early years support for social skills and oracy	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Staff training and delivery of Oral language approaches might include:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interactions <p>Increased numbers of children with speech and language difficulties has highlighted the need to seek more frequent speech and language support.</p>	5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/affordable-maths-tuition</p> <p>https://thirdspacelearning.com/blog/global-tutoring-uk-maths-attainment-gap/</p> <p>https://thirdspacelearning.com/blog/a-space-for-maths-uk-maths-attainment-gap/</p>	1, 4



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	<p>https://www.ids.ac.uk/publications/closing-englands-maths-attainment-gap-through-one-to-one-tutoring-global-solutions/</p> <p>As a school we have invested in Third Space Learning for the last 4 years. We saw impact with all children who have taken part in the one to one tutoring service, where all children who took part reached age related expectations.</p>	
1-1 precision teach	<p>https://www.ucl.ac.uk/educational-psychology/resources/CS1Murton15-18.pdf</p> <p>Extensive research has been done outlining the effectiveness of Precision teach particularly in word recognition. We will use the expertise of skilled practitioners to deliver precision teach interventions to all year groups across the school covering phonics. Word recognition. Number recognition and for key vocabulary. Appointment of an NTP tutor, through own school recruitment will support all disadvantaged children to keep up.</p>	1,4

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

Budgeted cost: £182,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	<p>https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>Breakfast club provides children with an excellent start to the day. It ensures key children begin the day on a good breakfast. It gives children opportunities for social engagement and support for each other. It gives children an opportunity to complete learning through prep opportunities so they are ahead of the game in lessons before they begin. Children have access to the technology they may not have at home and they are able to further develop social skills.</p>	1,2,3,4,5
Learning Mentors support for key children	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://dera.ioe.ac.uk/</p> <p>This academic year we utilising the Apprenticeship scheme to create some life-long learning opportunities for some of our reading volunteers to support in a mentoring role for some of our key year groups who have increased numbers of children who have been</p>	1,2,3,4



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	<p>affected by the lack of social engagement during lockdowns. This is mainly in FS2 and Year 3 where children missed the support, both socially and academically, that they usually get from their peers. In some of the lower age year groups, children respond well to mentors that support areas such as sensory needs and worked with the children through sensory circuits which helps them regulate ready for lessons.</p>	
<p>Defined school early help offer to support parents with attendance and any issues arising from family mental health issues. ACES, Trauma informed practices and PBS are widely used to support Parents and children.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p> <p>A review of best practice for parental engagement has led us to review our early help strategies through the CPD and development of a Home School Support worker to liaise with parents using a personal key person approach. The implementation of a wellbeing team ensures trained Trauma informed practitioners support external agency intervention strategies as well as those developed by the school's skilled practitioners.</p>	<p>1,2,3,4</p>
<p>Establish a nurture group approach to support identified vulnerable pupils. CPD for staff and access to the Nurture network.</p>	<p>https://www.nurtureuk.org/research-evidence/</p> <p>The way a school approaches the challenges of mental health, wellbeing, behaviour and support for pupils and staff depends on the culture, ethos and leadership of the school from SLT and Governors. When schools are uniquely positioned to promote positive mental health and resilience for both pupils and staff, the influence of the school leadership is of paramount importance, as evidenced from the Boxall Childhood Project. The DfE advice identifies three distinct advantages adopting an integrated whole-school approach, one that “goes beyond the teaching in the classroom to pervade all aspects of school life, including:”</p> <p>CULTURE, ETHOS AND ENVIRONMENT: the health and wellbeing of pupils and staff is promoted through the ‘hidden’ or ‘informal’ curriculum, including leadership practice, the school’s policies, values and attitudes, together with the social and physical environment;</p> <p>TEACHING: using the curriculum to develop pupils’ knowledge about health and wellbeing; and</p> <p>PARTNERSHIPS WITH FAMILIES AND THE COMMUNITY: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children’s health and wellbeing.</p>	<p>1,2,4</p>

Total budgeted cost: £292,230.00



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Part B: Review of Outcomes in the Previous Academic Year

Pupil premium strategy outcomes

Schools are not required to publish performance measures for the year 2021 to 2022. However, standardised teacher administered tests and moderated teacher assessments have been used to measure impact and inform planning:

- Moderation and teacher assessments show that the allocation of funding to support disadvantaged pupils academically has had a clear impact.
- Pupil premium attainment is consistently high across all year groups in the school. This is triangulated through a range of evidence and evaluated half termly during raising achievement meetings.
- Engagement with pastoral support, including the child counsellor, has resulted in increased levels of well-being for disadvantaged children. This has been evidenced by children moving through well-being programmes successfully and with sustained impact.
- Assessments have been used to rapidly identify any gaps in learning and to plan for quality first teaching and interventions. Results from assessments such as the Boxall profile has shown clear improvements in all developmental areas.
- The establishment of intervention and recovery groups in core learning areas for targeted disadvantaged/EAL/SEND pupils had a significant impact on pupil progress.
- The whole school focus on metacognition strategies and staff training made an impact on learning behaviours and this remains a priority for staff CPD and implementation within the period of this plan.
- Planned wide horizons opportunities have taken place with 75% of all pupils attending multi activity clubs. Pupil feedback will inform plans to provide an even broader spectrum of extra-curricular opportunities and wrap around care provision.

Externally provided programmes

Programme	Provider
1-1 Maths support on line	Third Space Learning
Times tables support	Times Tables Rock Stars
Accelerated Reader	Renaissance
Clicker8	