



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	Saxon Way
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	October 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Angela Sandow
Pupil premium lead	Kristine Padmore
Governor / Trustee lead	Lisa Crook

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,445.00
Recovery premium funding allocation this academic year	£26,245.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,000 non-delivery of Breakfast club during lockdown periods
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	£277,690.00



Pupil Premium Strategy Statement

Part A: Pupil Premium Strategy Plan

Statement of intent

At Saxon Way we share a conviction that great schools are built on rich extra-curricular programmes and high-quality pastoral care as well as an inspiring curriculum, expertly taught. Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and attainment highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, including progress for those who are high attainers. Excellent teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

Our strategy is also linked to wider school plans for education recovery, notably targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- set challenging, aspirational targets for disadvantaged pupils;
- act early and intervene when needs are identified;
- deliver a whole school approach enabling all staff to take responsibility for disadvantaged pupils' outcomes;
- ensure every child can access our ambitious curricular and extra-curricular provision.

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 slower progress rates made by disadvantaged pupils.
2	Social & emotional difficulties, including medical and mental health issues impact on pupils' ability to self-regulate.
3	Pupils have limited experiences beyond their home life and immediate community, which limits knowledge of the wider world and language acquisition.
4	Issues affecting punctuality and attendance mean that disadvantaged pupils miss out.
5	Pupils enter the EYFS with language and listening skills well below age related expectations.



Pupil Premium Strategy Statement

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
<p>Disadvantaged pupils will make accelerated progress and attainment gaps will close. A detailed knowledge of the individual needs of pupils has led to a precisely planned curriculum. Analysis will show that interventions have had a positive impact on learning and progress.</p>	<p>End of summer 2022 and 2023 data:</p> <ul style="list-style-type: none"> • 95% of disadvantaged pupils have made expected progress. • 20% of disadvantaged pupils have made accelerated progress. • Interventions have impacted on raised levels of attainment.
<p>Mental health and well-being is a priority and a rigorous system is in place to facilitate school and family support. Vulnerable disadvantaged children are allocated a PP mentor to ensure a holistic approach.</p>	<p>Referrals for PP pupils to Pastoral team have been acted upon. Individual support plans have been implemented, reviewed, and built on and pupils and families feel supported. A wide range of interventions have impacted on learning behaviours</p>
<p>Pupils have a breadth of experiences enabling them to apply and contextualize their learning. School will deliver an engaging, varied and ambitious curriculum. Exceptional wider curriculum activities will provide pupils with exciting, varied and outcome driven opportunities. The 'The Power of Reading' programme will challenge and support pupils to engage with, and understand, a wider range of high level vocabulary from high quality texts.</p>	<p>Pupils achievement across the wider curriculum subjects is in-line with non PP pupils, or the gap is closing rapidly. Pupils and their parents believe that they can achieve and have raised aspirations. Pupils will be able to use the wide curricular experiences to begin to build new activities into their out of school time. Pupil questionnaires show that children enjoy school and are enthused to learn.</p>
<p>Rigorous attendance systems will be used to monitor and support pupils and families. Procedures are understood and followed consistently.</p>	<p>Disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>
<p>A language rich culture has been embedded into the EYFS and Year 1 curriculum, including the precise delivery of the reading programme (RWI). Classroom and learning environments are language rich.</p>	<p>PP pupils perform at least in line with non-PP pupils in the PSC. EYFS assessments are moderated and highly accurate. Half-termly, Raising Attainment Meetings show that all staff understand the small steps and next steps to build on prior attainment.</p>



Pupil Premium Strategy Statement

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: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expert delivery of early reading strategy (RWI):</p> <ul style="list-style-type: none"> - Training matched to needs - Resources for learning through prep - New books and matched texts to meet needs of pupils. 	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is vital to keep up to date with all changes and new research in order to deliver high quality phonics provision.</p>	<p>1, 5</p>
<p>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>	<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 We have evidenced the impact of this scheme across Trust schools and share collegiate expertise, CPD and resources. Investment in high quality texts will support the delivery of the scheme and will ensure a cross curricular approach to the application on knowledge and skills.</p>	<p>1, 3, 4, 5</p>
<p>The use of metacognition and self-regulation approaches to teaching to support pupils to think about their own learning more explicitly.</p>	<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 parents found it increasingly challenging to offer support with academic subjects. The live lessons were highly effective, however the application of knowledge and skills was not inconsistent because of home circumstances.</p>	<p>1,2,3,4,5</p>
<p>Wide Horizons Agenda supported by free enrichment experiences, such as visits/ visitors/ clubs/ activities.</p>	<p>https://promiseofplace.org/research-evaluation/research-and-evaluation/changing-minds-the-lasting-impact-of-school-trips</p> <p>School trips, educational visits, inspiring visitors and free clubs are powerful, positive tools that help enhance the social, personal and emotional development of all students (and teachers). When pupils take part, we see a range of benefits from improved academic attainment and progress, to improved relationships and wellbeing.</p>	<p>1.2-3.4-5</p>



Pupil Premium Strategy Statement

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

Budgeted cost: £ 164,690

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> <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. Third Space provides 1-1 tuition that boosts progress and raises attainment, plugs gaps and accelerates catch up, develops fluency and problem solving skills, builds engagement and confidence, prepares pupils for success in Ks2 assessments. All pupils receiving 1-1 tuition through Third Space learning last year achieved ARE or exceeding</p>	1, 4
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.</p>	1,2,3,4,5
Learning Mentors deployed to support social, emotional and mental health needs.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://dera.ioe.ac.uk/</p> <p>Learning Mentors are trained to support PP pupils to ensure that they are ready to learn. Targeted support develops confidence and resilience and promotes attendance and lifelong learning.</p>	1,2,3,4,5
Free Music Tuition Music Therapy	<p>At Saxon Way we employ a specialist to teach music, ensuring that every child achieves an excellent music curriculum, free of charge.</p> <p>Music therapy is offered to pupils who respond particularly well to this specialised, well researched and resourced, intervention.</p>	



Pupil Premium Strategy Statement

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

Budgeted cost: £60,000

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 a positive start to the day. It ensures PP children begin the day with a nutritious breakfast. It gives children opportunities for social engagement and support. There are opportunities for children to complete learning through prep activities so they are ready and prepared for lessons. Children have access to the technology they may not have at home.</p>	1,2,3,4,5
Defined school early help offer to support parents with attendance and any issues arising from family mental health issues.	<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.</p>	1,2,3,4
Establish a nurture group approach to support identified vulnerable pupils. CPD for staff and access to the Nurture network.	<p>https://www.nurtureuk.org/research-evidence/</p> <p>The challenges of mental health, wellbeing, behaviour and support for pupils and staff depends on the culture, ethos and leadership of the school. Schools are uniquely positioned to promote positive mental health and resilience for both pupils and staff, as evidenced by 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;</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>	1,2,4
Establish an agreed effective approach to	<p>https://www.cdc.gov/violenceprevention/aces/index.html</p>	1,2,3,4,5



Pupil Premium Strategy Statement

<p>mental health and well-being through the introduction of a Mental Health Lead and by implementing strategies from Trauma informed care which supports children with adverse childhood experiences.</p>	<p>Adverse childhood experiences (ACEs) can have lasting, negative effects on health, well-being, and opportunity. ACEs and their associated harms are preventable. Creating and sustaining safe, stable, nurturing relationships and environments for all children and families can prevent ACEs and help all children reach their full health and life potential.</p> <p>A Mental Health Lead will complete the trauma informed schools mental health lead training and train all practitioners in the school.</p>	
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Total budgeted cost: £277,690.00



Pupil Premium Strategy Statement

Part B: Review of Outcomes in the Previous Academic Year

Pupil premium strategy outcomes

In common with schools nationally, school closures and covid related absences have disproportionately affected disadvantaged pupils. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure.

Performance measures have not been published for 2020 to 2021, however in accordance with our PP strategy, plans have been reviewed and prioritised outcomes were achieved, despite the challenges. Assessments were undertaken and our rigorous moderation in school and across the academy trust confirmed teacher judgements were accurate and informed our strategic planning. Precise plans are in place to ensure any gaps in learning are addressed as a matter of urgency.

Externally provided programmes

Programme	Provider
1-1 Maths support online	Third Space Learning
Times tables support	Times Tables Rock Stars

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A