

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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
School name	Saxon Way Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	45.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Jen Vidler-Ironmonger
Pupil premium lead	Jen Vidler-Ironmonger
Governor / Trustee lead	Marissa Davis

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,368
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£22,000
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	£317,368

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Part A: Pupil Premium Strategy Plan

Statement of intent

The challenges facing disadvantaged pupils and their families are varied within our community and there is a need to understand each of our family's hardships individually. Through relationships with staff and families, we aim to know every child, as an individual, and tailor the support to precisely meet their needs. Common factors affecting pupil premium pupils include: lack of support at home, poor language and communication skills, lack of confidence and limited life experiences. There may also be more complex family circumstances that prevent children from flourishing such as children who have experienced Trauma through adverse childhood experiences.

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.

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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.

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 2024 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.
Strategies to improve well-being and personal development for all pupils, particularly disadvantaged pupils, are embedded. Pupils and families with identified social,	<ul style="list-style-type: none"> Early Intervention strategies have reduced barriers to learning. Identified pupils have benefited from Nurture Provision and personalised interventions.



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<p>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"> • 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. • 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 notably 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 show increased PP attendance and a decrease in persistent absence.
<p>Raised attainment for disadvantaged pupils in reading, writing and the development of oracy skills.</p> <p>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: £168,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching capacity added to classes	<p>Reducing teaching group sizes is recognised by the EEF as a strategy to increase pupil participation in the learning which can lead to improved outcomes.</p> <p>The EEF suggest that using TAs to add value to whole class instruction and help children develop independent learning skills and manage their own learning will lead to improvements in outcomes</p> <p>We have analysed the needs of our cohorts and identified that:</p> <ul style="list-style-type: none"> • In year 6, teaching in smaller groups with subject specialist teachers will increase the attention that each child will get leading to improved outcomes for them. In this way we secure skills and knowledge and facilitate a smooth transition into year 7. • In year 1, extra support staff will increase capacity for targeted interventions to close the gap between pupil premium and non-pupil premium pupils. • In year 3 and 4 adding additional capacity through deployment of a HLTA will support pupils to be confident when accessing their learning and will develop the self-regulation of our more vulnerable pupils leading to improved outcomes for all. 	1 and 3
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>	5
Bespoke professional development and coaching of staff	<p>Our whole school professional development approach is influenced by research from the EEF and is driven through a focus on specific pedagogical mechanisms that when modelled, rehearsed and evaluated will develop high quality teaching and therefore enhance our pupil outcomes in the classroom. Our specific focus on high quality instruction, deliberate specific feedback to move learning on and wider assessment for learning strategies is a core component of our CPD.</p>	1, 2 and 4



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	Research indicates that experienced teachers teaching alongside less experienced teachers can develop their pedagogy and subject knowledge. Our senior leaders deliver team teaching sessions that model excellent practice and allow our developing practitioners opportunity to experience and then deliver similar lessons themselves. This bespoke approach is delivered alongside our whole school planned CPD.	
Coaching and mentoring of apprentice teachers and ECTs	The use of instructional coaching as a tool to develop teaching expertise is advocated by the EEF. We apply a cycle of model, feedback and rehearse for our trainee teachers to ensure that they plan and deliver a tailored and precise curriculum for our pupils.	1 and 2

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

Budgeted cost: £65,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning	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. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/affordable-maths-tuition https://thirdspacelearning.com/blog/global-tutoring-uk-maths-attainment-gap/ https://thirdspacelearning.com/blog/a-space-for-maths-uk-maths-attainment-gap/	1, 4
1-1 Precision teach	https://www.ucl.ac.uk/educational-psychology/resources/CS1Murton15-18.pdf 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.	1,4
Social, Emotional and wellbeing support through ELSA interventions	With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. Social and Emotional support can be particularly beneficial for disadvantaged pupils. (EEF guidance) Our ELSA interventions are explicitly tailored to the needs of our pupils and targeted to develop self-regulation strategies, effective and confident communication as well as building relationships.	2, 3 and 4



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

Budgeted cost: £ 84,000

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 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
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>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 Pastoral Co-ordinator 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>	1,2,3,4,5
Trips and visits	<p>There is clear evidence that educational visits have a positive impact on young people, and when such experiences are part of a progressive programme designed to support integrated learning, the impact is greatly enhanced.</p>	3 and 5



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	<p>Our educational visits are planned to enrich all areas of our curriculum and widen the horizons of our pupils. We subsidise our trips and target some experiences specifically at our disadvantaged children in order to provide them with a breadth of experience and opportunity that some pupils may not get at home.</p>	
<p>Universal and targeted support for our families</p>	<p>There is much research that identifies the importance of parental engagement in their child’s learning at Saxon Way we work closely with our parents providing universal support that includes –</p> <ul style="list-style-type: none"> - Sessions designed to help parents to support their children at home such as reading - Sessions or programmes designed to support specific skills of parents such as behaviour management strategies or support - Intensive programmes or more bespoke approaches to support families who are in crises 	<p>1, 2 3, 4 and 5</p>

Total budgeted cost: £ (317,368)



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Part B: Review of Outcomes in the Previous Academic Year

Outcomes for disadvantage pupils

Desired Outcomes (2022/23)	Impact
At the end of reception disadvantaged pupils' language and communication skills are in line with not disadvantaged children.	<p>Progress and attainment is tracked meticulously from individual starting points.</p> <p>At the end of reception 53% of our children achieved a GLD and 75% of disadvantaged children achieved a GLD from very low starting points.</p> <p>79.3% of our non-disadvantaged children and 79.2% of disadvantaged children achieved ARE in listening, attention and understanding.</p> <p>93.1% of our non-disadvantaged children and 79.2% of disadvantaged children achieved ARE in speaking.</p> <p>Our transition plan into Year 1 ensures that children's early years needs are being met whilst they also begin learning within the KS1 curriculum.</p>
The attainment gap is closing between disadvantaged and not disadvantaged children by the end of KS2.	<p>End of KS2 assessments show that the attainment gap is closing between disadvantaged and non- disadvantaged pupils:</p> <p>For example, in reading 64% of disadvantaged children and 63.2% of non-disadvantaged pupils achieved the expected standard.</p>
Gaps created during the pandemic are significantly narrowed and are non-existent where possible.	<p>Attainment gaps in reading, writing and maths in the majority of year groups are now diminishing and the progress of our disadvantaged pupils is accelerating.</p> <p>Where gaps are not reducing or where progress of disadvantaged pupils has been slower, a clear achievement plan and additional resource has been deployed to ensure that pupils gaps and wider learning needs are planned for and met.</p>
Engagement and involvement of parents in children's education improves.	Parents of disadvantaged pupils engage in workshops and other learning focused activities within the school. Disadvantaged pupils regularly complete homework set and this is actively supported by parents.
Attendance has vastly improved continues to improve and is almost in line with national.	Attendance demonstrates year on year improvement with planned support for targeted families making a measurable impact.



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	Attendance is now 94.6% compared to 92% this time last year and Persistent Absence figures are reducing rapidly.
Improved well-being and personal development for all pupils, particularly disadvantaged pupils, is sustained and wide horizons opportunities are prioritised.	100% of pupils attended a club during the academic year. 100% of pupils experienced a wide range of trips and educational experiences. Targeted support including our ELSA interventions for our most vulnerable pupils has secured their ability to access whole class teaching with a strong success rate.

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
Timestables support and Number support	Times tables Rock stars
Accelerated reader	Renaissance
Clicker8	
Read Write Inc	