



# Pupil Premium Strategy Statement

## School Overview

Detail	Data
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	40.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 <b>2025/26</b> 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jen Vidler-Ironmonger
Pupil premium lead	Jen Vidler-Ironmonger
Governor / Trustee lead	Sabrina Reilly

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,089
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	£259,089



# Pupil Premium Strategy Statement

## Part A: Pupil Premium Strategy Plan

### Statement of intent

At Saxon Way Primary School, we are committed to ensuring that every child has the opportunity to succeed, regardless of their background or circumstances. The Pupil Premium funding is designed to help close the achievement gap between disadvantaged pupils and their peers. Our strategy is focused on addressing the specific needs of these students, providing targeted support and resources to promote their academic and personal development.

This document outlines how we allocate and utilise the Pupil Premium funding to ensure that pupils from low-income families, as well as those who are looked after or have parents in the armed forces, receive the support they need to thrive. Through a combination of tailored interventions, high-quality teaching, and the fostering of an inclusive learning environment, we aim to raise aspirations and ensure that all our pupils reach their full potential.

Recognising that emotional well-being and mental health are critical to a child's ability to learn and thrive, we place a strong emphasis on supporting pupils' mental health, particularly those who may have experienced trauma or adverse experiences. We offer a range of therapeutic interventions, emotional literacy support, and pastoral care to help pupils build resilience, improve self-regulation, and engage fully in their learning.

Through a combination of tailored interventions, high-quality teaching, and a commitment to fostering an inclusive learning environment, we aim to raise aspirations and ensure that all our pupils reach their full potential—both academically and personally. We regularly review the impact of our strategy to ensure that the Pupil Premium funding is having a meaningful and lasting effect on improving outcomes for all pupils, particularly those from disadvantaged backgrounds.

Our ultimate objectives are:

- ✓ To remove barriers to learning, created by family circumstances and background.
- ✓ 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 facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning and accurate assessments.
- ✓ To inspire learning in environments that are both nurturing and aspirational.

We aim to do this by:

- Ensuring that high quality teaching and learning opportunities meet the needs of all our pupils, with every child challenged through our adaptive teaching approach.
  - Ensuring that pupils have access to an expertly planned curriculum taught by highly skilled practitioners which ensures pupils make rapid progress.
  - Working with a range of external agencies and accessing resources to provide a meaningful early help offer
  - Improving children's well-being and developing skills such as problem solving, risk taking and improved communication through our whole school approaches;
- Providing school clubs, trips and experiences to enhance cultural capital and widen horizons.



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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	Assessments, observations, and discussions with pupils entering the school indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. On entry to Reception classes in the last 3 years, between 27% - 56% of our disadvantaged pupils arrive below age-related expectations compared to 42% - 51% of other pupils.
2	Lower outcomes in reading and writing for disadvantaged children as a result of a lack of exposure at home to high quality reading provision. Disadvantaged pupils do not typically read as widely as pupils from non-disadvantaged backgrounds and have limited out of school enriching experiences of visiting places of interest, in order to stimulate discussion and imagination which impacts their vocabulary development. This gap narrows but remains significant at the end of KS2.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 25% - 50% of our disadvantaged pupils arrive below age-related expectations for number compared to 33% - 56% of other pupils. This gap significantly reduces at ARE at the end of KS2, although not at Greater Depth.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.7%-5.5% lower than non-disadvantaged pupils. 21.8%-24.7% of disadvantaged pupils have been “persistently absent” (below 90%) compares to 12%-18% of their peers in the last 3 years. It is clear that their absenteeism negatively impacts pupils’ progress and achievement, especially the disadvantaged children.
5	Social, emotional wellbeing needs have been identified for many pupils as a barrier to learning. Referrals for support remain high in school and to external agencies. 27% of disadvantaged pupils currently require additional support with social and emotional needs who are receiving small group interventions, ELSA support and external professional agency involvement. Additional pupils receive general pastoral support.



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## 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>1) Improved oral language skills and vocabulary among disadvantaged pupils. Children are prepared for transition to year 1.</p>	<p>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. Children are prepared for the next stage of their education.</p>
<p>2) Raised attainment for disadvantaged pupils in Reading and Writing and the development of oracy skills with improved reading attainment among disadvantaged pupils.</p>	<p>Disadvantaged children develop a love of reading through accessing a wide range of texts. Phonics achievement of pupil's eligible for pupil premium is in line with non-pupil premium children.</p> <p>KS2 expected reading outcomes in 2026/27 show that the gap between disadvantaged pupils and non-disadvantaged pupils has continued to narrow and remains lower than the National Gap.</p>
<p>3) Improved maths attainment for disadvantaged pupils at the end of KS2 at the expected standard and at Greater Depth</p>	<p>KS2 Greater Depth Maths outcomes in 2026/27 show that the gap between disadvantaged pupils and non-disadvantaged pupils has narrowed with the gap at the expected standard remaining insignificant.</p>
<p>4) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>○ the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>○ the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul> <p>Attendance of disadvantaged children across the school is better than the national average for disadvantaged children.</p>
<p>5) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so the barriers to learning are reduced.</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by qualitative data from pupil voice, parent surveys and teacher observations.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils with educational activities impacting positively on children's self-esteem and achievement.</p>



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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: £ 145,000

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"> <li>• 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.</li> <li>• In year 1, extra support staff will increase capacity for targeted interventions to close the gap between pupil premium and non-pupil premium pupils.</li> <li>• In year 3 and 4 adding additional capacity through deployment of a 2 extra TAs 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. .</li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> </ul>	2 and 3
Early years support for social skills and oracy	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></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>	1 and 2
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> <p>Research indicates that experienced teachers teaching alongside less experienced teachers can develop their pedagogy and</p>	1, 2 and 3



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	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	
Accelerated Reader and VIPERS	<p>Children are engaged with reading a wide variety of texts, developing their understanding and comprehension skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2
RWI phonics provision – resources and training to secure strong phonics acquisition for all pupils	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>All children accessing high quality phonics programme to pass the PSC. Additional provision ensures all gaps are closed and children can blend and decode words.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,2
Specific SEND resources and equipment to support all vulnerable groups.	<p>Resources support children to access learning through removing identified barriers.</p> <p>Pupil engagement increases through being able to engage in all learning activities in line with need.</p>	1, 2, 3, 4, 5
Educational Psychologist	<p>A full EP cognitive and socio-emotional assessment identifies learning needs of targeted pupils who underachieve.</p> <p>Strategies and support enable pupils to access and succeed in their learning.</p>	2,3,4,5
Occupational Therapist and specific OT resources.	<p>OT assessment identifies physical and sensory challenges and makes recommendation for children to overcome their barriers to learning. Pupils engage positively with their learning.</p>	2,3,4,5
<p>Online subscriptions</p> <ul style="list-style-type: none"> <li>• Mathsframe</li> <li>• Spelling Frame</li> <li>• TT Rockstars</li> <li>• Whiterose Maths</li> <li>• Accelerated Reader</li> <li>• Myon</li> </ul>	<p>Children engage enthusiastically with on line media which consolidates their learning leading to improved behaviour for learning and outcomes.</p>	2,3



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

Budgeted cost: £59,327

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. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/affordable-maths-tuition">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/affordable-maths-tuition</a>  <a href="https://thirdspacelearning.com/blog/global-tutoring-uk-maths-attainment-gap/">https://thirdspacelearning.com/blog/global-tutoring-uk-maths-attainment-gap/</a>  <a href="https://thirdspacelearning.com/blog/a-space-for-maths-uk-maths-attainment-gap/">https://thirdspacelearning.com/blog/a-space-for-maths-uk-maths-attainment-gap/</a>	3
Speech and Language Therapist	Oral communication barriers are identified and recommendations and strategies support teacher's planning and delivery. Pupils' achievement within all areas of the curriculum improve.	1,2,3,5
Purchase of provision Mapping Tool – Edukey.	Overview of targeted interventions for every child reviewed 6 weekly and amended swiftly for maximum impact and improved outcomes.	1,2,3,4,5
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.	



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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><a href="https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools">https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><a href="https://dera.ioe.ac.uk/">https://dera.ioe.ac.uk/</a></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
Pastoral support and ELSA provision and whole school Trauma Informed Practice	<p>Boxall profile identification of pupils SEMH needs, to target intervention and provision.</p> <p><a href="https://www.boxallprofile.org/about/why-boxall-profile/">https://www.boxallprofile.org/about/why-boxall-profile/</a></p> <p>Improved socialisation and communication skills. Identified children and families receive specialist targeted activities and support.</p> <p>Pupil's emotional well-being is addressed Children feel safe and supported enabling them to thrive in their learning.</p>	1,4,5



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	<a href="https://neu.org.uk/advice/classroom/behaviour-schools/trauma-informed-practice-and-approach">https://neu.org.uk/advice/classroom/behaviour-schools/trauma-informed-practice-and-approach</a>	
<p>Extra-Curricular experiences</p> <ul style="list-style-type: none"> <li>- Enrichments</li> <li>- Trips</li> <li>- External visitors</li> <li>- Music / Drama projects</li> </ul>	<p>All children are able to thrive from exciting, enriching activities within a broad, balanced curriculum. Children feel valued and part of the community. Children are excited to learn.</p>	1, 2,3,4,5
Griffin Trust Wide Horizons Agenda	All children experience activities and events they wouldn't normally be able to access. Children demonstrate greater confidence and resilience.	2,4,5
Breakfast Club provision	Meeting basic needs enable pupils to access the curriculum and focus on their learning. Children's social and emotional needs are met. Improved attendance and outcomes.	4,5
FSM software	Increased number of pupils eligible for free school meals, meeting basic need. Increased concentration and hence outcomes.	5

Total budgeted cost: £ 259,089



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## Part B: Review of Outcomes in the Previous Academic Year

The strategic use of Pupil Premium funding is a priority for Saxon Way Primary School, guided by the three pillars of Proud Traditions, Wide Horizons and High Achievement. The use of the funding has been carefully managed to ensure that the most under-resourced children within our school community benefit from provision that prepares them for the next stage of their education and beyond.

Moderation and teacher assessments consistently highlight the positive impact targeted funding has on children, and this is reflected in their academic performance and overall well-being. Pupil voice and external validation affirm Saxon Way as a nurturing and inspiring environment for everyone. The establishment of, and the ongoing development of positive relationships, particularly with hard to reach families, continues to be prioritised with leaders working tirelessly to offer the very best educational opportunities to every child.

### Outcome 1

- Our Reading Lead has monitored reading ages and fluency of reading across the school, particularly focusing on pupil premium children. Our rigorous Read, Write, Inc (RWI) programme, as well as a bespoke intervention programme has secured strong outcomes for our disadvantaged pupils.
- Accelerated Reader and VIPERS has secured strong outcomes in reading. The gap between disadvantaged children (not SEN) 80% at KS2 is broadly in line with non -PP children 75%.
- Phonics Screening Check outcomes have continued to improve with disadvantaged children (65%) achieving in line with data for National Data for disadvantaged children of 68% in 2024. All targeted pupils made rapid progress.
- Our KS2 ARE combined outcomes were broadly inline for disadvantaged (without SEN) was 70% ARE vs 80% non-pupil premium without SEN where the national average for disadvantaged combined is 45%.
- The outcomes in Writing at KS2 has seen the gap between disadvantaged children, 78% achieving ARE compared to 80% non-disadvantaged children achieving ARE, diminish to --2%, compared to the National gap of -20.0%
- Attainment of PP and non- PP rose, the gap has narrowed and it is in line with national. Great strides have been made and we look forward to narrowing the gap further.
- CPD has been used to enhance the quality of Teaching and Learning, resulting in good or better teaching across the school and securing outcomes above National and significantly closing gaps between disadvantaged and non-disadvantaged children.
- Parental engagement has increased at all events throughout the year, including sharing assemblies, phonics workshops and sessions on the curriculum especially reading. As a result, parents are positive about the opportunities to engage in the learning that is taking place in school.
- Reading initiatives across the school continually develop a love of reading, as evidenced by external validation and pupil voice.

### Outcome 2

- A strong relationship with all our families has enabled the school to identify where support can have impact; in particular for harder to reach families. A selection of our TAs are trained in a bespoke programme for our school that focuses on key aspects that pupils struggle with the aim to increase their capacity for learning.
- Parents engage well with our Triple P parenting programme that we host within our wellbeing centre to support with behaviour at home. As a result of this, parents feel confident about approaching the school for support. The school focuses on supporting and addressing SEMH needs proactively to ensure barriers to learning are addressed.



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- All children are supported to complete Prep for Learning activities, ensuring every child has access to technology at home and support in class to complete the prior learning. Higher level questioning is evident through regular learning walks, where effective questioning is clearly enabling greater progress for all children.

## Outcome 3

- All disadvantaged children are provided with opportunities to explore and develop their ideas within our levels of challenge pedagogical approach. Teaching assistants model and support pupils with their line of enquiry and problem solving to develop their confidence and resilience.
- Our Pupil Curriculum Leaders (PCLs) in Year 5 develop their leadership skills by working alongside subject leaders and suggesting ways to enhance learning opportunities within school.
- 100% of children are actively involved in a wide range of free extracurricular opportunities, supporting their wellbeing and positive attitude to learning. A range of specialist visitors, trips and GST proud traditions have allowed children to make deeper connections with their learning and ensured developing cultural capital and aspirations for all. Children in receipt of Pupil Premium are targeted for opportunities to attend Trust wide enrichment events, e.g. the annual Griffin Arts Festival.

## Outcome 4

- Attendance data is consistently above national figures and targeted interventions are having a rapid and sustained impact. Whole school attendance has sustained improvements over the past three years; PA has reduced by 4% and whole school attendance has increased by 2%.
- Meeting regularly with families has supported improved attendance. The partnership with the Educational Psychologist has helped families to overcome social and emotional barriers to attendance. In-school trained ELSAs have prioritised and worked successfully with our disadvantaged children enabling them to become self-regulated and access education. Our Well-being Co-ordinator has provided therapies to support our disadvantaged pupils to process the hardships and trauma that some have experienced.

## Outcome 5

- As a result of early identification, needs and gaps of disadvantaged children are addressed through bespoke interventions and targeted support.
- Identified children with communication and language needs made rapid progress as a result of targeted interventions with 73% of disadvantaged children meeting ARE from a baseline of 62%.
- 73% of children in receipt of pupil premium met GLD, above Pupil Premium National data figure of 51.6% in 2022-23.
- Targeted speech and language sessions continue to improve children's communication skills and the impact is measurable.
- We have a teaching assistant specialising in speech and language that ensures rigour and consistency to all interventions.
- Transition from EYFS to year 1 was planned and personalised for disadvantaged children; including the deployment of 1:1 teaching assistants to support pupils with the, often difficult, transition to Year 1.



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## 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
Times Table Rockstars	Maths Circle
Target Tracker	Juniper Education
Edukey	TES
White Rose Maths	White Rose
MathsFrame	Maths Frame
Spelling Frame	Maths Frame
Third Space Tutoring	Third Space Learning
Accelerated Reader and Myon	Renaissance