

Pupil Premium Strategy Statement

1. Summary information					
School	Saxon Way Primary				
Academic Year	2020/21	Total PP budget	£228,650	Date of most recent PP Review	Sept' 2020
Total number of pupils	371	Number of pupils eligible for PP	170 - 49.5%	Date for next internal review of this strategy	July 2021

2. Current attainment (based on 2019 data)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	51.82%	64%
% making progress in reading	57%	78%
% making progress in writing	70%	76%
% making progress in maths	73%	64%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Disadvantaged children enter school with significantly lower starting points than their peers particularly in Communication, language and literacy.
B.	Disadvantaged pupil's attainment is lower than other pupil's especially in early reading, this has been compounded by school closures during Covid 19.
C.	Pupils eligible for pupil premium funding are not developing metacognition and self-regulated learning behaviours which lead to improved, sustained, and intrinsic motivation for learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 93.4% (below the target of 96%). This reduces their hours in school and causes them to fall behind their peers.
E.	Some home learning environments lack aspiration and support for Pupils' communication and literacy skills.
F.	Some families are encountering significant mental health issues which impact on the educational and emotional well-being of the children.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.



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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.
C.	All pupils communicate what it is to be a learner.	Pupils manage their own motivation towards learning and can articulate the strategies the use as a learner.
D.	Attendance of all vulnerable groups improves.	Attendance for pupil premium children is in line with national.
E.	Increased access to on-line learning is available to support parents. Instructional videos or live lessons support parents understanding.	Children are able to access learning remotely. Parents know how to support their children at home.
F.	Parental engagement is supported through resources and support developed through partnerships with families, school and outside agencies.	Families are receiving the support needed.

5. Planned expenditure

Academic year 2020/21

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 lead 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. (£19,000)</p> <p>Speech and language therapy services. (£4,000)</p>	<p>Some pupils need targeted support to diminish differences. This approach has been shown to be effective (Sutton Trust findings)</p> <p>Research outcomes by the EEF note that oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or processes of learning, or both. This can generate 5 months of progress.</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</p>	<p>Improving reading is part of the SDP and is reviewed termly</p> <p>Groups are tracked termly and assessment information analysed with class teachers, phase leaders, Reading leader, English lead and SLT through Raising Achievement meetings.</p> <p>Timetable of interventions monitored by Inclusion Leader and Speech and language TA.</p> <p>Children will be discharged from speech and language and will have improved speech and language skills.</p>	Reading Leader (SR)	<p>October 2020 December 2020 March 2020 May 2020 July 2020</p> <p>£62,700</p>

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	<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>Additional RWI books needed for early phonics stages. (£2,000)</p> <p>RWI phonics on-line (£200)</p> <p>Setting for phonics in FS2, Year 1 and year 2. (£7,000)</p> <p>Introduction of Fresh start (RWI) for those children still needing phonics in ks2. Training for staff. (£1,500)</p>	<p>skills. Evidence from 1-1 speech and language plans and speech link identifies progress towards language acquisition.</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. RWI is a strength of the school and is strategically planned and lead by our reading leader.</p> <p>Resources to support school implementation and ensure accurate assessment.</p>	<p>Action plan meetings driven by EYFS lead shows improved outcomes in communication, language and literacy.</p> <p>Oral language interventions extend pupils spoken language and their use of structured questioning.</p>		
<p>Children are challenged to meet 100% achievement for all.</p>	<p>Leadership partners are assigned to all teachers and are team teaching to develop pedagogy, support planning and develop robust assessment processes. (£4,000)</p> <p>Weekly CPD sessions to develop understanding in all research developments.</p>	<p>Peer tutoring adults enables the coach and their partner to take responsibility for aspects of teaching and evaluating their success in a bespoke way benefitting the children in their learning and ensuring great outcomes.</p>	<p>Staff to use the process of the bespoke 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.</p>	<p>HT, AHTs</p>	<p>Coaching partnerships on-going and assessed throughout the year.</p>

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<p>Progress of disadvantaged pupils accelerates across the school and attainment gap is diminished in all year groups.</p>	<p>Additional teacher time in Year 6 and Year 5 (£40,000)</p> <p>TA led interventions (£19,370)</p> <p>Release time for raising achievement meetings. (£3,200)</p> <p>Uniform (£1,265)</p> <p>Third Space learning intervention (£10,665)</p>	<p>Additional teachers are placed in year 6 to accelerate progress of all pupils and improve resilience towards achieving high outcomes.</p> <p>Provide year 6 with Blazers to raise aspirations as pupil leaders of the school.</p> <p>Third space supports 10 vulnerable children in year 6 to ensure age related expectations and above.</p>	<p>Premier Pathways trainee teacher assigned to work across FS2, year 5, year 2 and year 3.</p>		<p>77, 835</p>
Total budgeted cost					<p>£141,200</p>
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?
<p>Attendance rates improve for PP children</p>	<p>Attendance Advisory Practitioner (£3,000)</p> <p>Admissions and attendance manager (£1,000)</p> <p>Exec Head (£4,000)</p> <p>Educational Psychologist (£5,000)</p> <p>HSSW time (£3,000)</p> <p>Lego Therapy (£150)</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. First day calling 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 admissions and attendance admin 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>Head</p> <p>HSSW – AB</p> <p>H – AS</p> <p>A – SK</p> <p>EH - JD</p>	<p>Dec '20</p> <p>Feb '21</p> <p>May '21</p> <p>July '21</p> <p>£25,150</p>

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Extend opportunities	Subsidised Curriculum visits (£8,000)	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.	Data analysis of vulnerable pupils.	H – AS AHT – RS	Dec '19
	Year 6 residential (£1,000)				Soft data analysis using the Boxall profile and PASS (Pupils attitude to school)
	Griffin Arts and sports festivals, Science symposium and Founders day (£500)		Curriculum evaluation.		May '20
	Pantomime in school (£1,200)		Pupil Voice		July '20
	Performance – Shakespeare for schools – (£497)	Children perform on the stage at Wembley Arena, increased confidence, self-esteem and raising aspirations.	Parent questionnaires		£54,697
	VIAM – Voice in a million (£1,500)			AHT - RD	Dec '19
	Music teacher to deliver music curriculum and musical instruction. (£42,000)	Pupils receive excellent music curriculum delivery and vulnerable children are supported in musical instruction.			Feb '20
					May '20
GST Charge	Contribution to sponsors – use of funds as displayed on GST website (£7,397)				July 20
Total budgeted cost					£87,244

6. Review of expenditure

7.

Previous Academic Year

2019 - 2020

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ii. 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



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<p>Improve language and vocabulary 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.</p> <p>Training for staff. (£1,500)</p> <p>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</p> <p>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</p> <p>Year 5 (£40,000)</p> <p>Uniform (£1,000)</p>			

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	Pantomime at Stantonbury Campus (£1,400)	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.		£4,000	
	Musical instruction (£4,000)			£1,00	
	Performance – Shakespeare for schools (£1,000)		Team building and self-esteem and resilience. Social engagement		£1,500
	VIAM – Voice in a million (£1,500)		Postponed due to Covid 19		

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk