

Saxilby Church of England Primary School

Pupil Premium Strategy

2022-2023



Pupil premium strategy statement for Saxilby Primary School 2021 -2024

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	Saxilby C of E Primary School
Number of pupils in school	395 (81 PP) including services
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022 / 2023 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Catherine Stratton Headteacher
Pupil premium lead	Sarah Allen
Governor / Trustee lead	Alice Cowles and Chris Webster, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 81,715
Recovery premium funding allocation this academic year	£ 7,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 41,556
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	£ 130,956

Part A: Pupil premium strategy plan

Statement of intent

Our 3-year plan is underpinned by the school's vision that through our Christian values

Educate for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educate for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educate for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educate for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our ultimate objectives for disadvantaged pupils are:

- To support our children's health and well-being to enable them to access learning at an appropriate level
- To narrow the gap between disadvantaged and non-disadvantaged pupils
- For disadvantaged pupils to make or exceed nationally expected rates of progress

We aim to do this through:

Inclusive teaching and learning 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 and at the same time will benefit the non-disadvantaged pupils in our school.

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:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- Make sure interventions are rooted in research

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure all staff are able to support behaviour through an restorative approach where possible
- Pupil premium funding will be allocated by identifying priority groups or individuals through the use of watch lists.

A focus on Inclusive teaching and learning, supported by academic interventions and wider non-teaching strategies as recommended by the EEF, supports the achievement of these objectives. Alongside high quality pastoral support and attendance intervention to meet the needs of our disadvantaged and vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>Increased number of pupils starting reception with speech and language and social communication difficulties</p> <p>These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.</p> <p>This negatively impacts their development as readers as they move throughout the school into KS2</p>
3	<p>Parental engagement – observations and discussions with staff – that many of our disadvantaged families have been impacted by school closures and are hard to engage with our current online meetings for disadvantaged pupils</p>
4	<p>Narrowing the attainment gap in Reading, Writing and Maths</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in writing reading and maths</p>
5	<p>Increased number of pupils with complex social, emotional and mental health needs impacting on behavior needs.</p>

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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>2. Improved reading attainment among disadvantaged pupils.</p> <p>Pupils make at least expected progress in phonics</p>	<p>Achieve national average attainment in Y1 phonics screening</p> <p>Fewer Y2 and Y3 pupils need to access phonics interventions</p> <p>A greater percentage of disadvantaged pupils will meet at least age related expectations</p> <p>Pupil Premium children will develop a love of reading</p> <p>Increase in reading ages linked to Star Reader</p>
3. Parental Engagement	<p>There will be 100% attendance for Pupil Premium meetings that will be face to face</p> <p>Parents will support children with their learning at home</p> <p>Parents will attend meetings and other activities linked to learning</p>
4. Pupils access a range of interventions to meet their needs monitored by the use of the watch list	<p>Pupils make expected progress against their targets set in RWM on watch lists</p> <p>Disadvantaged pupils learning gap will narrow</p> <p>Pupils interventions will be tailored to meet the needs of the individuals to make maximum progress</p>
<p>5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Increase of positive behaviour</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • qualitative data from pupil voice reporting they feel happy, safe and valued • Teacher observations • Safe and well being monitoring • Counselling has had an impact on certain pupils wellbeing a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Recreational time observations

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,4</p> <p>Information to be reported to parents (3)</p>
<p>Phonics training Read , write Inc for new members of staff and parental workshops</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 3</p>
<p>Reading Strategies training</p>	<p>EEF teaching and Learning toolkit educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2,3,4</p>
<p>Implementation of a systematic oracy programme across school</p>	<p>EEF teaching and learning toolkit</p>	<p>1,2,3,4,5</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>

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

Budgeted cost:£65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF guide to Pupil Premium targeted academic support	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,
Focused, structured measurable Interventions FFT – Reading programme –Lightning Squad Maths tutoring- Precision Teaching Get writing	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,4
Inclusive teaching for all pupils	EEF guide to Pupil Premium –tiered approach – teaching is top priority EEF guide to Pupil Premium targeted academic support Supporting the attainment of disadvantaged pupils DFE 2015 suggests high	1,2,3,4,5

	<p>quality teaching as a key aspect of successful schools</p> <p>Metacognition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28.657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
To increase Parental engagement within school and learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Parental engagement has a positive impact on engaging with parents to avoid widening gaps in learning	6
Wellbeing – Pupils and families with SEMH needs supported by Counselling ,Enrichment –music lessons / residential, visits	EEF social emotional learning wellbeing and mental health https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	All

Total budgeted cost: £109,157

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 and 2021- 2022 academic year.

Covid from March 2020 to February 2021 led to national tests being cancelled in July 2020 and there is therefore no national data. Internal assessments during 2020/21 show the impact of partial school closures upon our pupils. The impact of Covid-19 disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. This impact was mitigated in the second lockdown by our resolution to maintain a high quality curriculum aided by use of online resources and platforms. Pupil premium pupils were provided with laptops from which to access remote learning.

Our Family Support Worker made sure that there was contact with the disadvantaged families during the lockdowns on a weekly basis.

The pupil premium strategy plan for this academic year had been considerably affected by the pandemic. However, there was monitoring of the teaching and learning taking place. Also, CPD for both teachers and support staff continued to be provided remotely. Upon return to school, monitoring evidenced the quality of teaching quality and outcomes across the year have improved, although the impact of the pandemic can clearly be seen. Metacognition was revisited upon return to school after lockdowns.

Covid has impacted on progress for pupils. Gaps in learning are present, knowledge needs to be secured before rates of progress can be accelerated.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Supporting pupils with cultural capital and experiences has been considerably affected by the pandemic as no trips, visits or residential took place

2021 – 2022 UPDATE

Progress against Intended outcome 1 – Improved oral language skills and vocabulary among disadvantaged pupils.

WELCOMM assessments were carried out in EYFS and gaps were identified for the disadvantaged children. Targeted Interventions were put in place for these children and the children made progress and improved their oral language skills and vocabulary.

Storytime sessions in EYFS were vocabulary focused, which benefitted the disadvantaged pupils.

Ongoing assessments and training for staff will be carried out during the next academic year and oral language is a School Improvement focus.

Progress against Intended Outcome 2 – Improved reading attainment among disadvantaged pupils. - Pupils make at least expected progress in phonics

Over the course of the past academic year, the impacts of the COVID 19 pandemic have become clearer showing a wider gap between the attainment of Pupil Premium children compared with their non disadvantaged peers.

21 disadvantaged children across Ks2 accessed the Lightning Squad reading Intervention. As a result of this Lightning Squad reading intervention was implemented for children across the school., Lightning squad was targeted to Ks2 pupils after analysis of data and need. Progress - Children made good progress from accessing this intervention.

Pupil Premium children are discussed at Watch list meetings in depth and what provision is needed.

Phonics assessment : 9 disadvantaged children out of 17 passed the Y1 Phonics screen. This is being reviewed in the next academic year with key targets set for these children.

89% of year 2 PP children have passed their phonics screening assessment

53% of year 1 PP Children passed their phonics screening assessment

Standardised diagnostic assessments were used and data from these analysed to identify trends across the school, year groups, classes which informs the planning for these children.



Progress against Intended outcome 3 – Parental Engagement

Pupil Premium meetings were online during 2021 parents evenings. Parents that did not attend were chased up and had meetings at another time. 100 per cent attendance was accomplished during the year – Meetings need to be back as face to face meetings in the next academic year.

Pupil Premium meetings were held in October 2022 . These were face to face meetings which previously have been held online. Staff completed the three houses with the children and set targets the children are working towards. Staff had discussions with parents how they could support their children . Discussions were had about enrichments music lessons and residential trips

Intended Outcome 4- Range of Interventions- Pupils access a range of interventions to meet their needs monitored by the use of the watch list.

Standardised diagnostic assessments were used and data from these analysed to identify trends across the school, year groups, classes which informs the planning and intervention for these children. Range of interventions were carried out throughout the school

Focused, structured measurable Interventions were delivered

Maths Third space learning in Years 4 , 5 and 6 - The Maths Interventions were carried out weekly for 12 weeks and progress was evaluated throughout the 12 weeks.

15 children accessed targeted provision through a specialist tutor and made good progress from SMART targets being set.

Lightning squad reading interventions – had significant impact on progress

Tutoring programme were set targets to meet and targets for each child accessing this were met

In school interventions –Get Writing and Precision teaching were monitored and evaluated each term to see impact of the intervention.

Intended Outcome 5- To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Increase of positive behaviour.

This year some of our disadvantage children have accessed a Y4 Residential to Rand Farm Park and Y6 to Edale YHA. This enabled the children to experience a different environment, which had an impact on positive behaviour. Those disadvantaged pupils who needed closer support accessed a block of counselling to support their wellbeing The Family support worker, who works in school worked closely with a number of our disadvantaged pupils families to support them and signposted. Disadvantaged children were able to access a range of music lessons.

Service pupil premium funding (optional)

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Our family Support worker meets the service children on a regular basis. They meet together as the Tiger Stripes club.</p> <p>The children have looked at maps linked to deployments past and present had chance to talk to each other and share experiences. They have shared medals that their parents have received and discussed the importance of these.</p> <p>They took part in a remembrance service and discussed if their parents were taking part in any remembrance services or parades. The pupils made poppies.</p> <p>Pupils took part in collective worship linked to Armed Forces Day.</p> <p>School has subscribed to Little Troopers – this provides support to service children via newsletters and book resources.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Teachers observed improvements in wellbeing amongst service children.</p> <p>The group gives the children to talk about experiences to others.</p> <p>Assessments demonstrated progress in subject areas where extra support classes were provided.</p>

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

- A wide range of extra-curricular after-school activities to boost wellbeing, behaviour and attendance. These activities incorporate the above skills and virtues. Disadvantaged pupils are encouraged and supported to participate in these.
- Utilising a DfE grant to train a senior mental health lead. This will develop our understanding of pupils' needs, give pupils a voice in how we address wellbeing and support more effective collaboration with parents. Planning, implementation and evaluation

In planning our new pupil premium strategy, The Pupil Premium lead took part in training with Derby Research school. We have received lots of training and guidance through this network, as well as our pupil premium lead being part of a team,

We have a detailed system to monitor the needs and progress of all pupil premium children across the school and we look at Learning, Attendance, Behaviour and Safeguarding as well as the individual challenges of these pupils. These challenges have been identified in this strategy and these are discussed in termly pupil premium pupil progress meetings with SLT and teachers. We triangulate evidence from multiple sources: lesson visits, book scrutiny and conversations with pupils and teachers as well as internal data. We also look at reports, studies and research papers which drive our action planning and implementation.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.