

Saxilby Church of England Primary School

Pupil Premium Strategy based on DFE model.

To be published on the school website.

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	398-
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23- 25
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 24
Statement authorised by	Headteacher -Ian Randall
Pupil premium lead	Sarah Allen
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Services children £2500 Disadvantaged -£98,000 LAC/Post LAC - £13,500 EYPE-£474
Recovery premium funding allocation this academic year	£4500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,000
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	£149,974

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	Assessments, observations and discussions with staff and pupils suggest disadvantaged pupils data in Maths is lower than non-disadvantaged. Times tables scores were lower and need improving and impacts on their arithmetic data as they move throughout the school.
2	Inclusion: being part of the community Access to clubs — music lessons, sporting events, experience outside school.
3	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
4	Narrowing the attainment gap in Reading, Writing and Maths This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in writing reading and maths
5	Increased number of pupils with complex social, emotional and mental health needs impacting on behavior needs. Challenging behaviour displayed in school.
6	School wider budgetary concerns, linked to national schools funding and rising costs, and how this relates to protecting support for disadvantaged pupils

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 Maths data for disadvantaged pupils.	<p>Assessments and observations indicate significantly improved Maths data 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>A greater percentage of disadvantaged pupils will meet at least age-related expectations</p> <p>Times tables data in Y4 needs to improve and provision needs to be monitored for impact.</p>
2. Pupils to feel part of the community, be supported by the school vision and have access to enrichment activities	<p>It will be clear how all pupils, including those who are disadvantaged, engage with the schools 4 pillars (Christina Vision)</p> <p>Pupils to access clubs in school</p> <p>Pupils to access music lessons if required</p> <p>Pupils to have experiences outside school to support enrichments and learning.</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> <p>3 houses will be completed for each child and shared with parents.</p>
4. Pupils access a range of interventions to meet their needs monitored by the use of the watch list in each class.	<p>Pupils make expected progress against their targets set in RWM on watch lists</p> <p>Disadvantaged pupils learning gap will narrow during the year.</p> <p>Pupils interventions will be tailored to meet the needs of the individuals to make maximum progress</p> <p>Staff will be deployed accordingly to support Pupil Premium pupils.</p> <p>Interventions will be monitored on a regular basis to ensure impact. Triangulation of data, work, support- to ensure impact.</p>

<p>5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</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' well-being a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Elsa sessions being accessed for wellbeing • Recreational time observations • Access a range of clubs in school • Links to our community
<p>6. Increase of positive behaviour</p>	<ul style="list-style-type: none"> • Observations • Teacher observations • Positive referrals increased • Pupil voice

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School to engage with the Maths hub for school specific tailored support, focus on disadvantaged pupils</p> <p>ECT maths training with Maths Hub</p> <p>Times tables training for all staff</p> <p>Number sense to support increase progress</p> <p>Increased Maths monitoring, with focus on disadvantaged pupils.</p>	<p>EEF –Improving Mathematics EYFS and Ks1</p> <p>EEF -Improving Mathematics Ks2</p>	1
<p>Pupils to access enrichment activities</p> <p>Map how schools 4 pillars linked to Christian Vision are accessible for disadvantaged pupils: case study</p> <p>School to consider how it monitors % pupils accessing external activities both in school and beyond, so it can ensure future actions are evidence based.</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>	All
<p>Parental Engagements</p> <p>Pupil Premium meetings booked in calendar</p> <p>Cover arranged</p>	<p>EEF – Parental Engagement</p> <p>EEF – working with parents to improve learning</p>	3

Interventions chosen for impact	EEF – Interventions EEF – Metacognition	1, 4
<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>	All
<p>Increase of positive behaviour throughout school</p> <p>New behaviour strategy including rewards and sanctions, Phase Leaders to increase monitoring and impact of disadvantaged pupils.</p>	EEF – Improving behaviour in schools	5,6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve multiplication and arithmetic skills.</p> <p>Number sense</p>	EEF guide to Pupil Premium targeted academic support	1
<p>Focused, structured measurable Interventions</p> <p>Maths tutoring- before and after school</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4

<p>Precision Teaching for reading and spelling</p> <p>RWI daily intervention in Key Stage 1 and Key Stage 2 (staffing)</p> <p>Get writing resources and staffing</p>		
<p>Inclusive teaching for all pupils</p>	<p>EEF guide to Pupil Premium –tiered approach – teaching is top priority</p> <p>EEF guide to Pupil Premium targeted academic support</p> <p>Supporting the attainment of disadvantaged pupils DFE 2015 suggests high 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>	<p>All</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5,6</p>
<p>To increase Parental engagement within school and learning</p> <p>Focus funding to Family Liaison Officer</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement has a positive impact on engaging with parents to avoid widening gaps in learning</p>	<p>3</p>

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	5,6
Budget setting to specifically consider Pupil Premium funding against these priorities. Future 3 year strategy to have sections costed.	DFE 3 Year Strategy Update recommends costing the areas of: teaching support, targeted academic support and wider strategies separately to ensure PP is effectively used.	7

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Note: it is recommended that this is a 3 year strategy, below add updates against key areas from the previous year.

Attendance:

IDSR (Inspection Data Summary Reports) last update from census shows attendance of pupils in receipt of Pupil Premium is broadly in line with their peers and not 'an area of concern'. Actual data is 1% lower in school than nationally (91% National, 90% school).

Data:

In Statutory Key Stage 2 comparable data, the percentage of pupils who are in receipt of Pupil Premium funding:

- who achieved National Age Expectation in Reading, was higher than National Comparisons (school 70%, National 63%).
- who achieved National Age Expectation in Writing, was higher than National Comparisons (school 60%, National 55%).
- who achieved National Age Expectation in Maths, was lower than National Comparisons (school 50%, National 56%).
- who achieved National Age Expectation in Science, was higher than National Comparisons (school 90%, National 66%).

Based on the above information Maths has become more of a focus in this years strategy.

In Key Stage 1: the percentage of pupils in receipt of Pupil Premium funding achieving National Age Expectation in Reading, writing and maths was higher than National Comparisons.

The percentage of pupils in receipt of Pupil Premium funding passing the phonics screening test was lower than national (school 40%, National 62%). Additional resources will be put into supporting phonics this year.

Behaviour:

Ofsted report June 23: states pupils are happy and safe in this welcoming school. It continued Pupils show this by having high expectations of themselves. One pupil explained, 'We don't have rules, we have responsibilities.' Behaviour is generally good. Pupils are respectful of each other as part of one school community.

Access to clubs:

Ofsted considered access to extra curricular provision for all groups and stated: There are a range of opportunities for pupils to develop their interests. For example, there are clubs such as computing, sewing and cookery

The percentage of pupils in receipt of Pupil Premium who access school provision is broadly in line with their peers as a comparable number, eg 33% of those accessing computing and sewing

club are in receipt of PP. This is an area where the school could track engagement better and has been built into the above plan for this year.

Externally provided programmes

Programme	Provider
Number Sense Magical Maths Maths Hub Sports Clubs Music Tuition Get Writing	Number Sense Magical Maths Lincolnshire Maths Hub Premier Sports Coaching Lincolnshire Music Service Read, Write, Inc

Service pupil premium funding (optional)

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