



Saxon Primary School

Pupil premium strategy statement 2022-23

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Saxon Primary School
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	31 st December 2022
Date on which it will be reviewed	1 st September 2023
Statement authorised by	Nicola Morris (Headteacher)
Pupil premium lead	Cathrine Vale
Governor / Trustee lead	Effy Crawford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,640
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£97,920

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium funding?

The Pupil Premium is an amount of money allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or have been at any point in the past 6 years (known as the Ever 6 measure). This funding applies to pupils in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish online information about how we have used the Premium.

What is Recovery Premium funding?

The Recovery Premium is part of the government's package of funding to support education recovery following the impact of the coronavirus (COVID-19) pandemic. It is a time-limited grant for the 2021-22 to the 2023-24 academic years.

How do we administer Pupil Premium funding?

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Throughout the year, we ring-fence our Pupil Premium funding to ensure that it is spent on targeted pupils. Our school focuses on supporting our disadvantaged pupils to achieve and attain in line with their peers both in school and nationally. The school rigorously analyses data to identify pupils who are at risk of underachieving, particularly in English, Mathematics and Science.

We detail all the provision in place on our school provision map and track achievement data to evaluate the effectiveness of interventions and adjust accordingly. The school ensures that Senior Leaders have a clear overview of how this funding is spent, and expects teachers and teaching assistants to feedback with progress information, which in turn informs our school governors about Pupil Premium progress. Governors ensure that they hold school leaders to account for raising standards.

As a school we draw upon evidence from our own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement and life



chances, considering how we can improve attainment and achievement, attendance and participation in the opportunities life at school brings.

The key principles of our strategy plan

Our overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise attainment for all pupils to close the gap created by the COVID-19 school closures
- The mental health needs of pupils are met and supported by the school.

Challenges

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reduced exposure to wider range of extracurricular opportunities and experiences due to restricted household income.
2	Reduced exposure to experiences and knowledge of the world around them which affects their ability to develop life aspirations.
3	More opportunity for children to build emotional understanding and resilience.
4	Literacy and numeracy skills which can also impact on access to the wider curriculum.
5	Attendance

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
To offer a wider range of experiences to those children eligible for Pupil Premium funding in order to broaden their experiences of the world around them.	100% of Pupil Premium children will have accessed at least one trip/ residential experience each academic year. 100% of Pupil Premium children will have been offered to attend an extra-curricular club after school each term.



	Feedback from parents, staff and pupils suggests that the experiences that the children have been able to access has broadened their experiences and had an overall impact.
For children to increase their emotional understanding and build upon their overall resilience, in order to thrive academically, socially and emotionally.	Data, feedback from parents and feedback from teachers show that children are better equipped to learn and are therefore making good progress (at least 5 steps per academic year in each subject) as a result of their improved emotional well-being and resilience.
Children to feel more ambitious in developing life aspirations for themselves.	100% of Pupil Premium children will have accessed a club or additional enrichment activity. Children will have opportunities to explore job ambitions and future careers within PSHE lessons and across the wider curriculum. Feedback from children and staff demonstrate that children are considering future job ambitions and that they are ambitious within their life aspirations.
To close the attainment and progress gap between pupil premium and non-pupil premium children in English & Maths.	Data shows that there is no longer an attainment gap between pupil premium children and those who are not eligible for pupil premium funding. Progress data shows that pupil premium children are making at least 5 steps progress each academic year. Progress data shows that children working below age-related expectations are making more than expected progress (more than 5 steps) each academic year in order to close the attainment gap.
For the attendance of pupil premium children to increase year on year over the next three years.	The overall attendance of those children in receipt of Pupil Premium funding is increasing from 94.45% year on year. Records show that the school continues to achieve 100% engagement with Pupil Premium families requiring HSLW involvement.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **3,777**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Spelling Book – Jane Considine	<p><i>'The Spelling Book is not a scheme, it's more a way of teaching spelling that relies on teachers to bring the 'wonder of words' to life. The Spelling Books provide structure and support to teachers whilst allowing enough room for creativity, ensuring that all National Curriculum fundamentals are covered. The Spelling Book system exceeds all expectations around making the teaching of spelling effective, and 'stick-able', for children.'</i></p> <p>The Training Space Website</p> <p>The Spelling Book teaching sequence builds upon the Little Wandle Phonics programme in EYFS and KS1 ensuring a consistent approaching to spelling for all learners.</p>	4
Oracy Project	<p><i>'Design and implement an ambitious, context-driven curriculum for oracy across different phases and subject disciplines. Plan thoughtful & memorable learning experiences supporting every child to progress in oracy. Create meaningful platforms for students to use their voice in authentic contexts both in and beyond the classroom'</i></p> <p>The Oracy project will aim to improve pupil's confidence with opportunities to speak to different audiences in a range of contexts.</p> <p>Two members of staff will complete 5 training sessions with specialist teachers who will deliver the Oracy Project to all staff.</p>	1 & 2
Internal Staff Training	<p>The Inclusion Manager and other members of the senior leadership team to offer a range of training opportunities to all staff. Zones of Regulation Training for all staff.</p>	3 & 4



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

Budgeted cost: £ **43, 384**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils identified for daily reading, with a focus objective e.g. inference, fluency or recall.	Through pupil progress meetings and monitoring of reading across the school, the Senior Leadership Team have identified the positive impact of a focused daily reading session has on progress and attainment. According to the EEF: <i>'Reading comprehension strategies are high impact on average (+6 months). Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.'</i>	4
Pupils identified as not passing the phonics screening in KS2 receive targeted phonics catch up.	Children who didn't pass the phonics screening in year 1 to be supported with phonics gaps and focused teaching throughout KS1 and KS2. According to the EEF: <i>'Phonics has a positive impact overall (+5months) with extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i>	4
Nuffield Early Language Development (NELI) Delivered by 1 TA to defined pupils.	Children make accelerated progress with their Speech and language in order to reach GLD at the end of EYFS/beginning of Year 1. <i>'Children receiving the NELI programme made the equivalent of + 3 additional months progress in oral language skills compared to children who did not receive NELI.'</i>	4
1:1 intervention including precision teaching, LWLS phonics groups, Numbers Count, spellings.	Previous monitoring by the Senior Leadership Team highlights the positive impact that these interventions have on progress and attainment. Interventions are carefully researched and selected, and staff participate in appropriate training in order to be able to deliver the interventions effectively.	4
Year 6 Booster Groups – English & Maths	Data from previous years highlights that children who attended the Booster Groups made accelerated progress with their	4



Activity	Evidence that supports this approach	Challenge number(s) addressed
	learning in English and Maths. The teachers use the widely researched pre-teaching approach within these sessions, allowing children to be able to better access the whole-class learning.	
1:3 Tutoring	<p>According to the EEF:</p> <p><i>'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.'</i></p> <p><i>'Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.'</i></p> <p>Qualified Teacher leads tutoring lessons and monitors progress.</p>	4

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

Budgeted cost: £ **£50,759**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Team	The Home School Link Worker and wider Pastoral Support Team have a significant impact with regards to supporting families with many aspects of day to day life at home and school, including supporting parents with managing challenging behaviour, improving children's attendance and developing effective parenting strategies. Parents have good relationships with the team and they are able to be accessed throughout the school week.	3 & 5
ELSA (Emotional Literacy Support Assistant)	The ELSA is trained by the Surrey EP Service and participates in regular supervision with both the EP Service and the Inclusion Manager. Individual records suggest the significant impact that these sessions have on children's emotional well-being and mental health.	3
Trauma Training	Whole staff training to developed understanding of grief and the impact this can have on a young person with strategies to support pupils who have experienced separation or bereavement.	3



Activity	Evidence that supports this approach	Challenge number(s) addressed
	The training is delivered by a fully qualified Educational Psychologist	
Staff training – Zone's of Regulation	'Zones of Regulation develops awareness of feelings, energy and alertness while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.' Training from SLT and Inclusion manager for all school staff.	3,4 & 5
Children will access one extra-curricular club per term.	Children are able to develop new skills and experience social interactions with their peers through accessing a club (e.g. ballet, gymnastics, netball & art), without parents having to consider the financial impact this may have on family life.	1, 2 & 5
Children will attend at least one school trip or residential trip each academic year.	Experience has proven that school trips and residential trips provide children with opportunities to improve their personal & social skills, academic achievement and understanding of subjects. Trips can also allow children to have experiences which they otherwise may not have.	1 & 2

Total budgeted cost: £ £97,920



Part B: Review of outcomes in the previous academic year

Pupil premium and Recovery premium strategy outcomes

The table below details the outcomes we intended to achieve **by the end of the 2021-22 strategy plan**, how we would measure success and the actual outcome achieved.

Intended outcome	Success criteria	Actual Outcome
To offer a wider range of experiences to those children eligible for Pupil Premium funding in order to broaden their experiences of the world around them.	<p>100% of Pupil Premium children will have accessed at least one trip/residential experience each academic year.</p> <p>100% of Pupil Premium children will have been offered to attend an extra-curricular club after school each term.</p> <p>Feedback from parents, staff and pupils suggests that the experiences that the children have been able to access has broadened their experiences and had an overall impact.</p>	<p>100% pupil premium children have been offered a club and extra-curricular activity and residential experiences.</p> <p>100% pupil premium children have been offered a club and extra-curricular activity.</p> <p>80% of parents agree or strongly agree that Saxon supports their child's personal development.</p>
For children to increase their emotional understanding and build upon their overall resilience, in order to thrive academically, socially and emotionally.	<p>Data, feedback from parents and feedback from teachers show that children are better equipped to learn and are therefore making good progress (at least 5 steps per academic year in each subject) as a result of their improved emotional well-being and resilience.</p> <p>Parents will feel more confident in supporting their children with developing their emotional understanding and resilience at home.</p>	<p>In reading, 85% of Pupil Premium (Year 2-6) + 5 steps progress.</p> <p>In writing, 79% of Pupil Premium (Year 2-6) + 5 steps progress.</p> <p>In maths, 90% of Pupil Premium (Year 2-6) + 5 steps progress</p> <p>Feedback from parents who have engaged with HSLW support shows children are more confident with developing their emotional understanding and resilience at home.</p>
Children to feel more ambitious in developing life aspirations for themselves.	<p>100% of Pupil Premium children will have accessed a club or additional enrichment activity. Children will have opportunities to explore job ambitions and future careers within PSHE lessons and across the wider curriculum. Feedback from children and staff demonstrate that children are considering future job ambitions and that they are ambitious within their life aspirations.</p>	<p>100% pupil premium children have been offered a club and extra-curricular activity.</p> <p>72% pupils believe there are a good range of clubs on offer.</p> <p>85% pupils believe their teachers have high expectations of them.</p> <p>89% pupils believe they have a wide range of subjects and opportunities in school.</p>
To close the attainment and progress gap between pupil premium and non-	<p>Data shows that there is no longer an attainment gap between pupil premium children and those who are</p>	<p>At the end of 2021-22 data for pupil premium and non-pupil premium children shows the gap is diminishing.</p>

Intended outcome	Success criteria	Actual Outcome
pupil premium children in English & Maths.	<p>not eligible for pupil premium funding.</p> <p>Progress data shows that pupil premium children are making at least 5 steps progress each academic year.</p> <p>Progress data shows that children working below age-related expectations are making more than expected progress (more than 5 steps) each academic year in order to close the attainment gap.</p>	<p>In reading, 85% of Pupil Premium (Year 2-6) + 5 steps progress.</p> <p>In writing, 79% of Pupil Premium (Year 2-6) + 5 steps progress.</p> <p>In maths, 90% of Pupil Premium (Year 2-6) + 5 steps progress.</p> <p>88% pupil premium children working below the age-related expectation made +5 steps progress in reading.</p> <p>71% pupil premium children working below the age-related expectation made +5 steps progress in Writing.</p> <p>75% pupil premium children working below the age-related expectation made +5 steps progress in Maths.</p>
For the attendance of pupil premium children to increase year on year over the next three years.	<p>Attendance data shows that the level of persistent absence is reduced.</p> <p>The overall attendance of those children in receipt of Pupil Premium funding is increasing from 94.45% year on year.</p> <p>Records show that the school continues to achieve 100% engagement with Pupil Premium families requiring HSLW involvement.</p>	<p>Attendance data has not increased this year and will remain a focus outcome.</p> <p>There has been 100% engagement with the Pupil Premium families who has required engagement.</p>

Externally provided programmes

Programme	Provider
TTRS	Times Tables Rock Stars
Bridge Builders	Bridge Builders Mentoring

