



Saxon Primary School

Pupil premium strategy statement 2023-24

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	405
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	31 st December 2023
Date on which it will be reviewed	1 st September 2024
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	£89,483
Recovery premium funding allocation this academic year	£8,918
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£98,401

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. 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. 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 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 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;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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	Early language and Reading opportunities
2	Reduced exposure to wider range of extracurricular opportunities and experiences due to restricted household income.
3	Reduced exposure to experiences and knowledge of the world around them which affects their ability to develop life aspirations.
4	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
1	Widen and improve literacy and numeracy skills, to be in line with non-pupil premium pupils, and develop opportunities which can also impact on access to the wider curriculum.
2	Increased exposure to wider range of extracurricular opportunities and experiences due to restricted household income.
3	Children to feel more ambitious in developing life aspirations for themselves.
4	Attendance

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: £ **8,613**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CLPE Teaching staff training	<p>High quality teaching of writing and reading positively impacts children academically and socially.</p> <p>Power of Reading: The complete book-based approach to improving literacy standards in your school.</p> <p>The Power of Reading is CLPE’s proven professional development programme that supports your primary school to evolve a high-quality literacy curriculum which develops reading comprehension and writing composition, and fosters a whole school love of reading and writing.</p> <p>The Power of Reading puts quality children’s literature at the heart of literacy learning and is built on years of research and best practice. The programme develops teacher subject knowledge and supports your school to raise engagement and attainment in language, vocabulary, reading and writing and meet all the requirements of the National Curriculum.</p>	1 & 2
Internal Staff Training	The Inclusion Manager and other members of the senior leadership team to offer a range of training opportunities to all staff.	1, 2 & 3



Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Training	The benefits from the trauma training: Learn how to recognise developmental trauma: Understand how developmental trauma is an interpersonal trauma and why it disrupts key relationships in the child's life. Learn essential relational skills for connecting with children and young people who don't trust. Understand how and when to hear the child's story in order to bring about coherent narrative and ensure against doing to others what happened to them. Gain skills in how to set firm boundaries, whilst maintaining the child's dignity and ensuring good connection and psychological safety. Understand dissociation and dissociative amnesia: the neuroscience, psychology and how to be and what to do. Understand how we can educate schools so they support the specific needs of children.	1, 3 & 4
Speech and Language training and support	Nuffield Early Language Intervention Programme (NELI) The Education Endowment Foundation (EEF) published its final evaluation of NELI at-scale in September 2023. This analysis is the culmination of almost 20 years of rigorous trials underpinned by high-quality research. It finds that four-and five-year-olds who received the targeted oral language intervention made an additional four months' progress in language skills, compared to those who did not receive it. Children receiving free school meals benefited the most, with a seven-month boost to their language skills.	1 & 4

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

Budgeted cost: £24,500

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.	Fewer than 3 in 10 (28.0%) children and young people aged 8 to 18 said that they read daily in 2023, matching levels seen in 2022. Research shows that fewer children and young people who receive FSMs said they read daily compared with those who don't (24.1% vs. 28.9%).	1, 2 & 4



Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>Therefore, providing a 1:1 daily opportunity to read in school is an essential part of our school provision for identified pupils in KS2.</p>	
<p>Fluency Programme</p>	<p>We measure our impact in a number of ways including; regular focus groups, surveys and event evaluations. We are really keen to hear what our members have to say about our programmes.</p> <p>One recent survey of our members revealed that over 96% of respondents believed that Little Wandle was having a significant impact on the consistency of practice across their school!</p> <p>*Results of November 2022 survey of 139 Little Wandle members who joined between May and July 2022</p> <p>Build fluency and create confident readers for life in Year 2 and upwards with our Little Wandle Fluency teaching notes, word cards and assessments. These resources support the inspiring range of Big Cat for Little Wandle Fluency books.</p>	<p>1 & 2</p>
<p>Pupils identified as not passing the phonics screening in KS2 receive targeted phonics catch up.</p>	<p>Little Wandle Letters and Sounds Revised reflects the latest evidence-based understanding of how children learn, based on leading neuroscientist, Stanislas Dehaene. The books, Reading in the Brain (Penguin Books, 2010) and How We Learn (Penguin Books, 2021), are particularly useful because they give both a detailed background and a clear summary of the latest thinking on how children learn, based on evidence from neuroscience, cognitive psychology and educational research.</p>	<p>1 & 2</p>
<p>Nuffield Early Language Development (NELI) Delivered by 1 TA to defined pupils.</p>	<p>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention.</p> <p>EEF, 2014</p>	<p>1 & 2</p>
<p>1:1 intervention including precision teaching, LWLS</p>	<p>Precision Teaching is a revolutionary method that aims to address the individual needs of</p>	<p>1 & 2</p>



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>phonics groups, Numbers Count, spellings.</p>	<p>students, particularly those who struggle with specific areas of the curriculum. This technique has gained recognition for its effectiveness in ensuring high levels of accuracy and fluency in the learning process. As opposed to traditional teaching methods, Precision Teaching focuses on tailoring educational experiences for each student, thereby fostering an environment conducive to skill acquisition and fluency development.</p> <p>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.</p>	
<p>Year 6 Booster Groups – English & Maths</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>EEF, July 2021</p>	<p>1</p>
<p>Literacy for all training</p>	<p>A team of Surrey Educational Psychologists, Specialist Teachers for Inclusive Practice and Speech and Language Therapists have worked together to trial an evidence informed approach to reading in Surrey schools. Data demonstrates significant progress in reading in a short amount of time. The intervention uses early identification, good quality assessment and intervention to promote the literacy skills of all young people.</p>	<p>1 & 2</p>
<p>Writers for Life</p>	<p>Writers for Life, will support teachers to build pupils' engagement with writing, developing their skills, confidence, independence and enjoyment. Based on the IPEEL approach, it</p>	<p>1 & 2</p>



Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>uses memorable experiences, develops positive attitudes and draws upon Self-Regulated Strategy Development (SRSD) to improve pupils' writing.</p> <p><i>"Participating pupils made approximately nine months' additional progress compared to similar pupils who did not participate in the intervention."</i></p> <p>EEF, using self -regulation to Improve Writing, 2014.</p>	

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

Budgeted cost: £ 65,288

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 & 4
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 & 4
Staff training – Zone's of Regulation	<p>'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.'</p> <p>Training from SLT and Inclusion manager for all school staff.</p>	3 & 4



Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	2, 3 & 4
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.	2, 3 & 4
Code Camp Day	Due to living in an increasingly digitalized world, computer coding is important for kids and students for the future. These transferrable skills enable kids to learn relevant and competitive skills whilst developing a problem-solving mindset from an early age. Providing opportunities for pupils to experience and develop coding skills and knowledge therefore provides additional experiences to widen possibilities for future interests and further education in this area.	2 & 3
Art therapy	Qualitative research with children, parents and teachers has found that school-based art therapy was reported as helping children explain feelings and emotions more easily (Deboys et al., 2017) while sessions are also enjoyable (Deboys et al., 2017; McDonald et al., 2019; McDonald & Holttum, 2020). Children who engage with art therapy were perceived as happier, more settled, calmer, having fewer behavioural outbursts, more confident, and engaging better with schoolwork (Deboys et al., 2017; McDonald et al., 2019; McDonald & Holttum, 2020)	2, 3 & 4

Total budgeted cost: £ £98,401



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 2022-23 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.</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>
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 90%) as a result of their improved emotional well-being and resilience.	<p>Data, feedback from parents and feedback from teachers show that children are better equipped to learn and are therefore making good progress</p> <p>95% pupil premium children made expected or above expected progress in Reading. (97% Non-PP)</p> <p>96% pupil premium children made expected or above expected progress in Writing. (94% Non-PP)</p> <p>93% pupil premium children made expected or above expected progress in Maths. (95% Non-PP)</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.</p> <p>Children will have opportunities to explore job ambitions and future careers within PSHE lessons and across the wider curriculum.</p> <p>Feedback from children and staff demonstrate that children are considering future job ambitions and that they are ambitious within their life aspirations.</p>	<p>All KS2 pupils, including 100% PP accessed the careers fair in July 2023.</p> <p>This provided opportunities for children to look at a range of career opportunities and ask questions 29 different participating volunteers during the afternoon.</p> <p>Summer Term assemblies focused on different jobs and careers to inspire pupils and present them with a range of ideas for future job options.</p>
To close the attainment and progress gap between pupil premium and non-pupil premium	Data shows that there is no longer an attainment gap between pupil premium children and those who are not eligible for pupil premium funding.	At the end of 2022-23 data for pupil premium and non-pupil premium children shows the gap is diminishing.

<p>children in English & Maths.</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, 73% of Pupil Premium (Year 2-6) (90% Non- PP)</p> <p>In writing, 63% of Pupil Premium (Year 2-6) (82% Non-PP)</p> <p>In maths, 79% of Pupil Premium (Year 2-6) (92% Non-PP)</p> <p>95% pupil premium children made expected or above expected progress in Reading. (97% Non-PP)</p> <p>96% pupil premium children made expected or above expected progress in Writing. (94% Non-PP)</p> <p>93% pupil premium children made expected or above expected progress in Maths. (95% Non-PP)</p> <p>End of Year KS2 results: Reading – 75% Expected + (55% PP EXS) Writing – 60% expected + (55% PP EXS) Maths – 78% expected + (64% PP EXS)</p>
<p>For the attendance of pupil premium children to increase year on year over the next three years.</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>The overall attendance of those children in receipt of Pupil Premium was 92%.</p> <p>This continues to be an area of focus with the HWLS working with 100% of Pupil Premium families requiring additional support.</p>

Externally provided programmes

Programme	Provider
TTRS	Times Table Rock Stars
Bridge Builders	Bridge Builders



Further information

Activities we are implementing to support disadvantaged pupils that is not dependent on pupil premium or recovery premium funding

7 Year Enrichment Offer:

The Saxon curriculum plans opportunities for all children to participate in a range of activities during their time at Saxon.

- Visiting a Museum, Art Gallery, Religious Place of Worship, Historic Buildings, places of local interest.
- Watching a Theatre performance.
- Taking part in a music/drama performance and a sporting event.
- Meeting a range of adults with different careers including an author, policeman, fireman.
- Learning, competing against and forming relationships with other children in local schools and internationally.
- Forest school.
- Swimming lessons for all year groups

