



Pupil Premium strategy statement 2024-25

This statement details our school's use of pupil premium and recovery 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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Saxon Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	31 st December 2024
Date on which it will be reviewed	1 st September 2025
Statement authorised by	Nicola Morris (Headteacher)
Pupil Premium lead	Cathrine Vale
Governor / Trustee lead	Annette Stark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,240.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£93,240.00

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 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
- Home School Link Worker reports

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

Challenge number	Detail of challenge
1	Attendance, particularly persistent absence, for disadvantage pupils remains an ongoing challenge across the school. There has been an increase in children exhibiting Emotional Based School Non Attendance over the last two years. 40% of disadvantaged pupils attendance is below 95%.
2	The gap between attainment of disadvantaged and non disadvantaged pupils remains.
3	The range of barriers for disadvantaged pupils and their families has increased and there is need for staff to have a greater understanding of these individual barriers to learning.
4	Continuing to ensure that any emerging social, emotional and mental health needs amongst our disadvantaged pupils are met with early intervention.



5	Assessments and observations indicate speech, language and communication gaps among many disadvantaged pupils.
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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 - Improving low attendance	Attendance is increased and the persistent absence figure is decreased.
2 - Reducing the attainment gap	The identified gaps for core subjects have reduced.
3 - Removing barriers by increasing staff understanding	Identified families are supported by Home School Link Worker, where barriers are identified, staff have training to support pupils in school and pupils have a tailored support plan.
4 – Effective early intervention for SEMH needs	Pupils with SEMH needs continue to be proactively screened, with timely and targeted interventions in place.
5 - Targeted analysis of speech, language and communication gaps	Speech and language needs continue to be identified early with targeted intervention and increased engagement with parents to support at home.

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: £ 17,826

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotionally Based School Non-Attendance (EBSNA) Support Role training.	<p>School attendance is not only important for academic achievement, but to support the holistic development of young people as citizens within their community (Pellegrini, 2007).</p> <p>Long-term outcomes and difficulties associated with school non-attendance include; reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and reduced employment opportunities (Gregory and Purcell, 2014, Hughes et al, 2010, Lyon and Cotler, 2007, McShane et al, 2001).</p> <p>Solihull Educational Psychology Service, Autumn 2023.</p>	1 and 3



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO training for SEMH considerations for working on language difficulties</p>	<p>Communication difficulties are strongly associated with behavioural problems, with studies observing consistently higher levels of disruptive and antisocial behaviour amongst children and young. Understanding the links between communication and behaviour.</p> <p>More than 60% of young people who are accessing youth justice services present with SLCN which are largely unrecognised.</p> <p>Children with persistent and severe conduct problems are about three times more likely to have low verbal ability than children with a low risk of conduct problems.6 people also identified with SLCN.</p> <p>Benner, G. J., Nelson, J. R., and Epstein, M. H. (2002) Pickles, A., Durkin, K., Mok, P., Toseeb, U., and Conti-Ramsden, G. (2016).</p> <p>These associations can be understood by considering the impact of SLCN on the skills and abilities a child or young person needs to behave appropriately.</p> <p>The Size of the Issue:</p> <ul style="list-style-type: none"> ✓ 81% of children with emotional and behavioural disorders (EBD) have significant unidentified communication needs. <p>Hollo, A, Wehby, J.H. and Oliver, R.M. (2014)</p> <ul style="list-style-type: none"> ✓ 57% of children with diagnosed language deficits are identified with EBD. <p>Benner, G. J., Nelson, J. R., and Epstein, M. H. (2002)</p> <ul style="list-style-type: none"> ✓ In a study of pupils at risk of exclusion from school, two thirds were found to have SLCN. <p>Clegg, J. (2004). Language and behaviour</p> <ul style="list-style-type: none"> ✓ Excluded boys had significantly poorer expressive language skills than their peers who had not been excluded from school; many of their difficulties had not previously been identified. <p>Ripley, K. and Yuill, N. (2005)</p> <ul style="list-style-type: none"> ✓ Children with persistent and severe conduct problems are about three times more likely to have low verbal ability than children with a low risk of conduct problems. <p>Gutman, L. M., Joshi, H., Khan, L., Schoon, I. (2018)</p>	<p>1, 2, 4 and 5.</p>
<p>Mental Well-being first aider training (x3 staff members)</p>	<p>Over the course of their education, children spend over 7,800 hours at school. With such a huge amount of time spent in the classroom, schools provide an ideal environment for promoting good emotional wellbeing and identifying early behaviour changes, signs of mental distress and the early signs of poor mental health.</p> <p>Over 50% of mental illnesses start before the age of 14, and at least one in six children and young people aged 7 to</p>	<p>1, 3 and 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>16 years have a probable mental health disorder; this is around five children in every classroom.</p> <p>Promoting good mental health in schools is as essential as addressing mental health disorders. Mental health training gives teachers, counsellors and other school staff the knowledge to foster a whole school environment that encourages positive mental health, as well as the ability to identify any signs of poor mental health and wellbeing early, and to facilitate timely intervention and support, all of which is crucial for the wellbeing of their students.</p> <p>Equipping schools with adequate resources and training to educate students on mental health can genuinely have a positive effect on the wellbeing of children and young people. Mental health education is crucial in schools because it helps to create a healthy and supportive learning environment that promotes academic and personal success.</p> <p>Luke Bell, 21st February 2024</p>	
ELSA	<p>A recent systematic review by the Education Endowment Foundation (EEF, 2022) summarised the findings of 72 impact evaluations that included interventions aimed at increasing school attendance. Those interventions found to be successful in improving attendance rates in schools included listening to students and discussing their concerns one to one, ensuring that students feel safe in school (feeling supported by a trusted adult; feeling physically safe during lessons, breaktimes and on the journey to and from school; getting along with others and knowing what to do in cases of bullying), improving student wellbeing, and teaching soft skills such as grit and goal orientation. Some of the most promising interventions focus on effective communication with parents. However, the overall quality of evidence was deemed weak, with few taking place in UK schools and small sample sizes. The EEF concludes that a range of interventions tailored to students' individual needs is required in order to improve attendance rate.</p> <p>Harriet Ratty, Partnerships Support Coordinator, ImpactEd, UK</p>	3 and 4

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

Budgeted cost: £ 27,882



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA Speech and Language Intervention</p>	<p><u>Education Endowment Foundation (EEF)</u> Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Education Endowment Foundation (EEF), February 2023</p>	<p>5</p>
<p>HLTA Reading and Phonics early intervention</p>	<ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. <p>Education Endowment Foundation (EEF), July 2021</p>	<p>2 and 5</p>
<p>HLTA Pre teaching intervention</p>	<p>Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).</p> <p>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006)</p>	<p>2 and 4</p>



Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced Language Communication Initiative (ELCi) Training/CPD for Reception Teaching Staff	A Surrey based imitative which provides additional targeted support into Reception classes in response to feedback from schools that children are arriving in Reception with a low level of attainment which is affecting their access to education. This includes speech and language delays, disorders and social language and communication issues which can Page 63 sometimes be a precursor to an autism diagnosis. The programme can support 26 schools at a time with a qualified speech and language advisor spending half a day per week supporting Reception teachers and assistants with strategies, training and resources to support more complex cohorts of children.	5
Pupils identified as not passing the phonics screening in KS1 receive targeted phonics catch up in KS2.	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.	2

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

Budgeted cost: £ 47,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Link Worker	Evidence suggests that increasing engagement among the community of parents and carers is linked with better school attendance, as well as other benefits, including improved academic achievement and more positive classroom behaviour (Goodall 2017; McConnell and Kubina 2014). Harriet Ratty, Partnerships Support Coordinator, ImpactEd, UK	1
ELSA	A recent systematic review by the Education Endowment Foundation (EEF, 2022) summarised the findings of 72 impact	1



Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>evaluations that included interventions aimed at increasing school attendance. Those interventions found to be successful in improving attendance rates in schools included listening to students and discussing their concerns one to one, ensuring that students feel safe in school (feeling supported by a trusted adult; feeling physically safe during lessons, breaktimes and on the journey to and from school; getting along with others and knowing what to do in cases of bullying), improving student wellbeing, and teaching soft skills such as grit and goal orientation. Some of the most promising interventions focus on effective communication with parents. However, the overall quality of evidence was deemed weak, with few taking place in UK schools and small sample sizes. The EEF concludes that a range of interventions tailored to students' individual needs is required in order to improve attendance rate.</p> <p>Harriet Ratty, Partnerships Support Coordinator, ImpactEd, UK</p>	
Therapy Dog	<p>Animals are loving creatures that offer comfort and reassurance, decreasing feelings of loneliness and contributing to increased feelings of happiness and enjoyment. For the pet-lovers among us, it might seem obvious that a dog can be a calming, "therapeutic" influence – but more recently, research has shown that therapy dogs can support children and adolescents' mental health therapies (CAMHS), Nov 2023.</p>	1 and 4
Extra-Curricular Art Club	<p>Studies shows that arts education can have a positive impact on students' academic outcomes, their behaviour and other factors such as their compassion, their college aspirations and the perceived value of the arts. It thus emphasises the importance of a broad and balanced curriculum for all students but particularly for students with EAL, gifted and talented students and students from lower socio-economic backgrounds.</p> <p>Bowen DH and Kisida B (2019) Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Houston's Arts Access Initiative. Rice Kinder Institute for Urban Research.</p>	1, 2 and 4



Activity	Evidence that supports this approach	Challenge number(s) addressed
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)	3 and 4

Total budgeted cost: £ 93, 240

Part B: Review of outcomes in the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that:

- Early phonics and reading provision remain a strength.
- Reduced gap between PP and non-PP in end of reading, writing and maths EYFS data.
- End of KS2 data shows GDS for PP in reading and maths was a strength.
- End of KS2 Data shows gaps remain, writing remains a whole school focus.

To help us gauge the performance of our disadvantaged pupils we compared their academic results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. The data demonstrates that:

- End of KS2 Data shows gaps remain, writing remains a whole school focus.
- EYFS data shows little difference between PP and non-PP in reading, writing and maths.
- EYFS data shows significant difference between PP and Non-PP in Personal, Social and Emotional Development (PSE) strand. This may be due to the impact of pandemic on these pupils. Key area of focus for 24-25 Year 1 with continuous provision implemented to enable and support children in this area of learning.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that:

- Attendance, particularly persistent absence, remains a focus for 24-25.
- Pressures on family life, rising living costs, mental health and wellbeing remains a focus for many PP families.



Based on all the information above, the performance of our disadvantaged pupils **met** expectations, and we are at present **on course** to achieve the outcomes we set out to achieve by the end of the academic year 2024/25, as stated in the Intended Outcomes section above.

Pupil Premium and Recovery premium strategy outcomes

The table below details our evaluation of the outcomes we intended to achieve **by the end of the 2023-24 strategy plan**, how we would measure success and the evaluation of the actual outcome achieved.

Intended outcome	Success criteria	Actual Outcome
1	Widen and improve literacy and numeracy skills, to be in line with non-disadvantaged pupils, and develop opportunities which can also impact on access to the wider curriculum.	<p>Year 1 Phonics Screening 97% pupils passed 99% of disadvantaged pupils passed the phonics screening.</p> <p>End of year data for EYFS in combined word reading, writing and number showed a similar outcome for pupils: 71% non-disadvantaged pupils met EXS 69.2% disadvantaged pupils met EXS</p> <p>EYFS Language Intervention: 100% of Reception PP made progress through the NELI intervention. 66% of Pupil Premium children were identified as having no concerns following the NELI intervention.</p> <p>End of KS2 Data: Reading – PP 56% EXS 33% GDS Maths – PP 56% EXS 33% GDS Writing - PP 38% Writing remains a whole school and PP focus.</p>
2	Increased exposure to wider range of extracurricular opportunities and experiences due to restricted household income.	<ul style="list-style-type: none"> ✓ 100% disadvantaged children have been offered a club and extra-curricular activity. ✓ 100% of disadvantaged children will have been offered to attend an extra-curricular club after school each term. ✓ 65% of disadvantaged pupils attended an extracurricular club. ✓ Increased range of offers throughout the year to disadvantaged pupils including Code Camp and Allotment project. <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>
3	Children to feel more ambitious in developing life	75% of disadvantaged pupils had broadened their horizons in relation to their future career and education paths.

	aspirations for themselves.	
4	Attendance	The overall attendance of those children in receipt of disadvantaged was 92% compared to 95.4% non-disadvantaged pupils. This continues to be an area of focus with the HSLW working with 100% of disadvantaged families requiring additional support.

Externally provided programmes

Programme	Provider
NumBots	Maths Circle
TTRS	Maths Circle

Service pupil premium funding

Applied to 1 pupil in Summer Term.

How our service pupil premium allocation was spent last academic year
<p>Young Person was in the following groups:</p> <p>ELSA – Check ins to support building friendships when joining the school.</p> <p>Young Carers – Lead by our Home School Link Worker</p>
The impact of that spending on service pupil premium eligible pupils
<p>Pupil was supported in making friends, settled into their class well.</p> <p>Achieved the EXS for all key areas of learning in the Summer Term.</p>

