



Pupil Premium strategy statement 2025-26

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	414
Proportion (%) of pupil premium eligible pupils	23.2%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	31 st December 2025
Date on which it will be reviewed	1 st September 2026
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	£118,170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£118,170

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.

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 will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring 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.

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
- Inclusion review, November 2025

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

Challenge number	Detail of challenge
1	Attendance for persistent absence
2	To reduce the percentage of Pupil Premium (PP) and SEND pupils working below the expected standard in writing, currently at 72%, by adapting the curriculum and providing targeted training to meet the specific language and literacy needs of these pupils.
3	To enhance opportunities for pupils to take on responsibilities, fostering a sense of empowerment and confidence both in school and beyond.
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.

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 in writing	Data shows increase for PP achieving EXS in writing and increasing progress for PP in writing.
3 – Increase opportunities for responsibility	Pupils are given a range of opportunities to demonstrate responsibility with members of staff providing opportunities throughout the curriculum.
4 – Effective early intervention for SEMH needs	Suspensions for identified pupils have decreased.
5 - Targeted analysis of speech, language and communication gaps	Speech and language needs continue to be identified early with targeted intervention to gain a greater understand of individual need. Teaching and learning show adaptation to support these needs.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **46,485**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Training and whole staff training for the use of Boxall.	Nurture UK: Previous research has shown that social emotional wellbeing in childhood is a key predictor of mental health later in life (eg Goodman, Joshi, Nasim & Tyler, 2015). In addition, high-quality school-based programmes designed to improve social emotional skills have been shown to impact not only the social emotional wellbeing of pupils, but also their mental health, behavioural issues, academic attainment and substance misuse (as reviewed in Early Intervention Foundation, 2017). Addressing the social and emotional needs of children early on could therefore benefit their SEMH as well as their academic success now and could prevent them from experiencing more serious mental health and wellbeing issues in adolescence and later in life.	1, 4 and 5
ELSA	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	1, 4 and 5



Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>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>	
<p>Boxall Profile Training</p>	<p><i>Theory and Practice of the Boxall Profile®</i></p> <p>Assess SEMH needs confidently and equip your team to boost wellbeing with our highly rated training.</p> <p>Consistently top-rated by past delegates and trusted by professionals across the sector, we've co-designed the training to build confidence in identifying and addressing SEMH needs, empowering staff with practical strategies to improve pupil wellbeing.</p> <p><i>This course will help you equip your team to:</i></p> <ul style="list-style-type: none"> • Identify social, emotional and mental health needs early and accurately with the Boxall Profile® • Plan targeted interventions that improve pupil outcomes and remove barriers to learning • Build confidence in supporting social, emotional, and mental health <p><i>The headlines</i></p> <p>Gain a deep understanding of the Boxall Profile® - how to identify challenges early on and plan effective, targeted interventions to improve pupil wellbeing.</p> <p>Our online and interactive instructor-led course covers attachment theory, neuroscience, and the impact of early experiences on learning and wellbeing.</p>	<p>1, 4 and 5</p>



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

Budgeted cost: £ **21,284.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Colourful Semantic whole staff training</p>	<p>Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar, by linking the structure of a sentence (syntax) and its meaning (semantics). The approach can be used for one to one therapy with children with a range of Speech, Language and Communication Needs, including (but not limited to):</p> <ul style="list-style-type: none"> • Specific Language Impairment; • Developmental Delay or Disorder; • Autistic Spectrum Condition; • Down Syndrome; • Literacy difficulties. <p>Bolderson, S., Dosanjh, C., Milligan, C., Pring, T. & Chiat, S. (2011). Colourful semantics: a clinical investigation. <i>Child Language Teaching and Therapy</i>, 27, pp.344-353.</p>	<p>1 and 5</p>
<p>Early transcription training</p>	<p>The Little Wandle Handwriting program is based on the latest research into teaching handwriting, including the latest guidance from the DfE writing framework. It provides a structured, evidence-based approach for teaching letter formation, pen control, and fluency, with resources like workbooks that follow a progression model. The program emphasizes consistency, as it uses the same mnemonics as the core phonics program, and aims to build strong, fluent handwriting skills that support reading development.</p>	<p>2 and 5</p>
<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>1,4 and 5</p>
<p>CLPE – The Power of Reading</p>	<p>The research, primarily led by Myra Barrs and Valerie Cork, investigated the connection between</p>	<p>2,4 and 5</p>



Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>the study of literature and writing development in children.</p> <p>Key Findings and Contributions Crucial Link Established: While the link between reading and writing had been generally acknowledged, the CLPE research sought to determine exactly how children's reading experiences influence their progress in writing. The Reader in the Writer: The study's influential outcomes were published in this text, which remains central to CLPE's work. Teacher Guidance: The research provided teachers with practical ways to support and enhance children's writing by: Selecting appropriate literature. Helping children analyze and understand the skill of a professional author (i.e., treating the text as a model for writing). Pedagogical Impact: This work led to the conception of Shared Writing (originally developed from exploring Shared Reading) and forms the basis for CLPE's ongoing work, including the Power of Reading programme, which aims to create confident, enthusiastic readers and writers.</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>1,2,4 and 5</p>
<p>Pupils identified as not passing the phonics screening in KS1 receive targeted</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,</p>	<p>2 and 5</p>



Activity	Evidence that supports this approach	Challenge number(s) addressed
phonics catch up in KS2.	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.	
Active Surrey – Leadership training for pupils	A three-hour central training session for pupils in Year 5 and 6 to develop leadership, resilience, character and confidence. This will lead to them becoming Sports Crew ambassadors within their school. As result of attending this training, pupils will: Recognise the skills and qualities of a good leader Understand the need to work as a team when completing group activities Understand and follow the 'Mr NEDD' (Name, Explain, Demonstrate & Deliver) principle Learn and deliver PHYSIFUN games to build knowledge of worthwhile activity Reflect on learning through practical application and peer feedback	3

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

Budgeted cost: £ **50,400**

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, 4 and 5
ELSA	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),	1, 4 and 5



Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>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
Art Therapy	<p>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)</p>	3 and 4

Total budgeted cost: £118,170



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:

- Reduced gap between PP and non-PP in end of writing and maths in whole school data
- Persistent absence has reduced 45% in Summer 2025 to 37% Autumn 2025
- The gap between PP and Non-PP achieving EXS in Reading gap reduced

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to COVID-19 earlier in their schooling, which will have affected individual pupils and schools differently). The data demonstrates that:

- Pupil premium numbers have increased significantly between 2024-25 to 2025-26
- Boxall assessments show that SEMH needs are higher in PP compared to Non-PP.

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:

- Boxall Assessments show high level of need for PP across diagnostic and development strands. Pupils identified are linked to SEND and language needs.
- End of KS2 Data shows gaps remain, writing remains a whole school focus.
- EYFS data shows significant difference between PP and Non-PP in Gross motor skills and writing and overall GLD (2024-2025 data).

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 2024-25 strategy plan**, how we would measure success and the evaluation of the actual outcome achieved.

Intended outcome	Success criteria	Actual Outcome
Improving low attendance	Attendance is increased and the persistent absence figure is decreased.	Attendance for Persistent Absence: 45% in Summer 2025 37% Autumn 2025
Reducing the attainment gap	The identified gaps for core subjects have reduced.	Year 1 Phonics Screening:



		<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 Drawing Club: All staff have been trained in leading Drawing Club</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>
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.	<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. ✓ HSLW works with 70% of PP families ✓ Two staff members completing Nurture UK training ✓ SLT completing the nurturing UK award, with training for whole school x 3 sessions.
Effective early intervention for SEMH needs	Pupils with SEMH needs continue to be proactively screened, with timely and targeted interventions in place.	<ul style="list-style-type: none"> ✓ Boxall assessments completed on 100% of the pupils ✓ Two staff members began Nurture UK training. ✓ Nurture groups set up for high level of need identified through the nurture groups
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.	<ul style="list-style-type: none"> ✓ Speech and language link assessments completed for identified pupils with interventions in place. ✓ Targeted interventions showed 80% children made progress through the intervention or required a further referral to the SALT team. ✓ Families kept informed of the interventions throughout the year.

Externally provided programmes

Programme	Provider
TTRS	Maths Circle
NumBots	Maths Circle
Reading Eggs	3P Learning

