

## Pupil premium strategy statement

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	Saxton CE Primary
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	7.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	14/9/2023
Date on which it will be reviewed	25/7/2024
Statement authorised by	Rick Weights, Executive Headteacher
Pupil premium lead	Laura Strathearn, Pupil Premium Champion
Governor / Trustee lead	Sarah Fawcett, Lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4841
Recovery premium funding allocation this academic year	£580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£5421

# Part A: Pupil premium strategy plan

## Statement of intent

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, and will make adjustments to our provision wherever necessary to ensure that there is equality of access for all. We want all our pupils to be able to participate, engage, and achieve success regardless of their personal circumstances.

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 ensures that financial challenges do not present a barrier to participation. We therefore allocate funding to ensure that all our pupils in receipt of the Pupil Premium have the same opportunities as other pupils.

Our approach will be responsive to our knowledge of individuals. Our approach will be tailored according to need. To ensure our strategies 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

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1	Our assessments and observations indicate that self-esteem and wellbeing are specifically linked to pupil achievement. We will provide support for learners to access activities that support their wellbeing.
2	Our assessments, pupil surveys, observations and discussions with disadvantaged pupils and their families have identified financial challenges in accessing social and extra-curricular opportunities. These challenges have impacted on wellbeing and attainment.
3	Our assessments, observations and discussions with pupils have identified that there is a lack of fluency in literacy and numeracy skills due to gaps in learning, retention and recall.
4	Assessments, observations and discussions with disadvantaged pupils indicate that additional support and challenge within teaching provision is needed to ensure that they achieve highly.
5	Individual and specific barriers to learning

## 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
Improved achievement in English and Maths among disadvantaged pupils.	Assessments and observations indicate disadvantaged pupils make at least expected progress each term. Pupils report that they are confident in English and Maths and feel equipped to maintain excellent progress.
Sustained and improved wellbeing, particularly for disadvantaged pupils.	High levels of wellbeing are sustained. Pupils report that they feel safe and happy, and are learning and achieving well.
Improved understanding of individual barriers to learning and application of pedagogy.	Individual needs of disadvantaged children to be effectively met. Listening to the views of children and working with them to overcome what they perceive to be their barriers to learning
Improved access to provision, including extra-curricular and enrichment activities for disadvantaged pupils.	Children benefit from a broad and rich curriculum including having access to extra-curricular activities. Significant increase in participation in enrichment activities, particularly among disadvantaged pupils

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in aspects of English including oracy, reading and writing.	EEF guidance reports for EYFS, KS1 and KS2 indicate the importance of effective English: "Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers."	3, 4
Purchase of standardised diagnostic assessments for wellbeing.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1, 2, 3

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

Budgeted cost: £2901

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school-led tutoring for disadvantaged pupils, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3,4
In-class support for learning to offer individualised instruction to pupils, enabling pre and post	The EEF states that: 'working with teaching assistants can lead to improvements in pupils' attitudes'	1,2,3,4,5

teaching when appropriate.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to activities and resources for disadvantaged children to ensure full participation in school life, including extra-curricular and enrichment activities.	<p>Children from lower income families may not be able to attend school trips and extra-curricular activities which will disadvantage their access to a broad and balanced curriculum. They may not be able to purchase uniform or other equipment that will enable equal access to school, and supporting this financially ensures pupils are well placed to access learning alongside their peers.</p> <p>European Platform for Investing in Children (EPIC) has published a research note that examines the benefits of extracurricular activities for children, the extent to which extracurricular activities can improve or support social inclusion of children, and how disadvantaged and vulnerable children can be supported to access such activities.</p>	2,5

**Total budgeted cost: £ 5421**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Pupils made good academic progress during the year, and diminished the difference to their peers. A tailored approach to meet specific individual needs has been taken, so that we have been able to address barriers in an agile way and make adjustments to provision swiftly. Tuition was used effectively to boost attainment and progress, improving confidence and success in the core subjects. This strategy has been successful.

Our spending on wider school strategies exceeded the plan. This was because there was a greater demand for support, most particularly with access to after school clubs and visits. Using the premium in this way has ensured that pupils have full access to our provision and are treated equally to their peers. As a result, every child in receipt of the premium attended an after school club last year, and some children were able to attend every club provided. We also made good links with external providers to enable children to attend holiday provision. Purchase of school uniform, including PE kit, for children in receipt of the Pupil Premium ensured that they had equal resources and equipment to ensure full participation. We have noted greater demand for support for enrichment activities and this will have a greater allocation of funding in future plans.