

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	40
Proportion (%) of pupil premium eligible pupils	2.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	14/9/2024
Date on which it will be reviewed	25/7/2025
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	£6,908
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6,908

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
Staff CPD in Motivational Theory that can be utilised to support individual pupils effectively.	Self-Determination Theory, developed by Deci and Ryan, claims that people are motivated to grow and change by three innate and universal psychological needs: competence, autonomy, and relatedness. When these needs are satisfied, individuals experience enhanced self-motivation and mental health. Evidence indicates that students who are motivated to study, learn, engage, and succeed are more likely to do so (Coe et al., 2020)	1, 2

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

Budgeted cost: £4388

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-class support for learning to offer individualised instruction to pupils, enabling pre and post teaching when appropriate.	The EEF states that: 'working with teaching assistants can lead to improvements in pupils' attitudes' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4,5
CPD and coaching in	"Adaptive teaching is therefore an inherently more inclusive approach, recognising differing learning needs as well as moving away from ableist language of ability..."	1, 2

adaptive teaching approaches, ensuring that lessons meet the needs of all pupils effectively.	In effect, adaptive teaching can help us label less, and show expectations for all remain high.” (Dr Katy Broom)	
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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
<p>Access to emotional and social interventions to support SEMH development- particularly interaction with other pupils. Targeted support driven by analysis of need; Pastoral Team TA delivery 1:1</p>	<p>Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum. The EEF highlights the importance of emotional support.</p> <p>‘Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores’.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,5
<p>Access to activities and resources for disadvantaged children to ensure full participation in school life, including extra-curricular and enrichment activities.</p>	<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: £6908

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 2023 to 2024 academic year.

Pupils were fully engaged in school life throughout the year. They reported high levels of happiness and observations indicated that they took opportunities to participate in activities within and beyond the curriculum.

A good proportion of the spending was put towards removing barriers to participation. Take-up of after-school clubs was high, as was school visits. This ensured that pupils had the same high-quality experiences as their peers. Their wellbeing was supported and they were motivated to attend school regularly.

The use of a tutor who is known to the school and knows the pupils well ensured that this intervention was successful. There was good communication with the class teacher to ensure that activities were aimed at addressing gaps in learning and this accelerated academic progress. In-class support was utilised effectively to build upon these gains.

Although not all pupils in Year 6 attained age-related expectations at the end of the Key Stage, they did close the attainment gap on their peers. Some were new to the school part-way through the Key Stage and did not have the benefit of continuity of learning alongside other pupils.

Attendance of Pupil Premium children (94%) was slightly lower than other children (96%), but punctuality was high.