

Pupil Premium Strategy statement Oxton St Saviour's CE Primary School

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

The information below is based on the last academic year's data:

26 of school's 214 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 12.1% of your cohort.
This is 17.1% lower than the national average of 29.2%.
10.1% (8) of female pupils are disadvantaged, 19.1% lower than the national of 29.2%.
13.3% (18) of male pupils are disadvantaged, 15.9% lower than the national of 29.2%.
Disadvantaged pupils contribute £40,970 to the budget of your school in disadvantaged funding.

School overview

Detail	Current Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	<i>Andy Ramsden, Headteacher</i>
Pupil premium lead	<i>Rebecca Shaw, Deputy headteacher</i>
Governor lead	New Governor to be assigned , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,310
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£41,310

Part A: Pupil premium strategy plan

Statement of intent

Our objective is to ensure that all students, regardless of their backgrounds or the challenges they encounter, make significant progress and attain high levels of achievement across all subjects. The focal point of our pupil premium strategy is to support disadvantaged students in reaching this goal, including those who are already high achievers.

We will take into account the challenges faced by vulnerable students, including those with social workers and young carers. The activities outlined in this statement aim to address their needs, irrespective of their disadvantaged status.

High-quality teaching is fundamental to our approach, concentrating on areas where disadvantaged students require the most support. Research demonstrates that this strategy effectively narrows the attainment gap, benefiting not only disadvantaged students but also their non-disadvantaged peers. Implicit in the intended outcomes detailed below is our aim to sustain and enhance the attainment of non-disadvantaged students while fostering progress among their disadvantaged counterparts.

Our approach will be responsive to common challenges and individual needs, grounded in rigorous diagnostic assessments rather than assumptions about the effects of disadvantage. The strategies we have implemented are designed to work in harmony to help students excel. To ensure their effectiveness, we will:

- Ensure that disadvantaged students are appropriately challenged in the tasks assigned to them.
- Intervene promptly as soon as needs are identified.
- Adopt a whole-school approach where all staff share responsibility for the outcomes of disadvantaged students and raise expectations regarding their potential achievements.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with students reveal that a growing number of disadvantaged pupils exhibit limited access to books and resources as well as fewer opportunities for enrichment, e.g. visits to libraries or book clubs.
2	Assessments, observations, and discussions with students indicate that disadvantaged pupils typically face greater challenges in reading compared to their peers in EYFS and KS1. From the Statutory assessments in KS2 pupils have 'caught up'. Reception reading data - 63.3% of pupils were working at the expected level by the end of reception (there were no pupil premium children at this point in the cohort).

	The pupil premium pupils in KS2 that attained EXS+ was 86%.
3	Internal and external assessments reveal that mathematics achievement among disadvantaged students is lower than that of their non-disadvantaged peers.
4	Our assessments and moderations have identified that there are some pupils who have a limited exposure to writing opportunities outside of school and have difficulty structuring their writing without additional guidance.
5	Through observations it can be noted that some pupil premium pupils struggle with low self esteem and have poor emotional regulation.
6	Our school's disadvantaged cohort of 26 enrolments have an Overall Absence of 7.2% This is 2.8% higher than the national non-disadvantaged cohort. 30.8% of our disadvantaged cohort are persistently absent - this is 8 pupils out of 26. 0% of these pupils are severely persistently absent.

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 reading for pleasure opportunities for disadvantaged pupils.	Assessments and observations indicate significantly improved outcomes in reading for KS1 and EYFS pupils. Pupils talk about a love of reading.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance	Sustained high attendance by 2024/25 demonstrated by:

for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 95%. the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
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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: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with Read, Write, Inc subscription which includes training videos and support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1, 2, 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	Ensure that maths updates are disseminated to all staff. White Rose Support books to enhance learning.	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF Continue to fund ELSA. Develop links with Military Education.	5

Targeted academic support

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be through additional tutoring as well as coaching from the RWInc lead.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Scheme of work to engage writers and support learning - Literacy Counts and the writing sections of RWinc for EYFS and KS1 pupils as well.	Early writing will impact on writing across the whole school. Develop books available in class libraries.	4

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

Budgeted cost: **£6,310**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school - develop behaviour policy to include neurodiverse pupils.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

and appointing attendance/support officers to improve attendance.	First day response - office manager to take the role of attendance officer alongside the HT.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified - after school provision reduced, clubs and trips offered at a reduced price.	All

Total budgeted cost: £41,310

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 by the end of KS2 our disadvantaged pupils were achieving broadly inline with the non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing to ensure that when the pupils leave us there is little to no gap in their progress.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Resilience building alongside STEM activities	UK Military School
Yoga and mindfulness	Shadow Dance (Spring 25)