

“I can do all things through Him who strengthens me”, Philippians, 4:13



Living and Learning Well Together

Saxilby Church of England Primary School Pupil Premium Strategy

Within our church school family, everyone will be empowered to live with wisdom, dignity and hope, flourishing in the fullness of life, and leading a positive and purposeful role in an ever-changing global community.



Pupil premium strategy statement for Saxilby Church of England Primary School 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Saxilby C of E Primary School
Number of pupils in school	372-
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24- 25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Headteacher - Sam Jackson
Pupil premium lead	Sarah Allen
Governor / Trustee lead	Dr Jonathan Wainwright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Disadvantaged -£105,080 Services children £2,040 LAC - £1,545 Post LAC - £12,850 EYPE-£265
Recovery premium funding allocation this academic year	£5,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,258
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	£140,408

Part A: Pupil premium strategy plan

Statement of intent

Our 3-year plan is underpinned by the school's vision that through our Christian values, we:

Educate for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educate for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educate for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educate for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support eligible pupils to achieve that goal, including progress for those who are already high attainers.

Our ultimate objectives for disadvantaged pupils are:

- To support our children's health and well-being to enable them to access learning at an appropriate level
- To narrow the gap between disadvantaged and non-disadvantaged pupils
- For disadvantaged pupils to make or exceed nationally expected rates of progress

We aim to do this through:

Inclusive teaching and learning: This sits 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.

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
- ensure interventions are rooted in research

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure all staff are able to support behaviour through a restorative approach
- use assessment to identify priority groups.

A focus on Inclusive teaching and learning, supported by academic interventions and wider non-teaching strategies as recommended by the EEF, supports the achievement of these objectives. Alongside high-quality pastoral support and attendance intervention to meet the needs of our disadvantaged and vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils is below the attainment of non-disadvantaged pupils in core subject areas (<i>SDP – Targets 1 and 2</i>)
2	Inclusion: Access to clubs — music lessons, sporting events, experience outside school (<i>SDP – Targets 3</i>)
3	Parental engagement – (<i>SDP – Targets 3</i>)
4	Narrowing the attendance gap - (<i>SDP – Targets 3</i>)
5	Increased number of pupils with complex social, emotional and mental health needs impacting on behavior needs - (<i>SDP – Targets 3</i>)
6	EYFS – pupils entering school with increasing challenges in communication (<i>SDP – Targets 1</i>)

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
<u>Wisdom</u> 1. Improved Maths data for disadvantaged pupils.	Assessments and observations in Reading, Writing and Maths indicate significantly improved outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. A greater percentage of disadvantaged pupils will meet at least age-related expectations, including:

	% of EYFS children achieving GLD % of children achieving ARE in Y1 and Y2 Phonics % of children scoring highly (20-25) in Y4 MTC % of children achieving ARE at the end of KS2
<u>Community</u> 2. Pupils to feel part of the community, be supported by the school vision and have access to enrichment activities	Pupils access clubs Pupils to access music lessons if required Pupils enrichment opportunities including trips, visits and residential opportunities
<u>Community</u> 3. Parental Engagement	Parents routinely attend parents evenings, SEND meetings (where relevant) Parents are able to support children with their learning at home (accessible homework, reading, phonics, times tables) Parents are able to attend meetings and other activities linked to learning (workshops) Parents routinely invited into school to share in pupils achievement and learning (Shine, Share, plays and performances)
<u>Hope</u> 4. Pupils access academic interventions to meet their needs monitored by the use of the watch list in each class.	Pupils make a minimum expected progress against their targets set in RWM on watch lists Pupils interventions will be tailored to meet the needs of the individuals to make maximum progress Staff will be deployed accordingly to support Pupil Premium pupils. Interventions will be monitored on a regular basis to ensure impact. Triangulation of data, work, support- to ensure impact.
<u>Dignity</u> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To increase attendance of disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: - High levels of attendance and a narrowing gap of persistent absence - qualitative data from student voice, student and parent surveys and teacher observations - qualitative data from pupil voice reporting they feel happy, safe and valued - Teacher observations - Safe and well-being monitoring - Counselling has had an impact on certain pupils' well-being a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

	• ELSA sessions being accessed for wellbeing • Recreational time observations • Access a range of clubs in school • Links to our community • Attendance monitoring – find the WHY? • Liaise with Family support worker and families linked to attendance.
<u>Hope</u> • EYFS – To support families and children entering the school with challenges in communication skills	• SALT training • WELCOMM assessments • Workshops for families • Links with FSW

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to engage with the Maths hub for school specific tailored support, focus on disadvantaged pupils ECT maths training with Maths Hub Maths training for staff linked to the use of manipulatives Number sense to support increase progress Increased monitoring of RWM, with focus on disadvantaged pupils. Pupil Progress Meetings to routinely focus on Pupil Premium in RWM	EEF –Improving Mathematics EYFS and KS1 EEF -Improving Mathematics Ks2	1
Pupils to access enrichment activities School to routinely monitor and analysis % of pupils accessing after-school clubs and other enrichment opportunities.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2
Parental Engagements Analyse numbers of parents attending parents evenings, Meetings with Class	EEF – Parental Engagement EEF – working with parents to improve learning	3

Teacher, SEND reviews, workshops, Shine, Share.		
Interventions chosen for impact	EEF – Interventions Teaching and Learning Toolkit EEF EEF – Metacognition Metacognition and Self-regulated Learning EEF	1, 4
Increase pupils attendance	Supporting attendance EEF	1,2,3,4,5
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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5, 6
Less challenges with speech and language in EYFS To see a positive impact in communication	EEF – Oral language interventions Oral language interventions EEF EEF - metacognition speech and language development	5, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programs to improve multiplication and arithmetic skills:	EEF guide to Pupil Premium targeted academic support	1

• Mastering Number • Number sense Development of new Maths curriculum: • White Rose Maths Increased engagement with Reading at home: • Boom Reader Investment in spelling and handwriting • Active Spelling • Nelson Handwriting Continued professional development in phonics: • Read Write Inc		
Focused, structured measurable Interventions • Maths tutoring- before and after school • Precision Teaching for reading and spelling • RWI daily intervention in Key Stage 1 and Key Stage 2 (staffing) • Get writing resources ad staffing • IDL	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4
Inclusive teaching for all pupils	EEF guide to Pupil Premium –tiered approach – teaching is top priority EEF guide to Pupil Premium targeted academic support Supporting the attainment of disadvantaged pupils DFE 2015 suggests high quality teaching as a key aspect of successful schools Metacognition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	All

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5,6
To increase Parental engagement within school and learning • Focus funding to Family Liaison Officer • EBSA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement/ Parental engagement has a positive impact on engaging with parents to avoid widening gaps in learning	3, 5
Wellbeing – Pupils and families with SEMH needs supported by • Counselling • Enrichment • Music lessons • Residential visits	EEF social emotional learning wellbeing and mental health https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning/	3, 5, 6
Budget setting to specifically consider Pupil Premium funding against these priorities. Future 3 year strategy to have sections costed.	DFE 3 Year Strategy Update recommends costing the areas of: teaching support, targeted academic support and wider strategies separately to ensure PP is effectively used.	7

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Note: it is recommended that this is a 3 year strategy, below add updates against key areas from the previous year.

Attendance:

Analysis of attendance data for 2023-24 shows that the percentage attendance for the whole school was 95.2%

Persistent absence (<90%) was 12.3%

Attendance of pupils in receipt of FSM was 91.12%

Persistent absence amongst pupils in receipt of FSM was 24.6%

Data:

End of Key Stage 2 attainment in 2024 was

	School		Disadv.	National	
Subject	EXE + (%)	GDS (%)	EXE + (%)	EXE + (%)	GDS (%)
WRM	47	6	27	6	8
Reading	65	22	45	74	28
Writing	69	20	55	72	13
Maths	63	10	45	73	24
EGPS	61	24	45	72	32
Science	73	N/A		81	81

Behaviour: Pupils behaviour became more positive during the year. Evidence from observations and monitoring was positive.

Access to clubs: A high number of disadvantage children attended clubs after school.

Children attended residentials in Y4 to Rand Farm and in Y6 to Edale.

Music Lessons : 33 children accessed music lessons last academic year.

Externally provided programmes

Programme	Provider
Number Sense Maths Hub Sports Clubs Music Tuition Get Writing Counselling IDL	Number Sense Lincolnshire Maths Hub Premier Sports Coaching Lincolnshire Music Service Read, Write, Inc Healthy Minds IDL

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our family Support worker meets the service children on a regular basis. They meet together as the Tiger Stripes club. The children have looked at maps linked to deployments past and present had chance to talk to each other and share experiences. They have shared medals that their parents have received and discussed the importance of these. They took part in a remembrance service and discussed if their parents were taking part in any remembrance services or parades. The pupils made poppies and sold poppies to raise funds for the British Legion . Pupils took part in collective worship linked to Armed Forces Day.
What was the impact of that spending on service	Teachers observed improvements in wellbeing amongst service children. Relationships with the families have improved.

pupil premium eligible pupils?	The group gives the children to talk about experiences to others. Assessments demonstrated progress in subject areas where extra support classes were provided.
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Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

- A wide range of extra-curricular after-school activities to boost wellbeing, behaviour and attendance. These activities incorporate the above skills and virtues. Disadvantaged pupils are encouraged and supported to participate in these.
- Utilising a DfE grant to train a senior mental health lead. This will develop our understanding of pupils' needs, give pupils a voice in how we address wellbeing and support more effective collaboration with parents. Planning, implementation and evaluation

In planning our new pupil premium strategy, The Pupil Premium lead took part in training with Derby Research school. We have received lots of training and guidance through this network, as well as our pupil premium lead being part of a team,

We have a detailed system to monitor the needs and progress of all pupil premium children across the school and we look at Learning, Attendance, Behaviour and Safe-guarding as well as the individual challenges of these pupils. These challenges have been identified in this strategy and these are discussed in termly pupil premium pupil progress meetings with SLT and teachers. We triangulate evidence from multiple sources: lesson visits, book scrutiny and conversations with pupils and teachers as well as internal data. We also look at reports, studies and research papers which drive our action planning and implementation.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out

which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.