

St Saviour's Primary Pupil Premium Strategy 2024-25

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	405 (Dec 24)
Proportion (%) of pupil premium eligible pupils	53% (Dec 24)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Louise Page (HT)
Pupil premium lead	Kamran Hussain (AHT)
Governor / Trustee lead	Jess Mayo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,400
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6,561
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£272,961

Part A: Pupil premium strategy plan

Statement of intent

At St Saviour's, we hold high aspirations for all our pupils and are committed to ensuring that every child, regardless of their socio-economic background, has access to a broad range of exciting opportunities and a rich, varied curriculum that enables them to reach their fullest potential. This commitment is particularly focused on our disadvantaged pupils, for whom we provide targeted academic support and address non-academic barriers, such as attendance, behaviour, and wellbeing. These efforts aim to tackle the inequalities that exist between disadvantaged pupils and their more advantaged peers.

As a Church of England primary school, we are dedicated to meeting the individual needs of every pupil and delivering the highest quality education for all. At the core of our approach is excellent teaching, with a particular emphasis on the areas where disadvantaged pupils require the most support. Research shows that this focus has the greatest impact on closing the attainment gap, benefiting not only disadvantaged pupils but all pupils within our school.

Our strategy also aligns with broader school initiatives, including education recovery plans and targeted support through the interventions, designed to assist pupils who have experienced the greatest disruption to their learning, including non-disadvantaged pupils. Our approach is tailored to address both common challenges and the unique needs of individual learners.

School Context:

St Saviour's C of E Primary School is deeply rooted in a strong faith-based ethos, reflected in our guiding statement: 'Together Everyone Achieves More', and reinforced by our vision of 'Opportunities Without Limits'. Located in Saltley, Central Birmingham, we are a two-form entry school with a current roll of 406 pupils. The school predominantly serves a Muslim community and is a Voluntary Controlled Church of England school.

The majority of our pupils come from the Washwood Heath area, which is characterised by significant socio-economic challenges and poor housing. A large proportion of our students face additional barriers to learning: 96% of our pupils speak English as an Additional Language, 15% are on the Special Educational Needs register, many of whom have complex medical needs and care plans, and 52.7% are eligible for the Pupil Premium grant (including free school meals and those who have been eligible for the last six years).

Despite these challenges, St Saviour's is dedicated to providing a nurturing and inclusive environment where all pupils can thrive and reach their full potential.

Our aims:

- To raise the in-school attainment of both disadvantaged pupils and their peers to at least in line with national average in Reading Writing and Maths;
- To ensure all pupils are able to read fluently and with good understanding to enable them to access all areas of the curriculum;
- To ensure that both disadvantaged pupils and their peers have access to a range of academic interventions;

- To ensure that both disadvantaged pupils and their peers have access to a range of emotional, social and mental support as required, developing their wellbeing and cultural capital.
- To form strong links with the parents of disadvantaged children to encourage higher aspirations and excellent attendance and engagement.
- To remove barriers to learning created by poverty, family circumstance and background. To target funding to ensure that all pupils have access to first hand learning experiences e.g. trips, artists in residence.

Key Principles (how we aim to achieve this)

We are committed to providing all teachers with high-quality Continuing Professional Development (CPD) to ensure that pupils receive effective, quality-first teaching. Through data analysis, we will ensure that teaching, learning, and assessment meet the needs of all pupils. Class teachers will identify targeted interventions and support for individual pupils, which will be reviewed each half term.

We will ensure that all teaching is consistently good or better, thereby enhancing the quality of learning experiences for all children and driving continuous improvement in their education.

- We will ensure that pupils with social, emotional, and mental health needs receive high-quality support from trained professionals.
- We will maintain high expectations for all learners, fostering an environment of academic excellence.
- We will implement effective teaching and learning strategies tailored to meet the diverse needs of all children.
- We will regularly identify and evaluate the impact of interventions to maximise pupil achievement.
- We will provide financial support for activities, educational visits, and residential trips, ensuring that all children have the opportunity to engage in enriching, first-hand experiences. These experiences will enhance their learning in the classroom and contribute to building their cultural capital.
- We will ensure that all teaching is consistently good or better, thereby enhancing the quality of learning experiences for all children and driving continuous improvement in their education.

Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for Pupil Premium (PP) who begin school in the Early Years Foundation Stage (EYFS) often exhibit significantly lower attainment in English compared to their peers. Their oracy, reading, vocabulary, and comprehension skills tend to be underdeveloped for their age group. This is largely attributed to socio-economic disadvantage, which limits their exposure to the breadth of vocabulary, knowledge, and skills typically acquired by children entering Reception. Most children are well below national expectations and need to make accelerated progress throughout school to meet KS2 age related expectations.
2	There are a large number of pupils who are newly arrived in the country and speak little or no English. There are also a high proportion of children who have EAL.
3	Many Pupil Premium (PP) children struggle with the stamina required to acquire and retain knowledge effectively. This can hinder their ability to build upon prior learning and make sustained progress over time.
4	Learning behaviour of children can tend to be passive.
5	Low attendance rates and high levels of persistent absenteeism, including issues with punctuality and families taking extended trips abroad during term time, significantly impact the learning of many Pupil Premium (PP) children. These disruptions hinder their academic progress and exacerbate gaps in knowledge and understanding.
6	A lack of engagement in home reading among many of our Pupil Premium (PP) families contributes to lower attainment in both Phonics and Reading. This reduced practice at home limits the development of essential literacy skills and negatively impacts overall progress in these areas.
7	Many of our Pupil Premium (PP) children have limited cultural capital and fewer enrichment opportunities outside of school. This often results in a narrower perspective and lower aspirations. A lack of stimulation and limited life experiences outside the school environment can hinder their overall development and restrict their ability to aim higher or broaden their horizons.
8	With an increase in wellbeing concerns e.g. mental health, social/emotional there is a lack of capacity within the staff to effectively identify and target these pupils and address these concerns

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
Developing early reading skills, communication, and language is a priority in the curriculum, focusing on enhancing	A broad and balanced, language-rich curriculum will be implemented throughout the school to support language and

<p>children's oral language and vocabulary growth.</p>	<p>vocabulary development Pupils will be identified for targeted interventions to support the development of language and vocabulary.</p> <p>The proportion of children communicating at age expected level by the end of EYFS is broadly in-line with national averages.</p>
<p>Improved outcomes in the Year 1 Phonic screening check for disadvantaged pupils. Improved outcomes in Reading, Writing and Maths at the end of Key Stage 1 (KS1) for disadvantaged pupils.</p>	<p>Daily, structured phonics sessions ensure a clear progression through three sets of sounds: simple sounds (Set 1), digraphs (Set 2), and more complex sounds (Set 3). Pupils practice blending to read words and segmenting to spell, supported by decodable storybooks matched to their phonics knowledge. Key elements include Story Green Words (using taught sounds), Red Words (high-frequency, non-decodable words), letter formation, spelling practice, and sentence writing to build fluency. Regular assessments guide grouping and teaching adjustments, while tailored interventions provide additional support for pupils who need it.</p> <p>Ensure there is regular training and development days.</p>
<p>Teaching and learning will be of a consistently high quality throughout all year groups all children eligible for Pupil Premium make at least expected progress from their different starting points. Due to lower starting points, a greater number of children eligible for Pupil Premium will make accelerated progress.</p>	<p>All teaching will be good or better.</p> <p>High proportions of pupils will make at least good progress from their starting points High proportions of pupils will achieve the end of year expectations in all year groups and the gap between pp and non-pp will close</p>
<p>All pupils will develop greater resilience and aspirations through access to a broad range of opportunities within an enriched curriculum, leading to positive impacts on their academic, social, and emotional development, as well as improved learner behaviours and overall outcomes.</p>	<p>Disadvantaged children will have the opportunity to participate in after-school clubs or enrichment activities each year, including sports competitions. We will work to increase pupil involvement in extra-curricular activities and trips, expanding their life experiences. Leadership opportunities, such as reading ambassador and school council roles, will be offered in a fair and democratic way. Our engaging reading curriculum will be enhanced through theatre visits, library trips, and a school-wide reading challenge to further inspire a love of books.</p>
<p>A clear attendance strategy is in place to promote both attendance and punctuality across the school. This strategy includes a range of proactive measures aimed at encouraging pupils to attend school regularly and arrive on time. It involves setting clear</p>	<p>Early Intervention: Monitoring attendance patterns closely and identifying any issues early, ensuring that support is provided quickly for pupils with emerging attendance concerns.</p>

<p>expectations with pupils and parents, including regular communication about the importance of good attendance and the impact it has on learning and progress.</p>	<p>Rewards and Recognition: Celebrating excellent attendance and punctuality through rewards, certificates, and special recognition in school assemblies to motivate pupils and create a positive culture around attendance.</p> <p>Regularly tracking attendance data and providing reports to staff, parents, and governors to ensure transparency and effective decision-making.</p> <p>Clear Expectations: SLT and Year group teachers to set clear expectations on attendance and punctuality in 'Meet the Teacher' meetings.</p> <p>Attendance policy linked to Birmingham Fast Track procedures are effective, clear and communicated to all.</p>
<p>Children who have little or no English will be provided with daily intervention to ensure rapid English acquisition and full access to a broad and balanced curriculum.</p> <p>Families with little or no English will be supported to develop language acquisition to provide support to their children's learning at home</p>	<p>Families are able to improve their life skills.</p> <p>Families can effectively support their children at home, resulting in children making further progress.</p>
<p>To improve the attainment and progress in Maths throughout the school.</p>	<p>Working closely with the Maths Hub and a partnered school in delivering high quality CPD focusing on: differentiation, mastery and feedback and marking.</p> <p>Lesson observations and learning walks shows that teaching, in all classes, is at least good.</p> <p>Teachers making regular interventions based on daily on-going assessments and an understanding of key next steps for pupils. Teachers able to ensure the correct pitch and match in learning scenarios. A high expectation of all pupils irrespective of starting points.</p>
<p>Children will have access to high quality texts for home-school reading, which provides them with rich vocabulary.</p>	<p>Opportunities for children to access a range of reading material to help them achieve reading goals.</p> <p>Pupil voice will allow children to offer their reading experiences and provide an insight into their reading habit. This will enable children to have a say in the texts they would like to read.</p>

Increase children's confidence in Maths by pre-teaching concepts/strategies, which will allow them to access lessons easily.	Use assessment data to identify children who are making slow progress and set up pre-teaching sessions. Pre-teaching will allow children to enter Maths lesson with better confidence at tackling Maths concepts.
To use WALKTHRUS to develop our understanding of the best evidence-based teaching strategies and to ensure there is an understanding of good practice.	Staff trained on WALKTHRUS Launch WALKTHRU targets across the school will enable good practice.

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: £55,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff are trained to effectively deliver the phonics scheme, and provide training for new staff members. Catch-up prioritised for bottom 20% and those at risk of falling behind as well as those who are newly joined.	EEF state that a systematic phonic programme can have a positive impact (+5 months) as an important component in the development of early reading.	1, 2, 6
Create a positive reading culture across all curriculum areas.	EEF confirms that reading a book with rich opportunities for discussion is a vital step in supporting the children's language and communication skills	1, 2, 6, 7
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	3, 4

<p>to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Improving Mathematics in Key Stages 2 and 3 EEF Tiered Approach, 'Making learning stick - the science of learning,' EEF tiered approach, DfE 2020, Rosenshine EEF Professional Development Guidance Report</p>	
<p>Provide a communication friendly environment.</p> <ul style="list-style-type: none"> - Visual timetables and visual cues in the environment (e.g. vocabulary walls, targets/learning objectives written on the board, visual reminders of vocabulary) so that children know what to expect. -A classroom environment that is not too cluttered and where equipment is clearly marked with a label saying what it is. -Book corners – these are important throughout children's education, not just in the early years. -Clear and consistent routines -Using visual supports and practical teaching approaches including use of real objects, practical activities, pictures, video. - Talking partner activities, planned frequently throughout the day 	<p>EEF - Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>Positive effects have been identified on early language and literacy skills. When selecting strategies it is important to consider outcomes.</p> <p>Staff are very likely to benefit from training or professional development to use programmes and approaches successfully.</p> <p>There are many communication and language approaches. High quality provision is likely to include multiple strategies across vocabulary, language, talk and social communication skills.</p>	<p>1, 2, 3, 4, 5, 6, 8</p>
<p>Embed the Mastery Curriculum, providing catch-up support as necessary to ensure strong progress across both key stages. Embed Mastering Number in reception and KS1. Implement</p>	<p>Using maths mastery techniques helps break the cycle of rote learning in mathematics. It provides children with the opportunity to grasp 'real' maths, empowering them with problem solving skills and a sense of achievement. Education Endowment Foundation National Centre for the Excellence in the Teaching of Mathematics.</p>	<p>3, 4</p>

<p>Mastering Number in KS2. Training for teachers. Training for support staff Monitor impact</p>		
<p>Ensure that ECTs, and newly appointed teachers receive strong support from experienced colleagues to promote high-quality teaching and effective curriculum planning. Provide guidance and development opportunities for teachers new to the year group and those with less experience.</p>	<p>Allocate funds to enhance teaching through professional development, training, and support for early career teachers, as well as initiatives for recruitment and retention. Ensure that a highly effective teacher is in front of every class and provide ongoing support to help all teachers continue to improve.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Provide regular CPD so there is high-quality teaching from Reception to Year 6. Staff share their preference for their year group role along with their expertise to ensure that staff are suitably qualified to teach/support in their respective year group and are empowered and therefore highly effective as a result</p> <p>Weekly lesson drop-ins for coaching sessions</p> <ul style="list-style-type: none"> • Book looks • Planning scrutiny • Team teaching / planning 	<p>Research from the EEF shows that coaching projects in schools develop effective teaching and learning. As Rauch and Coe (2019) explain, ‘The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed: all teachers can learn to be better (Dylan Wiliam, 2016)’.</p> <p>Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school’s priorities. Our CPD approach ensures all teachers are empowered and can improve their practice through incremental steps, as well as raising outcomes for all pupils, particularly benefiting our disadvantaged learners.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Develop a bespoke broad and balanced curriculum that is personalised to the children of St Saviour’s and provides them with cultural capital experiences</p>	<p>Research suggests that a school’s curriculum should be aligned with the school’s core values and vision. First-hand and memorable experiences can help provide the breadth and depth that are required and will also assist with children remembering what has been learnt. Case studies from Cornerstones and government guidance suggests that</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>

<p>-To ensure that the curriculum for both core and foundation subjects is provided for EYFS – Y6, exposing children to quality learning opportunities with a foundation in skills and knowledge:</p>	<p>a well-planned and sequenced curriculum that prioritises missed learning will help pupils to achieve better.</p> <p>Day-to-day practice should be supplemented with stimulus from high-quality texts, real-life experiences, and educational visits/workshops.</p> <p>Subject leaders should be trained so that they become experts in their field to improve the quality of teaching and learning. They should also be given the time and opportunity to plan for, monitor and evaluate their subject.</p>	
<p>Early reading and communication and language is a high priority within the curriculum to develop children’s oral language and vocabulary development, resulting in a year-on-year improvement in results in EYFS and Key Stage One to ensure that higher proportions of PPG children achieve ELG in Reception, pass the phonics screening in Year One and achieve end of Year expectations in Year Two:</p> <ul style="list-style-type: none"> • Opportunities for staff to observe practice in good/outstanding schools • Use of whole school monitoring to track and evaluate individual children and the impact of the focus groups 	<p>EEF Teaching and Learning Toolkit states, “Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.” The new Reading Framework (July 2021) also highlights the importance of fidelity to an approach to the teaching of phonics, thus enabling swift progress to be made and therefore opening up a child’s ability to read, understand and enjoy their learning across the entire curriculum. The low outcomes of previous Phonics screening check (2019 and before) indicated that the current teaching of phonics was not working for our children.</p> <p>Read, Write Inc Phonics/Early Reading training approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Evaluate our current reading scheme. Purchase new reading material, which will supplement our current reading scheme so that children can access a range of text genres to enhance their vocabulary.</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on ‘Working with Parents to Support Children’s 	<p>1, 2, 3, 4, 5, 6, 7, 8</p>

	Learning' offers practical approaches and insights for communicating and supporting parents.	
<p>Continue to provide CPD on Reading Fluency and train further staff.</p> <p>Work with HFL Education on an 8-week Reading Fluency Project.</p> <p>Provide training to TA's who can then run the intervention to develop children's prosody, automaticity through the use of echo reading.</p>	<p>Reading fluency is often described as a bridge between word recognition and comprehension. Some pupils may be able to cross the bridge independently if they regularly read varied and appropriately challenging texts. However, this crossing is a difficult journey for those who don't.</p> <p>Strategies such as Reader's Theatre mirror the 'gradual release of responsibility' model that is exemplified in EEF 'Metacognition and Self-regulated Learning' guidance report, helping struggling readers to reach independence in a supportive, intentional way</p>	1, 2, 3, 4, 5, 6, 7, 8
<p>High quality professional development to support teachers to integrate a more explicit focus on Oracy.</p> <p>-Teachers to build in 'book talk' sentence stems and 'Big Ding Question' in their lessons to promote discussion.</p>	<p>EEF Voice 21 improving Oracy Voice 21: Improving Oracy - second pilot EEF</p>	1, 2, 3, 4, 5, 6, 7
<p>Deliver quality training to staff on how to use 'Think Alouds' in reading lessons.</p>	<p>EEF Research suggests:</p> <p>Using a Think Aloud in this way gave my pupils insight into how – as an 'expert' learner – approach problem-solving, making my thought processes clear and transparent. Ultimately, this allowed pupils to become self-scaffolders, giving them a script to replay when it came to their own independent problem-solving.</p> <p>Providing a Think Aloud model helps pupils to develop a toolkit of strategies which inform their future work, equipping them with the knowledge and skills they need to become independent problem-solvers in the future.</p>	1, 2, 3, 4, 5, 6, 7, 8

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

Budgeted cost: £86,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Pre-teaching:</u> Providing instruction to children before a lesson can enhance their learning and help them make better progress during the lesson.</p> <p>Effectively, Pre-teaching can be used to:</p> <ul style="list-style-type: none"> -Introduce pupils to a challenging topic, providing key information ahead of the lesson to support their understanding. -Allow higher-attaining students to work independently during lessons, ensuring they are not held back by whole-class instruction when they are already able to progress on their own. 	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on one to one tuition and small group tuition. <p>The evidence for ‘one to one’ is rated as having a high impact (+5 months) for moderate cost (based on moderate evidence – EEF).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 3, 4, 5</p>
<p>Prioritising the hearing of the lowest 20% for daily reading. Fluency is considered alongside</p>	<p>Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a ‘very extensive’ evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2.</p>	<p>1, 2, 3, 4, 6</p>

decoding before children progress through book bands.		
Use of online platforms: -Time Table Rockstars -See saw -Bug Club	Pupil/teacher voice has indicated these programmes are an essential part of learning and engagement. Parent voice has indicated an increased confidence in supporting learning at home using these apps. We have continued with these platforms so that children can access learning from home.	1, 2, 3, 4, 5, 6, 7, 8
Reading Books, an audit showed that new books were needed to meet the needs of the new curriculum and promote reading for pleasure	A significant barrier for PP pupils is their lack of vocabulary knowledge, a predictor of achievement which is often linked to socio-economic status. A study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment (1992)	1, 2, 4, 6, 8
Catch-up booster sessions in Year 6 help to: -Address gaps in learning, ensuring that students are better prepared for key assessments. -Provide targeted support for students who may have fallen behind, helping them to make accelerated progress. -Reinforce key skills and concepts, boosting confidence and improving outcomes.	The gap between PP children and non-PP closes by the time they are in Year 6. EEF key finding indicate: 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	
Additional phonics sessions targeted at disadvantaged	EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1, 2, 3, 4

<p>pupils who require further phonics support. (Small group phonics intervention with TAs across KS1 and 2</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	
<p><u>Reading Ambassadors</u> Set up reading sessions for those children, who struggle to read at home.</p> <ul style="list-style-type: none"> - Buddy readers Y1 and Year 6 - Lowest 20% of children heard read more - Fluency assessment – words read per minute <p>Less academic parental support for PP children. Numbers of families that struggled to access home learning. Also, for families who have EAL with little or no English, supporting children at home is difficult.</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ offers practical approaches and insights for communicating and supporting parents. 	<p>1, 2, 3, 6</p>
<p>Provide targeted intervention for children underperforming in English and Maths in receipt of PP with the use of Word Shark and 123 Maths.</p>	<p>The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year (Education Endowment Fund).</p>	<p>1, 2, 3, 4, 5</p>
<p>Once phonic knowledge is</p>	<p>Developing pupils’ language capability to support their reading and writing has ‘extensive’ evidence according</p>	<p>1, 2, 3, 4, 6</p>

<p>secure, KS2 interventions to have balanced focus on vocabulary development, reading fluency and comprehension skills.</p> <p>This will be through the HFL Reading Fluency Project.</p> <p>All TAs to be trained and a further 3 teachers to be trained by the HFL trainers.</p>	<p>to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.</p>	
<p>Year 6 staff to deliver before school intervention in Reading and Maths to Year 6 pupils, with PP pupils being prioritised.</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs, explains this impact.</p> <p>EEF research shows that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>2, 3, 6</p>

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

Budgeted cost: £130,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise Motional to conduct data surveys and analysis. Provide support to pupils to help overcome social and emotional</p>	<p>Motional is based on research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills - mental skills that include working memory, flexible thinking, and self-</p>	<p>1, 2, 3, 4, 8</p>

<p>challenges impacting learning. Offer self-regulation and anger management sessions tailored for pupils.</p> <p>Motional is a collaborative tool designed to be used by all staff.</p> <p>Improve the mental health and wellbeing of our PP pupils enabling them to be ready for learning and are able to access their learning.</p>	<p>control (Panksepp, Hughes, Siegel, Porges, Wells).</p> <p>The tool can record ACE (Adverse Childhood Experiences) and Protective Factor scores where required and gives staff a whole-brain picture of pupils' mental health and wellbeing.</p> <p>A large proportion of our PP pupils have struggled with anxiety, fear, eating concerns and have had bereavement within their families</p>	
<p>Trips and Visits</p> <p>Provide increased opportunities for PP children for experiential learning by subsidising educational trips, visits and residential.</p>	<p>At St Saviour's, a key element of our curriculum is providing children with opportunities and life experiences they might not otherwise encounter at home. At least 50% of our enrichment programme is funded through the Pupil Premium Grant, as these experiences are vital not only for pupil well-being but also for enhancing their ability to write about diverse settings. All activities—whether trips, visits, or immersive encounters—are carefully linked to the Topics they are studying.</p> <p>Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.</p> <p>Every child has the right to learn to play an instrument. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p>	5, 7, 8
<p>To provide support for parents with the expenses of educational experiences, including trips, visits, and immersive activities.</p>	<p>Parents with multiple children in the school will receive support with the costs of educational visits, ensuring all children have the opportunity to participate. These costs will be subsidized to make enrichment activities accessible to everyone. School trips are an essential part of the curriculum, enhancing and</p>	5, 7, 8

	<p>complementing the daily learning experience.</p> <p>Research highlights the broader benefits of such activities, including fostering more positive attitudes towards learning and improving overall well-being.</p>	
<p>To develop an Attendance incentive-based strategy to promote attendance and punctuality of pupils, ensuring that Attendance of all pupils is consistently at least 96% and there is minimal gap between PP and non-PP pupils:</p> <ul style="list-style-type: none"> • Clear strategy shared with all stakeholders and on the website. All staff (office, class based etc) are aware of the expectations and how to ensure data is correct. • Weekly attendance reports will be sent to the HT and shared with the parents (class / whole school data). • A dedicated member of the SLT is responsible for attendance and delegates daily duties to the pastoral team <p>Attendance Policy will encompass all of the above, being translated into other languages so that all parents/carers understand.</p> <ul style="list-style-type: none"> • Parents/carers are required to request time off for appointments etc to provide a clear trail of evidence to enable further inhouse or external support 	<p>Daily and weekly monitoring indicates that there is a clear pattern of attendance of PP pupils being significantly below that of non-PP pupils. Research tells us that low attendance and poor punctuality not only impacts a child's self-esteem but also their academic success in their future, beyond primary school.</p> <p>EEF report (2015) states that pupils need to be in school to learn and achieve.</p>	5, 6
<p>Learning behaviour/emotional resilience / character</p>	<p>The KiVa antibullying programme is an evidence- based programme based on research carried out in Finland.</p>	8

<p>development mentor to work with all pupils in school on expectations, attitudes and values</p> <p>Introduce the KiVa antibullying programme</p> <ul style="list-style-type: none"> • Behaviour and Antibullying Policy • Lesson drop-ins • KiVa screening proforma <p>Behaviour incidents recorded on My Concern</p>		
<p>Magic Breakfast Bagels (£1645) provides a free breakfast for all children to start their day including bread and spread KS 2 Fruit</p>	<p>The Pastoral Team work hard to support families alongside the Food Bank and local charities, and this was especially the case during Lockdown. Food donated during this period kept spirits high and families connected with school. 169 families benefitted from FSM vouchers.</p> <p>Research shows that hungry children do not perform as well.</p> <p>Magic Breakfast report that Breakfast club schools saw an improvement in pupil behaviour and attendance.</p> <p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach to spending.</p>	<p>5, 8</p>
<p>To continue with behaviour scheme (Good to be Green) effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code (see Behaviour Policy).</p>	<p>Consistent approach throughout the school.</p> <p>A new guidance report published by the Education Endowment Foundation (EEF) – Improving Behaviour in Schools – finds good evidence that personalised approaches, like daily report cards, can improve disruptive pupils' behaviour.</p>	<p>4, 5, 6</p>

Total budgeted cost: £265,745

Part B: Review of the previous academic year (2023 - 24)

Outcomes for disadvantaged pupils

We have reviewed the performance of our school's disadvantaged pupils over the previous academic year, using national assessment data alongside our internal summative and formative assessments. This analysis has informed our understanding of their progress and areas for improvement.

KS2 SATs 2024 Outcomes

Statutory assessments completed in May 2024 indicate that many of our children including Pupil Premium children closed the gap in Reading, Maths and Writing compared to others.

KS2 READING				
Cohort	Below	Expected	Exceeding	Average Scaled Score
All (61)	25%	75%	23%	105.8
PP (32)	25% (8 children)	75% (24 children)	12.5% (4 children)	
Non – PP (29)	24.14% (7 children)	75.86% (22 children)	34.48% (10 children)	
KS2 MATHS				
All (61)	25%	75%	20%	105.9
PP (32)	28.13% (9 children)	71.87% (23 children)	12.5% (4 children)	
Non – PP (29)	24.14% (7 children)	75.86% (22 children)	24.13% (7 children)	
KS2 WRITING				
All (61)	27.87%	72.13%	10%	N/A
PP (32)	28.13% (9 children)	71.87% (23 children)	9.37% (3 children)	
Non – PP (29)	27.59% (8 children)	72.41% (21 children)	10.34% (3 children)	

Summary

Out of a cohort of 61 students, 52% (32 children) were in receipt of Pupil Premium.

- In Reading, **75% of PP children** achieved age-related expectations compared to 75% of others.
- In Maths, **72% of PP children** achieved age-related expectations compared to 76% of others.
- In Writing, **72% of PP children** achieved age-related expectations compared to 72% of others.

Based on the information above, the performance of our disadvantaged pupils has met expectations and is broadly comparable to that of their non-PP peers. While there was a gap in Writing last year, a comprehensive revamp of our Writing curriculum has led to significant progress

among PP children, effectively closing the gap. Through carefully planned and sequenced units of work, pupils have been equipped with the skills needed to write independently across various genres. Additionally, new long-term and medium-term plans have been introduced across all year groups to support sustained improvement.

Overall, as a school, we were **above** national for Maths and Reading at expected standard and **in-line** for Writing at expected standard:

- Maths (school 75%, national 73%),
- Reading (school 75%, national 74%)
- Writing (school 72%, national 72%)

We acknowledge that many children still struggle with accessing, comprehending, and maintaining the reading stamina required for Key Stage 2 texts. As a result, we will continue to prioritise the Reading Fluency Project and will be providing additional staff training to further support this effort.

KS1 SATs 2024 Outcomes

KS1 READING		
Cohort	Expected	Exceeding
All (59)	56%	8%
PP (23)	52.17% (12 children)	8.0% (1 child)
Non – PP (36)	58.33% (21 children)	11.11% (4 children)
KS1 MATHS		
All (59)	54.24%	5.08%
PP (23)	52.17% (12 children)	
Non – PP (36)	55.56% (20 children)	8.33% (3 children)
KS1 WRITING		
All (59)	41%	3.39%
PP (23)	32.26% (10 children)	6.45% (2 children)
Non – PP (36)	48% (11 children)	5.56% (2 children)

In Key Stage 1, Pupil Premium (PP) children made progress from their starting points and have narrowed the gap, although they remain slightly behind their non-PP peers in both Maths and Reading. However, the gap appears to be slightly wider in Writing.

Phonics 2023 Outcomes

Phonics Screening Checks

Year	Pass Rate
Year 1	68%
Year 2 (Re-sits)	92%

Staff have regular development days to ensure there is a consistent approach. We will continue with this as we have new ECTs.

EYFS

Progress	Result
Achieving good level of development	67%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. End of year assessments across other year groups show progress for PP students, though the GAP still exists compared with non-PP students. Each child's progress in all areas was reviewed at the pupil progress meetings. There was evidence of progress, sometimes accelerated progress, since the last and first assessment point in September 2023. The gap between PP children and their non-PP peers closes by the time they reach Year 6. We will continue with our pre-teaching and intervention sessions as this is having an impact.

Wider Opportunities and Life Experiences:

Challenges faced:

Enhancing the development of pupils' social capital.

Impact:

This year, we have subsidised trips and visits, providing our disadvantaged children with valuable opportunities to engage in experiences that would otherwise have been inaccessible to them. These activities have enriched their curriculum, offering first-hand learning that deepens their understanding of various topics. By exposing them to new experiences, we have supported their overall academic and personal growth. A portion of the pupil premium funding has been used to subsidise these trips and visits for our disadvantaged pupils.

<u>Year Group</u>	<u>Enrichment 2023-24</u>
Reception	Ash End Farm, Alice In Wonderland Dance & Drama Day, Animal Man, Parent Assemblies, Sports Day
Year 1	Alice In Wonderland Dance & Drama Day, Great Fire of London, Warwick Castle, Sports Day
Year 2	The Rep Theatre, Clean Air Conference – Council House, Alice In Wonderland Dance & Drama Day, Inspire Workshop, Weston Super-Mare Trip, Geography Crossing Continents Workshop, Sports Day
Year 3	The Rep Theatre, Alice In Wonderland Dance & Drama Day, Egyptian Workshop, Edgmond Hall (Stone Age), Sports Day – St. Peter's Field
Year 4	The Rep Theatre, Alice In Wonderland Dance & Drama Day, Ancient Greek Workshop, Black Country Museum Trip, Music concert – drums, Sports Day – St. Peter's Field
Year 5	The Rep Theatre, Anglo-Saxon Workshop, Alice In Wonderland Dance & Drama Day, Mountain Explorer Workshop, National Space Centre, Kingswood Residential, Precious Lives Workshop, Sports Day – St. Peter's Field
Year 6	The Rep Theatre, Alice In Wonderland Dance & Drama Day, Blackwell Adventure, Leavers' Service (Cathedral), Precious Lives Workshop, Coventry Transport Museum (WW2), Safeside, Sports Day – St. Peter's Field,

Attendance

Overall attendance from September 2023 – July 2024 was **93.82%** this consisted of **214 Boys** and **193 Girls**. **Early Years – KS1** had **91.6%** overall for the academic year.

Out of **409** pupils on role there was **192** pupils that were Pupil Premium.

107 Families went abroad throughout the academic year, this consisted of **233 pupils**.

66 Children on Free School Meals.

66 Children with Pupil Premium.

42 Families were issued a Penalty notice which was a total of **53 pupils**

There were **9 families** that have been summoned to court for not paying the fine.

43 families did not go abroad for enough day and did not receive a fine.

The key message remains that attendance is a shared responsibility. Absences are promptly followed up with phone calls, and home visits are conducted by the pastoral team or the Head and Deputy where concerns arise. We are maintaining a strong focus on improving attendance, with new rewards introduced this year for children achieving 98%, 99%, and 100% attendance each term.

Additionally, we have reviewed our strategy plan and made adjustments to how we will allocate our budget for this academic year to better address identified needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
X Table Rockstars	TT Rockstar
Online Learning Platform: Seesaw	Seesaw
Read, Write Inc Phonics	Ruth Miskin
White Rose Maths	Trinity Mat
Bug Club (Online Reading)	Active Learn
Letter Join	Green and Tempest Limited
Maths	My Maths

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.