

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St Saviour's C of E Primary
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	November 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Louise Page (HT)
Pupil premium lead	Kamran Hussain (AHT)
Governor	Rema Begum

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,755
Recovery premium funding allocation this academic year	£23,780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<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	£249,535.00

# Part A: Pupil premium strategy plan

## Statement of intent

The purpose of Pupil Premium funding is to ensure that schools offer additional support to children from disadvantaged backgrounds in realising their potential. St Saviour's C of E Primary is committed to meeting the needs of every pupil in school and providing the best education for all. We have high aspirations and expectations for every single pupil, whatever their needs and abilities and teach a creative, inclusive and enriched curriculum that helps every child reach his or her potential.

### School Context:

St Saviour's C of E Primary School has a strong faith-based ethos culminating in our ethos statement: 'Together Everyone Achieves More'. This is reinforced within our vision statement: 'Opportunities Without Limits'. St Saviour's Primary is a two-form entry school (current number on role 416) based in Saltley within Central Birmingham. The school serves a mainly Muslim population. St Saviour's C of E Primary School is a Voluntary Controlled Church of England School, and currently draws the majority of its pupils from the ward of Washwood Heath, which is an area of poor housing and low socio-economic backgrounds. Of this school population, we have 96% of our children with English as an Additional Language, 18% of our children are on the Special Needs Register (a significant number of children have severe medical needs) and 41% of our children are eligible for Pupil Premium (free school meals and forever 6) grant.

### Our aims:

- *To raise the in-school attainment of both disadvantaged pupils and their peers to at least in line with national average;*
- *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 ensure that no child is disadvantaged and is able to access a range of extracurricular opportunities to develop their cultural capital*

## Challenges

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

Challenge number	Detail of challenge
1	Children enter EYFS with low levels of literacy, numeracy and communication. 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	The Covid-19 national lockdowns March-June 2020, January – March 2021 and ‘bubble closures’ that were required across the Pandemic have caused lost learning time for most children
4	Restrictions to the curriculum during the pandemic have meant there has been limited exposure and involvement in clear learning journeys exposed to wider curriculum experiences
5	Learning behaviour of children can tend to be passive. Compounded with the missed learning from lockdown
6	Attendance is historically low overall and this has been further exacerbated by Covid 19 Pandemic
7	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.
8	Many pupils have limited access to wider experiences that would develop the cultural capital aspects of development.
9	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
Early reading and communication and language is a high priority within the curriculum to develop children’s oral language and vocabulary development	<p>A broad and balanced, language-rich curriculum will be implemented throughout the school to support language and 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. (82% – 2019)</p>

	<p>In Year One the phonics pass rate will be in line with National</p> <p>By the end of Year 2, pupils will be in-line with national expectation for Reading</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</p> <p>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>A clear attendance strategy that promotes attendance and punctuality is in place</p>	<p>Attendance policy linked to Birmingham Fast Track procedures are effective, clear and communicated to all.</p>
<p>Children will have access to a broad and balanced curriculum, which provides them with the wider cultural capital experiences and develops them into active, engaged learners</p>	<p>Engaging, bespoke curriculum in place. Following lifting of restrictions all children will have access to at least one educational visit opportunity each term to enrich their cultural capital.</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</p>

	children to have a say in the texts they would like to read.
Increase children's confidence in Maths by pre-teaching concepts/strategies, which will allow them to access lessons easily.	<p>Use assessment data to identify children who are making slow progress and set up pre-teaching sessions.</p> <p>Pre-teaching will allow children to enter Maths lesson with better confidence at tackling Maths concepts.</p>

## 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: £57,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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 William, 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</p>	1,2,3, 4, 5, 8 and 9

<ul style="list-style-type: none"> <li>• Book looks</li> <li>• Planning scrutiny</li> <li>• Team teaching / planning</li> </ul>	<p>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>Develop a bespoke broad and balanced curriculum that is personalised to the children of St Saviour's and provides them with cultural capital experiences 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> <ul style="list-style-type: none"> <li>• Regular meetings with the middle leadership team.</li> <li>• Weekly lesson drop-ins</li> <li>• Book looks</li> <li>• Planning reviews • Team teaching / planning</li> <li>• Clear curriculum maps shared with families • Use of VR to enhance the wider experiences that children have</li> </ul>	<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 a well-planned and sequenced curriculum that prioritises missed learning will help pupils to achieve better. Covid and subsequent lockdowns has meant that pupils have unfilled gaps that need to be plugged so that age-appropriate learning has an existing schema to build on. It is therefore vital that pupils can access good quality teaching in all subjects and allowed the opportunity to catch up on missed learning across the curriculum. Day-to-day practice should be supplemented with stimulus from high-quality texts, real-life experiences, and educational visits/workshops. 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>1, 2, 3 and 8</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</p>	<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)</p>	<p>1,2,3 and 4</p>

<p>in Year One and achieve end of Year expectations in Year Two:</p> <ul style="list-style-type: none"> <li>• EYFS – Support from specialists. Support with planning, assessment, learning environment, monitoring</li> <li>• Opportunities for staff to observe practice in good/outstanding schools</li> </ul> <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> <ul style="list-style-type: none"> <li>• Use of whole school monitoring to track and evaluate individual children and the impact of the focus groups</li> </ul>	<p>indicated that the current teaching of phonics was not working for our children.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1, 3, 4,5</p>
<p>Evaluate our current reading scheme.</p> <p>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"> <li>• The EEF Toolkit has a strand on parental engagement.</li> </ul>	<p>1, 2, 3</p>

	<ul style="list-style-type: none"> <li>• The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.</li> </ul>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £93,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To narrow the gaps created by the impact of Covid-19 lockdown March – July 2020 and January – March 2021</p> <ul style="list-style-type: none"> <li>• Extra tuition is planned for targeted pupils in addition to provision provided during the school day, either 1:2:1 or via small groups. or across the school in all core subjects</li> </ul>	<p>EEF research has indicated that that one-to-one tuition can be effective, delivering approximately five additional months' progress on average where it falls outside of the traditional learning day. This is effective where experienced practitioners are used to delivering the content that builds on classwork. Evidence further shows that small group extra tuition can also be effective and more cost effective. Additionally, certain subjects such as reading have a better effect when done with a small group. Data from last academic year has shown a marked improvement with the groups who received both 1:2:1 and small group extra tuition</p>	3,5 and 7
<p>Implementation of an EAL tracking tool, supporting staff with recognizing the distinction between EAL and SEND. Staff will receive training and then will be monitored via PP meetings and learning walks (inc. book looks</p> <ul style="list-style-type: none"> <li>• Targeted interventions for newly arrived</li> </ul>	<p>From PPM and observations, there is lack of understanding of how to support and track EAL pupils. There has been heavy reliance upon using a translator to engage children in their home language rather than immerse them in English language to support language acquisition. As a result, there are a large group of pupils who are not being appropriately supported and challenged with the class. Research conducted by the EEF since 2015 has indicated that when providing language-oriented interventions, the significant majority of the interventions that were aimed primarily at some aspect of language were focused on developing vocabulary knowledge. Within these interventions, the target was either on academic vocabulary, phonological and/or</p>	1,2

	morphological awareness. These had the greatest impact for children.	
Purchase of Flash Academy online /Bell Foundation EAL intervention	Best practice for the development of language among pupils whose home language is not English suggests that as well as immersion in the environment with their peers, regular and repetitive activities are key in developing permanence and automaticity. Having an online tool which can supplement the school's provision will mean that pupils will be able to independently develop their language skills even when adult support available.	1,2,5,7 & 8
Time Table Rockstars Wordshark See saw	During Lockdown, and on return to school, internal data and 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.	
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)	
National Tutoring Programme 25% of costs paid by school	One to one, one to two and one to three tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to Covid-19	
Identify pupil premium children, who need to close the gap by offering pre-teaching sessions to improve confidence in Maths concepts.	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: • The EEF Toolkit has a strand on one to one tuition and small group tuition.	1, 3, 5
Set up reading sessions for those children, who	Levels of parental engagement are consistently associated with improved	1, 2, 7

<p>struggle to read at home.</p> <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>academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF Toolkit has a strand on parental engagement.</li> <li>• The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £97,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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. Children have a range of effective strategies to communicate their feelings and self-regulate. This will support pupils in their day-to-day relationships and preparation for their next steps as well as develop their self-esteem and confidence</p> <p>Purchase Motional package online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people</p>	<p>Recent data shows that 1 in 4 children will have a mental health concern at some point during their formative years. The long-term impact of Covid 19 on the mental health of our children is yet to be identified. Wellbeing baselines were conducted in September 2021 and repeated on a termly basis to assess the impact on our pupils.</p> <p>A large proportion of our PP pupils have struggled with anxiety, fear, eating concerns and have had bereavement within their families</p>	5 and 9
<p>To develop an Attendance incentive-based strategy to promote attendance and punctuality of pupils, ensuring that</p>	<p>Attendance has been historically low. Covid – 19 has left many families feeling apprehensive about sending their children to school. Daily and weekly monitoring indicates that there is a clear pattern of attendance of PP</p>	6

<p>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"> <li>• 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.</li> <li>• Weekly attendance reports will be sent to the HT and shared with the parents (class / whole school data).</li> <li>• A dedicated member of the SLT is responsible for attendance and delegates daily duties to the pastoral team</li> </ul> <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"> <li>• 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</li> </ul>	<p>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. There is a direct link between achievement at KS2. Pupils with no absence are 1.6 x more likely to achieve level 4 or above, and 4.7 x more likely to achieve level 5 or above, than pupils that missed 15 – 20 % of all sessions.</p>	
<p>Learning behaviour/emotional resilience / character 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"> <li>• Behaviour and Antibullying Policy</li> <li>• Lesson drop-ins</li> <li>• KiVa screening proforma</li> </ul>	<p>The KiVa antibullying programme is an evidence- based programme based on research carried out in Finland.</p>	

<ul style="list-style-type: none"> <li>Behaviour incidents recorded on My Concern</li> </ul>		
<p>Magic Breakfast Bagels (£1000) provides a free breakfast for all children to start their day 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 and 6</p>
<p>Enrichment Costs (£15,000)</p>	<p>A large part of our curriculum offer at St Saviour's is to provide children with the opportunities and life experiences that they will not get the chance to at home. At least 40% of our enrichment programme is funded through the pupil premium grant because not only is it essential for pupil wellbeing, but it is also essential that they experience different settings before writing about it. All experiences, whether trips; visits or immersive encounters are linked to Topics that they are studying. For example: Y1 Think Tank Y2 British Motor Museum Y3 Stone Age experience, Conkers Y4 Cadbury World Y5 Shrewsbury Prison Y6 Coventry Cathedral and Transport Museum. St Saviour's also provides music, sports, and cross curricular experiences such as virtual authors and aspirational careers events.</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</p>	<p>4, 5 and 8</p>

	Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	
To support parents with costs for educational experiences, whether trips, visits or immersive encounters.	<p>Parents, who have multiple children, in school, will be supported with educational visit costs. This will be subsidised so that all children have the opportunity. School trips are an important part of the curriculum and enrich what we do in the normal school day. It is necessary that all children have access to these enrichment activities.</p> <p>Research shows that wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	5, 8 and 9

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

As a school, where possible we adhere to our assessment procedures and policies, including:

- Statutory tests such as the Y1 phonic screening
- Non-statutory standardised tests such as PIRA and Rising Stars
- Our in-house termly assessment of effort, progress and attainment which was reported to parents.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
X Table Rockstars	TT Rockstar
Online Learning Platform: Seesaw	Seesaw
Read, Write Inc Phonics	Ruth Miskin
White Rose Maths	
Bug Club (Online Reading)	Active Learn

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*