

Pupil premium strategy statement -The Saints Federation

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	Saints Federation
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	31.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	27.7.22
Date on which it will be reviewed	1.6.23
Statement authorised by	Rhiannon Price
Pupil premium lead	Esme Sexton
Governor / Trustee lead	Mickey Harcourt Heath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,685
Recovery premium funding allocation this academic year	£12,687
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,280

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£89,652</p>
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Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s physical and emotional health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring all support staff are maximised through deployment and training which focuses on accelerating progress, moving children to at least age-related expectations.

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Support payment for activities, educational visits and residential experiences. To ensure children have first-hand experiences to use in their learning in the classroom.
- Behaviour Support

Challenges

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

Challenge number	Detail of challenge
1	Improve phonics and reading to enhance reading skills and influence reading for pleasure
2	Improve writing standards to include handwriting, cohesion and fluency.
3	Access high quality adult support via targeted interventions
4	Enhance basic mathematics skills
5	Children lack awareness of how to self-regulate and/or understand emotions and related behaviours. Provide PP children with SEMH needs an opportunity to learn self-regulation strategies and gain an understanding of how our emotions can create a behavioural response.
6	Very few PP children attend extra-curricular clubs or access additional wider cultural opportunities.

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
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Improve phonics and reading to enhance reading skills and influence reading for pleasure	Achieve progress scores which are closer in line with non PP and national non PP
Improve writing standards to include handwriting, cohesion and fluency.	Achieve teacher assessment scores which are closer in line with non PP and national non PP
Access high quality adult support via targeted interventions	Achieve national average progress scores reading, writing and Maths
Enhance basic mathematics skills	Achieve national average progress scores in Maths.
Children lack awareness of how to selfregulate and/or understand emotions and related behaviours. Provide PP children with SEMH needs an opportunity to learn self-regulation strategies and gain an understanding of how our emotions can create a behavioural response.	Termly Thrive assessment used to demonstrate impact.
Very few PP children attend extracurricular clubs or access additional wider cultural opportunities.	Show an increase of PP children accessing these opportunities across sites.

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to refresh Bug Club Phonics and reading program.	<p>EEF</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our cohorts across sites and have identified that smaller group work and better use of TAs will provide more focussed opportunities to raise standards of attainment.</p>	1,2
TAs to receive CPD from teaching staff to be able to deliver high quality intervention across the school. Interventions to be streamlined across sites to provide consistency.	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority followed by targeted academic support and including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to develop support staff to be able to offer high quality intervention and targeted academic support to all groups of pupils across the school.</p>	1,2,3,

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily additional phonics and reading for those children not at expected standard.</p> <p>Other interventions will be led by class teachers in coordination with senior teacher and SENDCo</p>	<p>EEF</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those 2,3 5 teachers in all year groups who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. We have identified that KS1 and EYFS children require support to address gaps in phonics, reading and writing.</p> <p>Additional pupils in year 3 to 6 have been identified as needing 1-1 support in some core areas.</p>	<p>1-5</p>

<p>Catch up Club running at 2 sites twice a week with NTP school led tutor. Those TAs are supported by teachers and use their NTP skills during the school day.</p>	<p>EEF</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. Both small group and one to one tuition can be effective catchup approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific</p>	<p>1-5</p>
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	content and approaches is beneficial.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attendance regularly monitored by head teacher/other relevant SLT. Meetings and calls held when necessary. Contact made by senior teacher/SENDCo where a more layered approach is required in line with policy and joint medical procedures.</p>	<p>EEF</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning.</p> <p>It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills • approaches which encourage parents to support their children with, for example reading or homework • the involvement of parents in their children’s learning activities • more intensive programmes for families in crisis. • Use of surprise days to promote engagement in attending school 	<p>1-5</p>
<p>Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.</p>	<p>EEF</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEMH interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>5</p>
<p>Funding for extracurricular activities Support children with uniforms and materials to support them in school</p>	<p>EEF toolkit shows that participants in the arts, sport, etc., can raise educational outcomes</p>	<p>6</p>

Total budgeted cost: £75,000

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.