

Pupil premium strategy statement -The Saints Federation

This statement details our school's use of pupil premium funding (and recovery premium for the 2024-2025 academic year) to help improve the attainment of our disadvantaged pupils. I also highlights the effect that last year's spending of pupil premium had within our schools.

School overview

| Detail | Data |
|-----------------------------------------------------------------------------------------------------------------|-------------------------|
| School name | Saints Federation |
| Number of pupils in school | 75 |
| Proportion (%) of pupil premium eligible pupils | 41% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 24-25 25-26 26-27 |
| Date this statement was published | 14.7.24 |
| Date on which it will be reviewed | 14.7.25 |
| Statement authorised by | Rhiannon Price |
| Pupil premium lead | Esme Sexton |
| Governor / Trustee lead | Micky Harcourt Heath |

Funding overview

| Detail | Amount |
|----------------------------------------------------------------------------------------|-------------------|
| Pupil premium funding allocation this academic year | £52,480 |
| Recovery premium funding allocation this academic year | £1,500 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £11,701.53 |
| Total budget for this academic year - 2024-25 | £65,681.53 |

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 mean 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, but would not be exclusive 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.
- 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, attendance and emotional support.
- Support for parents and carers.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Improve the consistency of phonics, enhance reading skills and influence reading for pleasure |
| 2 | Improve writing standards to include handwriting, spelling, punctuation and grammar. |
| 3 | Access high quality adult support via targeted interventions |
| 4 | Improve the use of assessment, in all areas of the curriculum so that learning builds on what pupils already know and supports accelerated progress. |
| 5 | Enhance basic mathematics skills, with a particular focus on multiplication |
| 6 | Support social and emotional needs of pupils and families |

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 the consistency of phonics, 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, spelling, punctuation and grammar | 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 |
| Improve the use of assessment, in all areas of the curriculum so that learning builds on what pupils already know and supports accelerated progress. | Pupils will be working at age-related expectations. |
| Enhance basic mathematics skills, with a particular focus on multiplication | Achieve national average progress scores in Maths. |

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| Support social and emotional needs of pupils and families | Attendance in line with or above average Behaviour good and pupils making progress. |
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,968.13

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| CPD to refresh Bug Club Phonics and reading program, in particular for new members of staff. | EEF 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. We have worked with the Wensum Hub to improve outcomes, and this will continue in the next academic year to embed phonics wit new staff. This will be our graduation programme from the DFE supported programme. | 1,2 |
| Improve writing outcomes across the Federation | EEF note that word reading, spelling, reading comprehension, and writing composition rely to some extent on the same underlying processes and are therefore inexplicitly linked. The reciprocal relationship between oral language, reading, and writing can cause the gaps between children with literacy difficulties and their peer. We have continued to drive the power of reading approach across the Federation and the impact on reading is evident in the results from 2024 testing in Key Stage 1 and 2. This academic year the focus will be embedding the literacy skills learnt into pupils' written outcomes, with a focus on spelling, grammar and fluency of writing. | 2 |

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| <p>Developing reading for pleasure</p> | <p>We have purchased Accelerated Reader across the Federation to further develop reading and encourage reading for pleasure. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Deputy Headteacher and phonics lead to engage with Wensum Hub Reading for Pleasure Projects and to encourage a love of reading through parental engagement at reading cafes and phonic sessions.</p> | <p>1,2</p> |
| <p>Enhance basic maths skills, in particular multiplication.</p> | <p>The Federation has purchased Sumdog, continues to use TTRockstars which are embedding a fluency in maths knowledge and facts. The Federation continues to work alongside the Angles Maths Hub to ensure consistency of teaching and learning in maths, with adherence to the White Rose Maths curriculum.</p> <p>The EEF note that the mastery approach is more successful in primary schools than secondary and that the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> | <p>5</p> |
| <p>TAs to receive CPD to be able to deliver high quality intervention across the school.</p> | <p>CPD for support staff around phonics and maths as well as receiving support from colleagues around interventions and group support. Across sites TA knowledge of how to support pupils in English is an area of development.</p> <p>Additional Thrive practitioner trained. New staff to receive emotion coaching training.</p> <p>In maths and as noted by the EEF, for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps. Pupils with gaps receive same day interventions and where necessary pre-teaching.</p> | <p>1,2,3,4,5,6</p> |

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| <p>Recruitment of an experienced staff to enhance delivery of teaching learning and provide consistency.</p> | <p>New staff recruitment includes experience for subject leadership and the employment of an experienced Deputy Headteacher to further drive improvement in core and non-core subject with a focus on assessment.</p> <p>Parent support worker role to be explored in the autumn term to support parents and pupils with SEMH difficulties.</p> <p>Support for parents and wider experiences for pupils through the roll out of Forest Schools club, which will be run by a new member of staff.</p> <p>Cover for subject leaders to embed assessment to be provided by experienced staff or high quality supply cover.</p> | <p>1,2,4,6</p> |
| <p>Use of accurate assessment, in all areas of the curriculum so that learning builds on what pupils already know and supports accelerated progress.</p> | <p>Staff to have clear non-negotiables around assessment. Subject leaders to have a good understanding of their subjects and how we are assessing pupils across the federation.</p> <p>Staff to have refresher training for internal assessment systems.</p> <p>Training to take place for Early Reading and Phonics lead, the maths lead and all subject leaders. This will include coaching discussions with SLT and wider Local Authority colleagues.</p> | <p>4</p> |

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

Budgeted cost: £36,341.87 (This includes 11,701.53 carry forward)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Daily additional phonics and reading for those children not at expected standard.</p> <p>Other interventions will be directed or led by class teachers in coordination with SLT and SENDCo. This may include small group work, one to one tuition or regular timetabled support.</p> <p>Clubs running at sites to support homework and other catch-up areas.</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 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 pupils across sites require support with basic facts in maths and writing cohesively.</p> <p>Additional pupils in all year groups have been identified as requiring additional support. Those pupils who felt the impact of Covid still require additional interventions as gaps are identified.</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. 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 training is crucial.</p> | <p>1,2</p> <p>1-6</p> |

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

Budgeted cost: £8471.53

| 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. Our Thrive practitioner would work in partnership with our families to support pupils and families in this area. An additional thrive practitioner will be trained for work across the federation.</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> |

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| <p>Funding for extracurricular activities Support children with uniforms and materials to support them in school.</p> | <p>We will implement a wider offer for clubs at all sites.</p> <p>EEF toolkit shows that participants in arts, sport, etc., can raise educational outcomes. During the next academic year we plan to implement a range of extracurricular clubs both before school, at lunchtimes and after school.</p> | <p>6</p> |
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Total budgeted cost:

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Pupil Premium funding £53,995
 Recovery Premium funding allocation £6,000
 Pupil Premium carried forward £3,192.56

Year 6 SATS outcomes in reading continue to be a strength across the federation.

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| | Federation | | | |
| All pupils | 68% | 85.7% | 43% | 75% |
| Pupil Premium | 73% | 100% | 60% | 60% |

Of those pupils in receipt of Pupil Premium 3 of the 8 pupils achieved GDS. In maths 4 of 8 pupils achieved combined EXS and 1 GD.

Phonics screening and combined results were 90% across the Federation, 100% for PP.

Attendance remains consistent across the Federation and currently sits at 95.88% across the Federation. This is above the regional average for Norfolk of 94.3% and the National average of 94.6%. The supportive measures introduced continue to have an impact which is supporting pupil progress. Parents are actively talking positively about the importance of attendance in discussions with leadership.