



St Saviour's

Church of England Primary School

Pupil premium strategy outcomes report **June 2023**

'Every pupil is known as an individual, barriers are actively removed and no ceiling is placed on them. As a result, children with special educational needs, English as an additional language or are disadvantaged, not only flourish but exceed all expectation.'

SIAMS Inspection 2022

Teaching

All staff have a shared ethos and there is a clear culture that all children deserve and will receive the best opportunities and supporting every teacher to deliver high quality lessons and equipping them with skills to support the needs of individual children ensures the best outcomes for all children, particularly the most vulnerable.

To achieve this, we have a high quality CPD model at St Saviour's which is bespoke and designed to meet the needs of the school and all members of staff. This is firmly rooted in classroom practice; developing and refining pedagogy to ensure quality teaching is delivered to all children. The 'fundamentals' of teaching and learning remain at the forefront of our professional development for staff to ensure the highest quality of teaching is provided for all pupils.

Best practice is recognised, promoted and shared through additional CPD and coaching opportunities. Outstanding practitioners work closely with teachers of all stages to provide bespoke support on a 1:1 basis. Our tri-coaching programme has continued this academic year and was extended to whole days to enable the teacher to obtain consistency and consolidation more quickly but across a broader spectrum of lessons and parts of the school day.

This year, ECT training has been delivered through our own bespoke programme enabling us to

offer a high quality programme that is specific to the needs of our Early Career teachers, the school and the Trust. Each ECT has had an allocated mentor who is an experienced teacher and has met weekly with them alongside the ECT lead. This has ensured a robust programme of support and personalised opportunities to seek advice and develop pedagogy.

As a result, all ECTs continue to remain on track to become good and outstanding teachers by the end of their training period.

Accelerated Leaders have undertaken important and strategic projects which have had real impact on key areas of the curriculum and outcomes of pupils. Projects dedicated to reading, writing and maths have directly raised standards for pupil premium children and supported their confidence in seeing themselves as learners, for example an Accelerated Leader has devised and trialled a programme to further engage reluctant readers and involve the support of parents in promoting this.

Critical thinking and debating big questions is woven throughout our curriculum providing children with opportunities to have rich discussions and to consider different perspectives. Children are encouraged to be active changemakers and to confidently speak out to challenge and change the world around them.

Targeted Academic Support

Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial and so we have continued to teach the children in Assessment for Learning groups this academic year. Children have been regularly assessed to identify gaps in knowledge and provision maps have been created for all year groups to identify the needs of all children.

This robust analysis of assessment, both formative and summative, has been used to group children where they will receive learning that is pitched specifically to their level and needs and devise targeted interventions. The combination of quality and precise teaching and additional provision has ensured that all children have every opportunity to meet or even exceed age related expectations.

In addition to quality first teaching every day at school, pupil premium children in years 1-6 are offered funded spaces in Saturday Plus, Saturday Achievement School and Easter School over the school year. Our most experienced teachers and senior leaders lead this boosters which has resulted in children making accelerated progress and closing gaps between them and their peers. Rigorous monitoring of attendance ensures that all children benefit from this additional provision.

Wider Strategies

To ensure equality of experiences and develop the cultural capital of pupil premium children in our school, we ensure that they have the same access to enriching opportunities. A diverse range of extra curricular clubs are offered to all children which provide opportunities to be involved in sport, STEM and languages without additional costs. Engaging opportunities are provided including trips to St Paul's Cathedral, Kidsania, museums as well as inspirational speakers and workshops in school, for example, The Latin Roadshow and Borka - an opera for young people.

Involvement in our Young Transformer Programme creates opportunities for pupils to make a difference in their local community and beyond. Active participation and involvement in projects provides chances for pupils to improve their self esteem and motivation and develop confidence. As a result, they approach life with a more positive and resilient mindset.

Attendance and punctuality is also a key factor in achievement, engagement and progress. Funded places at Breakfast and After School Club are offered and support the attendance, punctuality and provision for pupil premium children. Additionally, these places ensure that children have access to a healthy breakfast and/or tea and support a varied and nutritious diet which has a direct impact on their concentration and academic performance. Soft Start also supports children's attendance; getting children into school earlier and therefore supporting punctuality.

Attendance is a weekly feature of our newsletter; classes with high levels of attendance are celebrated and reminders of the school policy and importance of high attendance are promoted. Attendance is tracked weekly to identify trends and letters are sent to parents whose children's attendance falls below thresholds, 1:1 meetings are held with senior leaders, including the Head of School in severe cases. This ensures that parents understand the impact of poor attendance on their child's academic and emotional development and offers opportunities to develop strategies to support including invites to morning boosters and offers of breakfast club. We work closely with BACME and have a school EWO who supports conversations with families.