

# Pupil premium strategy statement – Savile Town CE (C) I & N School

This statement details our school’s use of pupil 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	Pre school to Year 2 =100 Rec to Year 2 = 74
Proportion (%) of pupil premium eligible pupils	21.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	4.12.2024
Date on which it will be reviewed	October 2025
Statement authorised by	Debbie Douglas
Pupil premium lead	Debbie Douglas
Governor / Trustee lead	Huzafa Bismillah

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£23,680</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Savile Town CE (C) School we have high expectations for all pupils in our school, and believe that with excellent teaching, working in partnership with parents and a personalised approach to meet children's individual needs, every child can make good progress and achieve well, irrespective of their backgrounds or individual challenges.

Our children enter school with very low oral language skills, poor physical development and social skills; more so since the start of the pandemic and more evident amongst our disadvantaged children. By the end of EYFS our aim is for the majority of our children to be in line with national expectations.

Our school development focus is centred on improving writing and inclusion, with a focus on communication in school. We have developed our progression of vocabulary and language throughout school and in addition linked this to the homework activities that we provide for parents to support their children throughout school.

To support the needs of the children we support children with their individual speech and language programmes several times a week. We have also sent a member of staff from the Federation to be level 3 trained in speech and language support. In addition, we are partnered with Huddersfield University working with trainee Speech therapists and providing placements in school, which in turn is supporting our disadvantaged children and heightening staff knowledge and awareness in supporting children in this area.

Attendance is closely monitored in school, with each half term's attendance percentages sent home and also meetings held with our school attendance officer, headteacher and parents to support families in improving attendance. We work hard on celebrating good attendance and keeping parents fully informed of expectations and their child's attendance each half term, supporting families where needed.

With the knowledge that our families often lack the funding and ability to provide extra curricular experiences, we ensure that we have theatre shows in school and other events in school. We carefully choose experiences for the children, through external providers to develop children's oracy, knowledge and understanding of the world and physical development. School trips are carefully planned to develop these areas as well.

Additional staff support is allocated to support phonic development, speech and language needs and comprehension skills, all identified through our trackers and monitoring in school. In addition, we have an Elsa trained member of staff who works with groups of children each week, and meets with the parents about the progress.

- The impact of all of our strategy is carefully monitored and reviewed each term by the SLT and next steps planned to take into account any new information.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate lower oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 2 and in general.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as early readers.
3	Baseline assessments demonstrate that our children enter school with low scores in Understanding the World. Some of this is based on few wider experiences out of school, whilst much is also attributed to children having a lack of vocabulary
4	Assessments, observations and discussions with children suggest that disadvantaged children have greater difficulties with mathematical development, in particular in relation to problem-solving and the subject specific vocabulary.
5	Children from disadvantaged backgrounds tend to struggle with reading comprehension skills. This can be at lower levels, but also for those children who are reading fluently and could aim for higher levels of attainment, but do not have a breadth of reading to draw on to aid their comprehension skills.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is reflected in EYFS CLL attainment and is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved Phonics Pass Scores for disadvantaged pupils in Year One (or Two if not achieved in Year One).	Year One phonics pass rate for children eligible for Pupil Premium matches those of their peers in 2024/2025 ** where no complex SEND
All pupils are exposed to a breadth of experiences to enhance their vocabulary.	Understanding the World scores for disadvantaged children in the EYFS Profile are raised to 70% in 2024/25. Observations and Assessments demonstrate children have increased knowledge of the

	world, which they can bring to their discussions, writing and reading.
Improved maths attainment for disadvantaged pupils at the end of EYFS and KS1.	EYFS maths outcomes in 2024/25 show that 70% of disadvantaged pupils meet the expected standard.  KS1 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that 70% of disadvantaged pupils meet the expected standard.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with the Greetland English hub to secure stronger phonics teaching for all pupils, including the purchase of additional reading books and CPD. In addition working on Early language development, again supported by the English Hub.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Staff to be trained in the use of Makaton level 1 ( Oct 2024) and each year progressing through the levels, and also in Communicate in Print developing these to support means of	Enabling means of communication to develop enables children to gain confidence, feel included and progress in their learning moving forward. <a href="#">Special Educational Needs in Mainstream Schools   EEF</a>	1,3,&4

communication throughout school.	<a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	
Continue the journey on mastery maths approach to teaching and learning maths in Early Years and Key Stage One	This is evidence based through the work of the White Rose Maths Hub who have been supporting schools across the country at different stages of their development over several years. <a href="http://www.mathematicsmastery.org/EEF-independent-impact-study">/www.mathematicsmastery.org/EEF-independent-impact-study</a>	1,3,4,&5

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to support Reception, Year 1 and 2 pupils in oracy, phonics 'keep up' and comprehension skills.	Targeted support by Teaching Assistants trained in particular teaching approaches/interventions are evidenced to have a high impact on children's attainment (higher than just general deployment in classrooms). <a href="http://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1/2/4/5
Elsa trained support assistant to support children with their emotional well being and confidence	Targeted support by Teaching Assistants trained in particular teaching approaches/interventions are evidenced to have a high impact on children's attainment (higher than just general deployment in classrooms). <a href="http://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1/2/4/5

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a well being champion for 1 days per week to support	It is proven that activities that support parental engagement in their children's	1/3/4

families and workshops in school	learning activities have a good impact on raising children's achievement. <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	
Provision of a range of curriculum enrichment visits/visitors in order to enhance children's knowledge of the world, give them wider experiences to draw on in their reading and writing and extend their vocabulary.	We have used this to good effect over the last few years. Children enter with low baseline in Understanding the World and Communication and Language, but results at the end of EYFS and KS1 demonstrate positive progress.	1/3/5

**Total budgeted cost: £ 23,680**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Early Years

In 2023 there was a cohort of 27 children, with 14.8% at SEN support and no children on an EHCP. Within the cohort 18.5% are disadvantaged. The GLD was 66.7%, with the Prime Areas at 70.4% at Expected plus, and within the Specific areas 66.7% at Expected plus.

In 2024, the cohort was of 26 children, with 19.2% at SEN support and no children with an EHCP (although one child has been waiting for one all year). Within the cohort 7.7% are disadvantaged. The GLD was 61.5%, with the Prime Areas at 76.9% at Expected plus, and within the specific areas 50% at Expected plus.

#### Phonics

In 2023, there were 26 children in the Year 1 cohort, of which 73.1% passed the test. In Year 2, there 90.9% passed the phonics test. This equates to 1 child not passing the test.

In 2024 there were 25 children in the Year 1 cohort, of which 72% passed the test with an APS of 32.6. In Year 2, 100% of the children passed the test with an APS of 35.8.

#### Key Stage 1

##### **Outcomes at KS1 in 2022:**

Reading – 53.6% of the children are at Expected and 0% at Greater Depth

Writing – 39.3% of the children are at Expected and 0% at Greater Depth

Maths – 60.7% of the children are at Expected and 3.6% at Greater Depth.

Within this cohort 1 child had an EHCP (3.6%) and there were 32.4% at SEN support and 22% were disadvantaged.

##### **Outcomes at KS1 in 2023:**

Reading – 69.6% of the children are at Expected and 21.7% at Greater Depth

Writing – 60.9% of the children are at Expected and 8.7% at Greater Depth

Maths – 73.9% of the children are at Expected and 13% at Greater Depth.

Within this cohort 34.8% at SEN support and 17.4% were disadvantaged.

##### **Outcomes at KS1 in 2024:**

Reading 55% of the children are Expected and 11% at Greater Depth

Writing 52% are at Expected and 0 at Greater Depth

Maths 56% are at Expected and 11% at Greater Depth.

Within this cohort two children have an EHCP ( 7.4%) and there were eight children at SEN support (29.6%). There are also 8 disadvantaged children which is 29.6%.

Each cohort is unique and we have found that the legacy of the pandemic is still impacting on the need of the children as they enter our setting, and in turn this has an affect on the curriculum and support we offer the children. The children come to us with very low levels of language and their exposure to the world around them has become even more limited. Parents need more support in terms of daily life and help to access services in the community. Finance and housing are recurring themes.

## Externally provided programmes

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

Programme	Provider
N/A	N/A

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
None – N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
None – N/A

## Further information (optional)

None