



Pupil premium strategy statement 2022-2025

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	Savile Town CE (C) I & N School
Number of pupils in school	Reception to Yr 2: 78 (Pre-School to Yr 2):
Proportion (%) of pupil premium eligible pupils	18% (Rec to Yr2) 13.52% (Pre-school to Yr2)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Debbie Douglas Headteacher
Pupil premium lead	Debbie Douglas Headteacher
Governor / Trustee lead	Chris Bull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,440
Recovery premium funding allocation this academic year	£ 1,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,940

Savile Town CE (C) Infant and Nursery School 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 children to be in line with national expectations.

Our school development focus is around oracy, and being an oracy focussed school. We have developed our progression of vocabulary throughout school and in addition linked our oracy development to the homework activities that we provide for parents to support their children throughout school.

To support the needs of the children we continue to purchase additional speech and language support in school from the Locala Speech and language team for an additional day per term. This enables children to be seen more promptly by a trained speech therapist and provide timely programmes for us to support the children in school. 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.

School works closely with the Attendance Pupil Support Team to support families in ensuring that their children attend school regularly. Meetings take place each half term with our link officer, who then meets with families and the school Attendance officer to work with families to improve their 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, as well as taking the children to the pantomime each year. 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.

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.	<p>EYFS maths outcomes in 2024/25 show that 70% of disadvantaged pupils meet the expected standard.</p> <p>KS1 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.</p>
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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,940

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 reading books and CPD.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Train the whole staff team in oracy utilising launchpad for Literacy in the Early Years and developing an Oracy focus throughout school to support other curriculum areas and pupil progress	Oracy 21 project in London and similar projects throughout the country showing the impact on an oracy rich environment on children's language development and application of knowledge and skills across the curriculum. Oral language interventions EEF (educationendowmentfoundation.org.uk)	4
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. /www.mathematicsmastery.org/EEF-independent-impact-study	

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 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).	1/2/4/5

	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a well being champion for 1 days per week to support families and workshops in school	It is proven that activities that support parental engagement in their children’s learning activities have a good impact on raising children’s achievement. Parental engagement EEF (educationendowmentfoundation.org.uk)	1/3/4
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
Support children’s speech development through purchasing additional speech and language support in school for a day per term.	This has been successful in previous years in supporting children’s progress and also staff knowledge and training in supporting the pupils they are working with.	5

Total budgeted cost: £23,940