

Pupil premium strategy statement – Sauncey Wood Primary School

This statement details our school's use of pupil premium (and recovery 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 | 169 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 (1 st review) |
| Statement authorised by | Jamie Brewis |
| Pupil premium lead | Debbie Bloomfield |
| Governor / Trustee lead | Margaret Stocks |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 81,299 |
| 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 | £ 81,299 |

Part A: Pupil premium strategy plan

Statement of intent

At Sauncey Wood Primary School our aim is that all pupils, irrespective of their background or the challenges they encounter, make good progress from their starting point and achieve high attainment in all areas of the curriculum.

We believe the key to achieve this is through high quality, first wave teaching which challenges and supports all children to reach their full potential. The gap between disadvantaged and non-disadvantaged children is carefully monitored and analysed in order to identify trends throughout the school and revise provision to close the gap.

As well as high quality teaching, our approach also focusses on early targeted academic support and identifying the most significant non-academic challenges to success within school. We do this by:

- Having high expectations for all pupils and ensuring that teaching and learning opportunities meet the needs of all of the 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 addressed
- Having a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Providing an equitable approach to provision in order to diminish gaps in learning and in offering wider curriculum opportunities

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.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | High proportion of disadvantaged children have additional SEND needs |
| 2 | Limited phonological knowledge limiting writing and spelling progress |
| 3 | Parental engagement with home learning and school events such as parents evening |
| 4 | Low attainment of disadvantaged children across all subjects |
| 5 | Some target family attendance concerns |
| 6 | Social, Emotional and Mental Health difficulties preventing learning from occurring |

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 |
|--|---|
| Improve parental engagement | <ul style="list-style-type: none"> - Class teams to be proactive in support for disadvantaged families and all families. - Assistant Head (Inclusion) to foster relationships with all families; especially those requiring referrals to external professionals - Regular support and check-ins available from SLT for identified families - Support in funding for some disadvantaged pupils to attend trips or clubs. - Pupil Premium parents to be signposted to relevant events and activities; both directly or via the school newsletter - Senior leaders will plan events to assist with parental engagement. - SLT to be available each morning on the playground at drop off. - Staff rota to attend whole school events organised by the Friends of Sauncey Wood. - Weekly newsletter to keep all parents up to date with school news and events - Regular updates of school website to include links for support and provision for families and disadvantaged pupils - Classteams to be available on the playground at school pick up to develop relationships with families. - SLT to host termly parent forum meetings to discuss/plan whole school issues |
| Improved outcomes in phonics by the end of KS1 for disadvantaged pupils. | <ul style="list-style-type: none"> - Twinkl phonics training for all staff (Teachers and TAS) - Full audit of current phonics resources - Phonics scheme fully embedded within and across the school. - Lessons taught in Early Years & KS1 and interventions available for children who need it in KS2. - Robust & regular assessment used to diagnose gaps in learning and addressed each day. - All disadvantaged pupils with a cognitive SEND will make progress at least in line with expectations given their individual starting points. |

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| <p>Improved Reading attainment for disadvantaged pupils at the end of KS2 and across the school</p> | <ul style="list-style-type: none"> - Carefully identify the gaps in pupils reading ability and use the information to ensure they are receiving the right type of interventions - Regular monitoring and assessment of the effectiveness of the interventions. - Provide regular and thorough training for staff leading interventions. - Reading lessons are purposeful, follow the school structure and support phonics, reading fluency, vocabulary and comprehension. - All disadvantaged pupils with a cognitive SEND will make progress at least in line with expectations given their individual starting points. |
| <p>Improved writing attainment for disadvantaged pupils at the end of KS2 and across the school</p> | <ul style="list-style-type: none"> - All year groups to be using Herts Writing Essentials Intervention resources. - Regular monitoring and assessment of the effectiveness of the interventions. - Provide regular and thorough training for staff leading interventions. - Pupils to acquire a wide range of ambitious vocabulary that is understood and used effectively within their writing. - All disadvantaged pupils with a cognitive SEND will make progress at least in line with expectations given their individual starting points. |
| <p>Improved maths attainment for disadvantaged pupils at the end of KS2 and across the school</p> | <ul style="list-style-type: none"> - Carefully identify the gaps in pupils' maths ability and use the information to ensure they are receiving the right type of intervention. - Regular monitoring and assessment of the effectiveness of the interventions. - Provide regular and thorough training for staff leading interventions. - Pupils in KS1 to have a secure understanding of number sense and mastering number. - Pupils in KS2 to have a secure, understanding of fluency and multiplication facts - Mathematic vocabulary to be taught and known to all pupils. - All disadvantaged pupils with a cognitive SEND will make progress at least in line with expectations given their individual starting points. |

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| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p> | <ul style="list-style-type: none"> - Regularly monitoring of attendance data including for groups of children and year groups. Address as appropriate. - Persistent absentees to be identified and support from SLT/Admin team to be used as appropriate. 100% attendance and improved attendance awards shared at end of each term in the governors' celebration assembly. - Overall increase in pupils achieving 100% attendance. - Overall increase in number of pupils with improved attendance. - Support with breakfast club and after school club for identified disadvantaged families. - Regular reviews with parents of all pupils on flexible/reduced timetables - Class teams to be proactive in support for disadvantaged families and all families. - Assistant Head (Inclusion) to foster relationships with all families; especially those requiring referrals to external professionals - Regular support and check-ins available from SLT for identified families |
|---|---|

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: £ 48,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Supporting High Quality Teaching | <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF</p> | 1, 2, 4 |
| Embedding and monitoring of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 1,2,3 |

| | | |
|---|--|-----------|
| Subject leaders and teachers to attend regular CPD including in-house Teacher Development Groups and visiting other settings to gain knowledge and expertise. | CPD between teachers across the school used to support teacher's professional development and experience across the whole school. Effective Professional Development EEF | 1,2,3,4,6 |
| CPD teaching assistants. | TA's are equipped with a range of skills and knowledge of potential barriers for PP pupils and how best to support pupils and their families. Teachers are trained to ensure QFT for all pupils. "In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning". Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011, Sutton Trust Supporting 1,2,3,4,5,6 7 the attainment of disadvantaged pupils (publishing.service.gov.uk) | 1,2,4,6 |

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

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional, targeted support provided to all pupils in Year 6 with a particular focus on disadvantaged pupils through the extension of the school day once per week from Autumn 2 to Summer 2. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one: One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1,2,3 |

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| <p>Additional phonics support targeted at disadvantaged pupils who require further support. This will be delivered by school staff who are trained by our Phonics Lead</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>1,2,4</p> |
| <p>Research and implement effective strategies to support reading for pleasure and comprehension skills in disadvantaged pupils.</p> | <p>A number of studies show that promoting reading can have a major impact on children and their future as it supports reading and writing attainment, text comprehension, grammar and a breadth of vocabulary.</p> <p>reading_for_pleasure.pdf</p> <p>Reading approaches that focus on giving pupils strategies and techniques to understand the text, which help them comprehend the meaning of what they have read. Reading comprehension strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>1,2,3,4</p> |
| <p>Training and deployment of support staff to run and organise interventions.</p> | <p>The EEF tiered approach to Pupil Premium spending (Point 2 – Targeted academic support) EEF Guidance Report (Making best use of Teaching Assistants)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>It is noted that staff delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3-4 additional months progress.</p> | <p>1,2,4</p> |

| | | |
|---|---|---------|
| Purchasing of Year 6 'SAT' buster books to support classroom and home learning. | EEF – Teaching and Learning Toolkit – homework The average impact of homework is positive across both primary and secondary schools. Evidence also suggests that how homework relates to learning within the classroom is important for example, revisiting and revising key concepts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | 1,2,3,4 |
| IDL online subscription | Evidence based literacy and numeracy intervention programme to support Year 1- 6. | 1,2,4 |
| Rapid Reader online subscription | Evidence based reading scheme to support reading skills for pupils in Year 1-5. | 1,2,4 |
| Widget online subscription | Visual resource making website to support the inclusion of all in quality first teaching. | 1,2,4,6 |
| Lexia Subscription | Evidence based reading and phonics intervention to support early reading skills. | 1,2,4 |

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

Budgeted cost: £22, 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Monitor and take a pro-active approach to improving attendance. | DfE documentation – Improving School Attendance: support for schools and local authorities. 'Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are with families.' 'Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking).' | 3,4,5,6 |

| | | |
|--|---|------------------|
| <p>Provide extracurricular activities and enrichment for all where disadvantaged pupils are provided with financial support in attending extracurricular clubs run by the school regardless of background or where they happen to live.</p> <p>Continue to offer Music lessons and swimming lessons as needed by PPG children.</p> | <p>'The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, 7 10 Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extracurricular activities, which could benefit them in later life.'</p> <p>An Unequal Playing Field report.pdf</p> <p>Life skills and enrichment EEF</p> | <p>3,4,5,6</p> |
| <p>Improved engagement and support for disadvantaged families.</p> | <p>It is noted by the EEF that high levels of parental engagement consistently impact positively on pupils learning and outcomes.</p> <p>Working with Parents to Support Children's Learning EEF</p> <p>Parental engagement EEF</p> | <p>1,3,4,5,6</p> |
| <p>Music Therapy</p> | <p>Additional music therapy group to run alongside the funded group. Small music group supported by music teacher once a week.</p> | <p>6</p> |
| <p>Play Therapy</p> | <p>Long term play therapy plan for up to five children. Weekly 1:1 sessions.</p> | <p>6</p> |
| <p>Counselling</p> | <p>Long term counselling plan for up to 3 pupils. Weekly 1:1 sessions.</p> | <p>6.</p> |

Total budgeted cost: £ 81 300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reception data

There were no recorded children in receipt of pupil premium in the Reception cohort last year.

KS2 outcomes for disadvantaged children over time

| | Reading | Writing | Maths |
|------|---------|---------|-------|
| 2022 | 50.0 | 50.0 | 66.7 |
| 2023 | 86.7 | 53.3 | 86.7 |
| 2024 | 70.0 | 50.0 | 60.0 |

Outcomes for disadvantaged children dropped last year across all subjects after a rise in outcomes during the previous year. This pattern of a rise in outcomes in 2023 followed by a drop in 2024 is seen in outcomes for non-disadvantaged pupils too.

| | Reading | Writing | Maths |
|---------------------------------|---------|---------|-------|
| 2024 SW disadvantaged | 70 | 50 | 60 |
| 2024 SW non disadvantaged | 75 | 35 | 75 |
| 2024 SW gap | -5 | +15 | -25 |
| 2024 national disadvantaged | 62 | 58 | 59 |
| 2024 national non disadvantaged | 79 | 78 | 84 |
| 2024 national gap | -17 | -20 | -25 |

Whilst the gap between disadvantaged pupils and their non-disadvantaged peers for pupils at Sauncey Wood is smaller than the national figure (and the gap is reversed in writing) this is due to a drop in proportions of non-disadvantaged children achieving the expected standard at Sauncey Wood.

Comparing the school's disadvantaged proportions to national non-disadvantaged shows that the gap is smaller in reading (9% compared to 17%), larger in writing 28% rather than 20%) and similar in maths (24% rather than 25%).

Across the school.

Internal data shows that there is a significant gap in all subjects across all cohorts in the school.

The plans in place to improve outcomes for disadvantaged children were not successful over the past year. There were significant changes in leadership and staffing over the past two academic years which has contributed to the drop in outcomes across all cohorts. New plans are in place to address this.

Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
| | |
| | |