

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Saviour's C of E Academy
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	56/158 35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023 - 2026
Date this statement was published	October 2023 October 2025 Updated
Date on which it will be reviewed	October 2026
Statement authorised by	Kelly Weir/Lynn Davis
Pupil premium lead	Kelly Weir
Governor / Trustee lead	Ana Ford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,840 £340 (1 x Service Pupils)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£85,180

# Part A: Pupil premium strategy plan

## Statement of intent

St Saviour's C of E Academy is determined and committed to providing all pupils with the best education possible, assisting all to achieve the very best they can. All teaching and learning opportunities meet the needs of all pupils. Where necessary, our provision will be varied and adapted (funded by pupil premium) to meet the differing needs of our pupils. Variation of need is determined by analysis of pupil data and tracking, discussion with parents, pupils and staff. The pupil premium grant is used strategically to support targeted pupils to achieve this aim in several ways. These include high quality teaching for all pupils, high quality professional development for staff and targeted support for pupils who require a more personalised curriculum or intervention.

We recognise that not all pupils who receive or have previously received free school meals (FSM) will be "socially disadvantaged" or "vulnerable". Furthermore, we also recognise that not all pupils who could be described as "socially disadvantaged" or "vulnerable" are registered or qualify for free school meals, either at the present or in the past. As a result, whilst always linked to a pupil or a group of pupils receiving pupil premium, additional pupils identified as "socially disadvantaged" or "vulnerable" may also benefit from variation or adaptation in provision. Therefore, groups funded by the grant may be made up of FSM pupils and non-FSM pupils, where needs are similar, or where meeting their needs helps to create a learning environment conducive to success for all.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps throughout the school.
2	Our discussions and observations have identified social and emotional, mental health and wellbeing issues for most of our DA pupils and their families.
3	Our discussions and observations show that some DA pupils and families need financial support to access the wider curriculum activities.
4	Our analysis shows that some DA pupils and families need additional support to secure and sustain better punctuality and attendance.
5	Our discussions and observations show that DA pupils would benefit from experiencing opportunities which raise their aspirations.

## 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 oral language and vocabulary development amongst DA pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve attendance for DA pupils	<p>Sustained high attendance from 2023 - 2026 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5% (attendance 95%), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> </ul> <p>An attendance officer will work with the school to provide support to families where attendance is a concern. SBMAT Attendance Lead alongside SLT to monitor effectiveness.</p>
Improve DA pupils' aspirations for the future	<ul style="list-style-type: none"> <li>Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>Participation in Commando Joe programme</li> <li>Engagement/feedback from parents</li> <li>Financially supporting wider curriculum opportunities</li> <li>Introduction of Relational and Restorative Practice</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023 - 2026 demonstrated by</p> <ul style="list-style-type: none"> <li>Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>Pupils participating and enjoying opal play (evidence pupil voice/parent feedback)</li> </ul>
Provide support to DA pupils to enable them to overcome some barriers to learning through "wider strategies"	<ul style="list-style-type: none"> <li>All pupils have full access to the curriculum and all available opportunities</li> <li>An attendance officer will work with the school to provide support to families where attendance is a concern</li> <li>A wide range of extracurricular activities will be offered and subsidized for pupil premium children</li> <li>Discounts and subsidies in line with our charging policy will be applied to pupil premium families for trips, visits, workshops, extracurricular clubs, music lessons and residential.</li> </ul>

## 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: £ 41,600.20		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement rigorous communication and language development - use of Early Communication Screening across the year - targeted intervention</p> <p>Vocabulary Ninja used across KS1 and KS2.</p> <p>Purchase of phonics reading books/scheme reading books</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Purposeful speaking and listening activities support pupils' language development.</p> <p>We promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.</p> <p>We extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://speechandlanguage.org.uk/media/3269/communicating_the_curriculum_-_full_guidance.pdf">https://speechandlanguage.org.uk/media/3269/communicating_the_curriculum - full guidance.pdf</a></p> <p>Communicating the curriculum – The Communication Trust</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p> <p>PSHE Curriculum</p> <p>Use of Emotional Coaching</p> <p>Mental Health Referrals</p>	<p>2 5</p>
<p>Quality CPD for all staff to have up to date knowledge of the curriculum, technology and teaching strategies.</p>	<p>EEF guide to pupil premium-tiered approach-teaching is the top priority including CPD. Sutton Trust-quality first teaching has direct impact on student outcomes.</p>	<p>All</p>
<p>Use a range of schemes to ensure there is a linear and consistent approach to teaching across the school.</p>	<p>Use of Power Maths scheme</p> <p>Use of White Rose scheme <i>EEF Mastery +5 months</i></p> <p>Use of Word Aware scheme <i>EEF Oral language</i></p> <p>Early Language Screener interventions <i>+6 months</i></p> <p>Use of MP for Phonics <i>EEF Phonics +5 months</i></p> <p>Use of Pathways to Read</p> <p>Use of Pathways to Write</p> <p>Reading comprehension strategies <i>+6-month EEF guide to improving Literacy in KS1 and KS2</i></p> <p>Use of KAPOW to support Geography/History Curriculum</p>	<p>1</p>
<p>Employ extra member of staff (teacher) in the mornings in KS2 so able to have single year groups for English and Maths (29 pupils DA across Y4/Y5/Y6)</p>	<p>Employing an additional teacher to allow single-year group teaching in English and Maths</p> <ul style="list-style-type: none"> <li>• Directly targets the learning needs of disadvantaged pupils</li> <li>• Improves teaching quality, feedback and curriculum coverage</li> <li>• Reduces barriers caused by mixed-age grouping</li> <li>• Aligns strongly with EEF guidance on effective Pupil Premium spending</li> </ul>	<p>1 2 5</p>

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

Budgeted cost: £ 41,600.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Staff CPD/Release time to address above</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><u><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></u></p>	<p>1</p>
<p>Ongoing development of the feedback policy to ensure feedback is given in and purposeful and timely manner to achieve maximum progress and attainment.</p>	<p>EEF Toolkit-Feedback +6 months Effective and purposeful feedback can have a high impact on learning outcomes.</p>	<p>1 2</p>
<p>Use teaching assistants to deliver small group interventions to raise attainment across the school.</p>	<p>EEF Toolkit Small group tuition +4 months. EEF Toolkit Teaching Assistant Interventions +4 months</p>	<p>1 2</p>

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

Budgeted cost: £28,647.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with SBMAT Attendance Officer to support families, to improve attendance and punctuality	EEF "Wider strategies relate to the most significant non-academic barriers to success in school" Attendance of individual DA pupils improves from focused support Emotional well-being of individual DA pupils improves from focused support Pupil voice of DA pupils shows that they are happy at St Saviour's.	4 3 5 2 1
To broaden opportunities and experiences and raise aspirations of DA pupils Funding for all trips, visits and workshops Funding towards extracurricular activities Support with breakfast and after-school care clubs (where appropriate)	EEF "Wider strategies relate to the most significant non-academic barriers to success in school" Numbers of DA children accessing extra-curricular activities increases All pupils attend trips, visits etc. All pupils have all they need to access a full curriculum Confidence and self-esteem of DA pupils is raised, and pupil voice shows that pupils are happy at St Saviour's. SBMAT Enrichment Days Lunchtime Sports Club (targeted) Pupils – Leadership roles	3 5 1
Implement Commando Joe programme	<a href="https://commandojoes.co.uk/impact-research/#no-child-left-behind">https://commandojoes.co.uk/impact-research/#no-child-left-behind</a> Positive impact on their educational engagement, future employability and importantly physical and mental well-being.	5 4 2 1
Introduction of OPAL Play in school	OPAL Play helps to reduce barriers to engagement, improves wellbeing, social skills and inclusion, and enhances overall readiness to learn. It can be linked to evidence on adventurous and structured activity programmes improving pupil outcomes; EEF evidence that participation in structured adventurous activity can boost progress by an average of +3 months	2 5 1
Introduction of RRP Relational and Restorative Practice in schools is an evidence-based, whole-school approach focused on building positive relationships, fostering safety, and resolving conflict by repairing harm	EEF's <i>Teaching and Learning Toolkit</i> shows that behaviour interventions, including whole-school approaches that improve behaviour, relationships and school climate, typically lead to moderate improvements in pupil progress (+3 months) and can help disadvantaged pupils engage more deeply with learning.	2 4 5 1

**Total budgeted cost: £86,375.60**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Review of 2024 -2025

In academic year 2024/2025 the percentage of disadvantaged pupils across the whole school was 34%.

**St Saviour's C of E Academy 2025**  
**KS2 Outcomes for Disadvantaged Pupils**

- 57% of disadvantaged pupils achieved expected/+ in Reading
- 86% of disadvantaged pupils achieved expected/+ in Writing
- 43% of disadvantaged pupils achieved expected/+ in Mathematics
- 71% of disadvantaged pupils achieved expected/+ in GAPS
- 36% of disadvantaged pupils achieved expected/+ in Combined
- 93% of disadvantaged pupils achieved expected/+ in Science

**IDSR**

Key Messages - Attainment

- No attainment measures for disadvantaged pupils fall below national averages in the latest year or over recent years.
- Performance for disadvantaged pupils is generally close to national expectations across core subjects.
- Writing at the expected standard shows a notable strength, with results above national for the last two years.

**St Saviour's C of E Academy 2025**  
**KS2 Outcomes for Disadvantaged Pupils (Not SEND)**

- 67% of disadvantaged pupils achieved expected/+ in Reading
- 100% of disadvantaged pupils achieved expected/+ in Writing
- 67% of disadvantaged pupils achieved expected/+ in Mathematics
- 89% of disadvantaged pupils achieved expected/+ in GAPS
- 56% of disadvantaged pupils achieved expected/+ in Combined

**Year 1 Phonics Check 2025**

88% (7/8) of disadvantaged pupils achieved the phonics check  
Data from tests and assessments suggest that, along with some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024/2025 was inline or better than national average

**July 2025 DA School Data**

DA Pupils	Reading EXP+	Writing EXP+	Mathematics EXP+
Y1	5/8 63%	6/8 75%	7/8 88%
Y2	6/8 75%	6/8 75%	6/8 75%
Y3	6/7 86%	6/7 86%	5/7 71%
Y4	9/10 90%	9/10 90%	8/10 80%
Y5	6/9 67%	5/9 56%	4/9 44%



DA Pupils Not SEND	Reading EXP+	Writing EXP+	Mathematics EXP+
Y1	4/6 67%	6/6 100%	6/6 100%
Y2	6/8 75%	6/8 75%	6/8 75%
Y3	5/5 100%	5/5 100%	4/5 80%
Y4	8/8 100%	7/8 88%	7/8 88%
Y5	6/8 75%	5/8 63%	4/8 50%

Intended outcome	Success criteria
Improve oral language and vocabulary development amongst DA pupils.	<p>Reception Data</p> <p>24-25 data - 35% of the cohort were delayed in their communication and language. By the end of reception, this had reduced to 10%.</p> <p>Current 25-26 data - (children who attended our nursery only) 80% delay when they were baselined in nursery. This has now reduced to 30% when they were baselined at the beginning of reception.</p> <p>Disadvantaged pupil data:</p> <ul style="list-style-type: none"> <li>24-25 pupils - 40% (2/5 pupils) delayed at baseline this then reduced to 20% (1/5 pupils) by the end of reception.</li> <li>25-26 pupils - 75% (3/4 pupils) delayed at baseline in nursery this then reduced to 50% (2/4 pupils) by the beginning of reception.</li> </ul>
Improve attendance for DA pupils	<p>Attendance for disadvantaged pupils in 24/25 was 92%, which was in line with national.</p> <p>Our disadvantaged attendance data was in line with that of similar schools (92%) over the academic year 2024/2025.</p> <p>Our disadvantaged attendance data improved from 90 % in 2023 /2024 to 92% in 2024/2025.</p> <p>We recognise that this continues to be a significant issue and will continue to be a key focus.</p>
Improve DA pupils' aspirations for the future	<p>Pupils have feedback very positively in relation to the CJ programme and monitoring shows a high level of engagement and enjoyment in the activities and missions. Pupils feel they have shown improved teamwork, problem solving and resilience.</p> <p><b>SIAMS November 2024 Feedback</b></p> <p><i>"An emphasis on personal development alongside academic achievement is supported by a wide range of exciting and extra-curricular opportunities. These currently include sewing, dancing, film club and 'Young Voices', a national children's choir. They enrich pupils' lives and experiences whilst also developing life skills."</i></p>

	<p><b>SBMAT ASR November 2024 Feedback</b></p> <p><i>"Pupils make strong links between their lessons and how this is equipping them for life beyond St Saviours. They talk about how they will use their learning in the next phase of their education and beyond, into employment. "</i></p> <p><b>Pupil Voice March 2025</b></p> <p><i>DA pupils stated the reasons they enjoy CJ</i></p> <ul style="list-style-type: none"> <li><i>• I like activities and challenges.</i></li> <li><i>• I like obstacles.</i></li> <li><i>• Working through the challenges</i></li> <li><i>• We get to use the resources from the CJ box.</i></li> <li><i>• It helps you to work with friends and we get to make things.</i></li> <li><i>• It changes each session.</i></li> <li><i>• We get to learn about a new person, but the sessions make it more interesting.</i></li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has varied. As a school, we have a Mental Health Lead and have embedded links with the North Staffs Mental Health team. We are proactive in our response to mental health issues for our children. This will continue to be a priority area of focus.</p> <p><b>Pupil Survey November 2024</b></p> <p><i>The majority of pupils Strongly agree/agree that "My school encourages me to look after my emotional and mental health"</i></p> <p><b>SBMAT ASR November 2024 Feedback</b></p> <p><i>Pupils are very well mannered and demonstrate courteous behaviour during interactions around the school with each other (holding doors open, using manners, saying good morning.</i></p> <p><i>Pupils demonstrate good attitudes to learning in their discussions about their work. They know that they must try hard, must persevere and can recognise when they have achieved well because of this.</i></p>
<p>Provide support to DA pupils to enable them to overcome some barriers to learning through "wider strategies"</p>	<p>All pupils have full access to the curriculum and all available opportunities</p> <p>An attendance officer (EWO) has worked with the families and school to provide support where attendance is a concern</p> <p>A wide range of extracurricular activities has been offered and subsidised for DA pupils.</p> <p>Data shows that DA attendance at most clubs is above the school percentage of DA pupils (34%)</p> <p>Discounts and subsidies in line with our charging policy have been applied to DA families for trips, visits, workshops, extracurricular clubs etc.</p>

	<p>Purchase of iPads throughout has enabled pupils to access scaffolds for their learning independently</p> <p>Tuesday Lunchtime sports club has a 65% attendance rate for DA pupils</p> <p>At least 50% of pupils who have responsibilities throughout school are DA pupils eg. Office Assistant 55% of pupils represent DA pupils</p>
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