

Pupil premium strategy statement for Saracens Bell Lane

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 | 409 |
| Proportion (%) of pupil premium eligible pupils | 22% (92 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | September 2024-2027 |
| Date this statement was published | Dec 2024 |
| Date on which it will be reviewed | Dec 2027 |
| Statement authorised by | LGB |
| Pupil premium lead | Beth Hanham |
| Link Governor | Roger Coral |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £166,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £166,000 |

Part A: Pupil premium strategy plan

Statement of intent

At Saracens Bell Lane Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, make more than good progress and achieve high attainment across all subject areas.

We track all children carefully and devise action plans for any children who are not making expected progress on a termly basis. We use a diagnostic and summative assessment system to identify these pupils. When action planning, we recognise the importance of high quality Wave one teaching. We promote the principles for high quality Wave one teaching through:

- Support networks are in place where children are the focus of the observations,
- subject scrutinies by subject leaders which include lesson observations, planning and book scrutinies, progress analysis and pupil interviews on a termly basis,
- instructional coaching from mentors.

The teaching team takes responsibility for disadvantaged children's outcomes and continues to raise the expectations for this vulnerable group. We have research based interventions, NHS therapists and Team Around the School professionals who support the school with providing additional support for children. School Led Tutoring works to provide additional support for pupils whose education has been worst affected, including non-disadvantaged pupils.

At Saracens Bell Lane we strive to give children opportunities to attend day trips, workshops, author visits, themed days, themed weeks, life experience outings, a range of clubs, competing at Sports Tournaments, swimming and recorder lessons with concerts for parents and residential trips for Year 6 to ensure we are giving our children a rich life experience. We are committed to increasing children's cultural and social capital to enhance their life experiences.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Improve the expected outcomes for Pupil Premium Recipient students in Phonics at Year 1 and Reading in KS1 and KS2 :</p> <p>Phonics: (2023-2024) 87.5% Pupil Premium Recipient students passed the Phonics Screening Check</p> <p>Therefore we will support children to make progress through:</p> <ul style="list-style-type: none">• pre teaching phonics groups |

| | |
|---|--|
| | <ul style="list-style-type: none"> • keep up interventions running in the afternoons • Using Read Write Inc as our SSP <p>Saracens Bell Lane has fidelity to Read Write Inc, an DfE approved Systematic Synthetic Phonics Programme. We believe this will not only positively impact early reading, but early writing too. Targeted pre teaching and keep up sessions will expose children to more words. We have 2 developmental visits per year, where the RWI Developmental Lead observes lessons with the Early Reading lead for the school, assesses the training the Reading lead provides and looks at the progress made by children at each visit.</p> <p>Reading:</p> <p>(2023-2024) 77.9% Reading At Year target for Pupil Premium compared to 83.9% Non PP and our aim to close the gap through targeted interventions.</p> <p>Reading interventions allow children to work on skills such as inferring meaning, summarising key points and interpreting other ways of presenting information such as graphics.</p> <p>Early intervention is key to building literacy skills for the future. The earlier in a child's life that intervention takes place, the better their chances of building literacy skills for the future.</p> <p>Targeted support provides engaging, accessible and age appropriate learning material, helping students to build confidence and self esteem.</p> <p>Therefore we will support children to make progress though:</p> <ul style="list-style-type: none"> • -Reading Recovery intervention (Y1-Y3) • -Cora Beanstalk targeted reading support (Y2/3) • -One to one tutoring targeted reading support from SS, KJ and EP (across yr gps) • -Accelerated reader- (Y3-Y6) • -Bookmark targeted reading support (Y3-Y6) • -Reading Eggs (Y1/2) |
| 2 | <p>Monitor Attendance of Pupil Premium Recipient Students:</p> <p>(2023-2024) 92.34% attendance of PP students with unauthorised absence at 3.2% (2023-2024) 93.3% attendance for non PP students with unauthorised absence at 2.4%</p> <p>(2024-2025) 92.1% attendance of PP students with unauthorised absence at 3.4%. (2024-2025) 94.1% attendance of non PP students with unauthorised at 2.2%</p> <p>Therefore we will support families to make progress and close the gap in attendance though:</p> <ul style="list-style-type: none"> • Admin staff to be in contact with these families every day of absence • Attendance Officer to make contact with families when attendance becomes a concern • EWO to make contact with families when referred by the Attendance Officer |
| 3 | <p>Improve Maths progress for Pupil Premium Recipient students across the school:</p> <p>(2023-2024) 81.4% Maths At Year target for Pupil Premium</p> <p>Maths is not about 'right' and 'wrong', or about 'getting the right answer'. Instead pupils need to be supported to develop mastery of the concepts in connected and coherent small steps through fluency, variation, representations and through applying reasoned mathematical thinking both within and outside of the classroom.</p> <p>Therefore we will support children to make progress and close the gap though:</p> <p>Support staff will deliver high quality teaching support within the classroom.</p> |

| | |
|---|---|
| | <p>Teachers will embed teaching strategies (from CPD) to support whole class improvement. Support staff will run high quality effect interventions such as</p> <ul style="list-style-type: none"> • Becoming 1st Class at Number (EYFS) • 1st Class at Number (Part 1-Y1, Part 2-Y2) • Talk4Number (Y3) • Success at Arithmetic (Y3 & Y4) |
| 4 | <p>Improve Writing outcomes for Pupil Premium Recipient students across the school:</p> <p>(2023-2024) 76.5% Writing At Year target for Pupil Premium compared to 77.6% Non PP</p> <p>To learn to write, students need a blend of different skills such as vocabulary knowledge, grammar knowledge, an understanding of sentence structure, fine motor skills and more.</p> <p>Handwriting is an important skill for learners to develop. Spelling instruction helps learners to develop a connection between letters and their sounds. It also helps learners to recognise high-frequency common exception words. Teaching students strategies for spelling supports them in communicating effectively through writing.</p> <p>Therefore we will support children to make progress and close the gap though:</p> <ul style="list-style-type: none"> - Handwriting- using Letterjoin - Spelling- using Headstart |
| 5 | <p>Support the wellbeing and development of Pupil Premium Recipient children through Enrichment Activities:</p> <p>Some pupils experience a difficult home situation that affects their emotional well- being, leading to difficulties both socially and academically.</p> <p>We will provide additional support through:</p> <ul style="list-style-type: none"> • The safeguarding team • Access to Higher Level Teaching Assistant support time • Daily Zones of Regulation, • half price day and residential trips offered |
| 6 | <p>Raise confidence and improve outcomes for students in the area of communication and language in the EYFS:</p> <p>(2023-2024) 83.3% Speaking Expected target, 66.7% Comprehension Expected target and 50% Word Reading Expected target for Pupil Premium</p> <p>We will provide additional support through:</p> <ul style="list-style-type: none"> • Trained staff to deliver Pre Writing course • Staff to be good role models to children in the language structures they use during discussions with pupils. • Provide a wide range of texts which are read to children. • Create a language rich environment. • Explore rhymes and songs. |

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 |
|---|---|
| <i>Secure quality first teaching across the school to aid progress of disadvantaged learners.</i> | <ol style="list-style-type: none"> 1. Clearly designed lesson plans encouraging high expectations for all learners through inclusive teaching methods 2. Opportunities to involve and engage with pupils through identified levels of support for disadvantaged pupils 3. Appropriate use of modelling, explaining and questioning for disadvantaged pupils to engage with higher levels of critical thinking skills. 4. Providing disadvantaged pupils with the chance to talk both individually and in groups. 5. An expectation that pupils will accept responsibility for their own learning and work independently when possible. 6. Regularly using encouragement and (authentic) praise to engage and motivate pupils. |
| <i>Close the gap between pupil premium and non pupil premium in core subjects</i> | <ol style="list-style-type: none"> 1. Personalised programmes of tutoring support to really help those learners struggling to keep up and to narrow the attainment gap 2. Tightly, structured programme of small-group or individual interventions 3. Differentiated learning, strategies to support disadvantaged pupils' learning within the classroom. |
| <i>Target pupil premium children who are working towards, expected or greater depth.</i> | <ol style="list-style-type: none"> 1. Planning demonstrates personalising learning to the individual needs of disadvantaged pupils. 2. Create a whole-school culture that recognises high levels of achievement are the expectation for all pupils regardless of starting point. 3. Lessons set challenging targets which are appropriate to the ability level of the student. 4. Awareness that more-able disadvantaged students will find it significantly more difficult |

| | |
|---|--|
| | <p><i>to catch up if they fall behind, than would their more advantaged peers.</i></p> <p><i>5. Ensure all staff are aware of the disadvantaged pupils within the school; promote accountability and encourage professional dialogue around approaches to raising the attainment of these pupils.</i></p> <p><i>6. Provide regular, high-quality CPD on differentiation and how to challenge the more able.</i></p> <p><i>7. Ensure transition between year groups includes sufficient focus on disadvantaged pupils to allow for identification of needs and consideration of successful/unsuccessful approaches for specific individuals.</i></p> |
| <i>Building cultural capital/ character development</i> | <p><i>1. The school will plan flexible opportunities to get to know families, such as home visits, drop-off and pick-up times, year group parent meetings, coffee mornings, whole school events etc.</i></p> <p><i>2. Staff recognise the diversity of pupils home experiences and find ways to utilise families' knowledge and expertise. This might include creative skills, cooking or baking, joining-in with play activities to support home-languages etc.</i></p> <p><i>3. Incorporate a variety of materials and artefacts that represent the different cultures and languages in our community, such as: dual-language books, signs and labels using home-languages.</i></p> <p><i>4. Evidence and evaluation of short trips, visits or outings, i.e. to a nearby shop, park or museum, which will help to deepen and enrich learning.</i></p> <p><i>5. Take advantage of family helpers for short trips or visits.</i></p> |

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: £132,437.99

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Writing training CPD delivered by LZ</i> | | 4 |
| <i>Gifted and talented training delivered by MH</i> | | 1,3,4 |
| <i>Intelligent practise delivered by VT</i> | Research carried out by NCETM which found <i>Variation theory has several dimensions, including use of multiple representations of what a concept is, and what it is not. It is characterised by a carefully constructed small-step journey through learning. It pays attention to what is kept the same and what changes, in order that pupils might reason. This means that they will make connections and build deep conceptual knowledge. Variation is applied to practice questions where attention is paid to the selection and order of the examples. Often just one aspect is changed whilst others are kept the same. The intention is to avoid mechanical repetition but instead to promote thinking to make connections. This is also known as ‘intelligent practice’.</i> | 3 |
| <i>Phonics whole school development days</i> | The programme starts with the systematic teaching of phonics, before moving on to improving reading fluency and comprehension. The EEF completed a study in October 2022 which stated <i>‘There is a large body of evidence, including in the Teaching and Learning Toolkit, that suggests that systematic synthetic phonics approaches have a positive impact on the development of early reading skills. The independent evaluators found that children in schools who were offered Read Write Inc. Phonics made, on average, one month’s</i> | 1,4,6 |

| | | |
|--|---|--|
| | <p><i>additional progress in reading compared with those in the control group. The evaluators found some evidence that pupils eligible for free school meals (FSM) responded particularly well to Read Write Inc. Phonics and made, on average, three months more progress than pupils who were not offered the programme'.</i></p> <p><i>The school have been using RWI for a number of years and in the most recent Phonic Screening Check 87.2% of Year 1 children passed the check.</i></p> | |
|--|---|--|

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

Budgeted cost: £13562.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>One to one tutoring delivered by qualified teachers.</i> | <p>The evidence for the efficacy of tutoring is strong. The Education Endowment Foundation (EEF) highlights that targeted, frequent and consistent small-group tuition sessions can help struggling pupils to make around 4 months' additional progress over the course of an academic year.</p> <p>Previously we have used a qualified experienced teacher to deliver one to one and small group tutoring to Y1, Y2 and Y6 children with a positive impact.</p> <p>This year we have 2 teachers delivering afternoon interventions</p> | 1,3 |

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

Budgeted cost: £25,000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------|--|-------------------------------|
| <i>EWO buy in service</i> | When school staff have spoken with parents on multiple occasions regarding attendance and the situation does not | 2 |

| | | |
|-------------------------|---|---|
| | improved, it has been effective in the past to have the EWO contact families. | |
| <i>Subsidised trips</i> | Many disadvantaged children would not be able to attend clubs or trips at the full cost so a subsidised cost allows these children to access events that would not previously be possible therefore enriching their life experiences. | 5 |

Total budgeted cost: £166,000.00