

St Saviour's Pupil Premium End of Year Review - July 2024

Teaching

All staff have a shared ethos and there is a clear culture that all children deserve and will receive the best opportunities and supporting every teacher to deliver high quality lessons and equipping them with skills to support the needs of individual children ensures the best outcomes for all children, particularly the most vulnerable.

To achieve this, we have a high quality CPD model at St Saviour's which is bespoke and designed to meet the needs of the school and all members of staff. This is firmly rooted in classroom practice; developing and refining pedagogy to ensure quality teaching is delivered to all children. The 'fundamentals' of teaching and learning remain at the forefront of our professional development for staff to ensure the highest quality of teaching is provided for all pupils.

Best practice is recognised, promoted and shared through additional CPD and coaching opportunities. Outstanding practitioners work closely with teachers of all stages to provide bespoke support on a 1:1 basis. Our tri-coaching programme has continued this academic year and was extended to whole days to enable the teacher to obtain consistency and consolidation more quickly but across a broader spectrum of lessons and parts of the school day.

This year, ECT training has been delivered through our own bespoke programme enabling us to offer a high quality programme that is specific to the needs of our Early Career teachers, the school and the Trust. Each ECT has had an allocated mentor who is an experienced teacher and has met weekly with them alongside the ECT lead. This has ensured a robust programme of support and personalised opportunities to seek advice and develop pedagogy.

As a result, all ECTs continue to remain on track to become good and outstanding teachers by the end of their training period.

Accelerated Leaders have undertaken important and strategic projects which have had real impact on key areas of the curriculum and outcomes of pupils.

Projects dedicated to raising attainment have had a direct impact on the progress of pupils. For example, a spring term project focused on raising the attainment of phonics in Y1 and arithmetic knowledge in Y2. Rigorous analysis of data led to a programme of additional intervention and booster sessions, 1:1 coaching to model best practice and targeted intervention.

Over a term, data in both year groups significantly rose as children made accelerated progress.

In addition, the coaching of individual teachers ensured that this best practice continued into the summer term which is shown in the summer data collected.

Targeted Academic Support

Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial and so we have continued to teach the children in Assessment for Learning groups this academic year. Children have been regularly assessed to identify gaps in knowledge and provision maps have been created for all year groups to identify the needs of all children.

This robust analysis of assessment, both formative and summative, has been used to group children where they will receive learning that is pitched specifically to their level and needs and devise targeted interventions. The combination of quality and precise teaching and additional provision has ensured that all children have every opportunity to meet or even exceed age related expectations.

In addition to quality first teaching every day at school, pupil premium children in years 1-6 are offered funded spaces in Saturday Plus, Saturday Achievement School and Easter School over the school year. Our most experienced teachers and senior leaders lead these boosters which has resulted in children making accelerated progress and closing gaps between them and their peers.

Rigorous monitoring of attendance ensures that all children benefit from this additional provision. To encourage this attendance, we have introduced a 'Saturday Star of the Week' to celebrate and reward the children who are attending and raise the profile of the provision to the whole school community. This award is celebrated alongside our other stars in a weekly celebration assembly which parents are also invited to.

To further support the progress of our most vulnerable children, we extended support beyond the school day. Additional boosters have been run for Y1 phonics, Y4 multiplication, Y5 arithmetic and reading and Y6 maths, reading and grammar. These additional boosters have been well attended and have had an impact on the attainment of children in all of these year groups.

Wider Strategies

To ensure equality of experiences and develop the cultural capital of pupil premium children in our school, we ensure that they have the same access to enriching opportunities. A diverse range of extra curricular clubs are offered to all children which provide opportunities to be involved in sport, STEM and art without additional costs. Engaging opportunities are provided including trips on the River Thames, Legoland and the Postal Museum as well as inspirational speakers and workshops in school, for example, author visits, athlete visits and falconry.

Additional Pupil Premium trips to Chessington World of Adventures and Willows Activity Farm offered further opportunities for life experiences.

Involvement in our Young Transformer Programme creates opportunities for pupils to make a difference in their local community and beyond. Active participation and involvement in projects provides chances for pupils to improve their self esteem and motivation and develop confidence. As a result, they approach life with a more positive and resilient mindset.

The launch of the 'Young Transformer Award' has further developed this programme and offers opportunities for children to be recognised for taking this vision beyond the school walls. We have created a segment in the newsletter to celebrate children who have demonstrated strands of the programme and use this to inspire their peers.

Attendance and punctuality is also a key factor in achievement, engagement and progress. Funded places at Breakfast and After School Club are offered and support the attendance, punctuality and provision for pupil premium children. Additionally, these places ensure that children have access to a healthy breakfast and/or tea and support a varied and nutritious diet which has a direct impact on their concentration and academic performance. Soft Start also supports children's attendance; getting children into school earlier and therefore supporting punctuality.

Attendance is a weekly feature of our newsletter; classes with high levels of attendance are celebrated with mascots that have been voted for by the children. Reminders of the school policy and importance of high attendance are promoted during these celebration assemblies, in newsletters and in classes. Attendance is tracked weekly to identify trends and take timely action. Letters are sent to parents whose children's attendance falls below thresholds, 1:1 meetings are held with senior leaders, including the Head teacher in severe cases and referrals to the Educational Welfare Officer (EWO) are made where appropriate.

This ensures that parents understand the impact of poor attendance on their child's academic and emotional development and offers opportunities to develop strategies to support including invites to morning boosters and offers of breakfast club. We work closely with BACME and have a school EWO who supports conversations with families.