

# Pupil premium strategy statement – St Mary and All Saint C of E Primary School 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St Mary and All Saints C of E Primary School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	8.6%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Mrs J Barnett
Pupil premium lead	Mrs A Philpott
Governor / Trustee lead	Mrs S Sperring

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,845
Tutoring grant allocation this academic year	£ 1,620
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 41,465</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The key principles that inform our Pupil Premium Strategy are rooted in our Christian ethos and vision as a school. We believe that all children are equal in the eyes of God and should be provided with equal opportunities to reach their potential.

***‘With our heads we learn, with our hands we create and with our hearts we love and care for each other.’***

At St Mary and All Saints CE Primary School, we have high aspirations for the attainment, progress and spiritual, moral, social and cultural development of all our pupils, regardless of barriers. Our pupil premium strategy aims to support disadvantaged pupils to maintain excellent progress, irrespective of their background or the challenges they face.

Our aim is that when children leave SMAS they will be:

- Confident, resilient learners
- Well-rounded young people
- Able to challenge themselves and overcome challenges
- Global citizens
- Equipped for life in an ever-changing world

The pupil premium funding enables us to look carefully at where we can maximise opportunities for our disadvantaged pupils to achieve this goal.

## Challenges

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

Challenge number	Detail of challenge
1	<b><u>Writing Attainment</u></b> Our assessments show the gap in attainment in Writing compared to Reading and Maths. The development of the knowledge and skills that impact writing outcomes for disadvantaged pupils are more prevalent than their peers.
2	<b><u>Social, emotional and wellbeing needs</u></b> Our assessments, observations and discussions with pupils and families have shown social, emotional and wellbeing needs for all pupils due to of a lack of enrichment opportunities during school closure and during the current cost of living crisis, but particularly for our disadvantaged pupils. Notably, adverse early childhood experiences (not C-19 related) impact the wellbeing of a proportion of our disadvantaged pupils.
3	<b><u>Aspiration and motivation (behaviour and attainment/progress)</u></b> Our assessments and observations over time show a gap between our disadvantaged pupils (alongside a group of pupils defined as ‘vulnerable’ within our school who are not eligible for pupil premium

	funding) and their peers with regards to high educational aspiration and motivation, which impacts on behaviour and progress and attainment of these pupils.
4	<b>SEN</b> Our assessments and observations over time show that SEN pupils have a greater number of barriers to learning that require a greater level of support than Ordinarily Available Provision provides.

## 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
Writing attainment is aligned to outcomes for Reading and Maths for all pupils, including disadvantaged pupils.	<p>Close tracking of our PP pupils and whole school cohort shows that they are making 6+ points progress in an academic year.</p> <p>Tracking shows that Writing attainment and progress is largely in line with Reading and Maths.</p>
To achieve and sustain improved wellbeing for all pupils, in particular our disadvantaged group with adverse early childhood experiences.	<p>Identified pupils benefit from targeted intervention to support and enhance wellbeing (ELSA, Nurture group, Lego Therapy etc).</p> <p>Sustained high levels of wellbeing demonstrated through pupil voice and tracking of pupils in targeted wellbeing interventions.</p> <p>Pupils eligible for PP attend nurture groups, extra-curricular activities, and benefit from ELSA support, and will therefore exhibit increased self confidence in social interactions and greater resilience in their learning.</p>
Disadvantaged and 'vulnerable' pupils have high aspirations and motivation to achieve their full potential academically, in line with their peers.	<p>The progress of disadvantaged pupils is in line with the rest of the school, and progress is accelerated where targeted support is in place.</p> <p>Close tracking of our PP pupils shows that they are making 6+ points progress in an academic year.</p> <p>Case studies follow the journey of selected PP and non PP pupils and demonstrate success.</p>
SEN pupils make progress in line with the wider school cohort.	<p>The progress of SEN pupils is in line with the rest of the school, and progress is accelerated where targeted support is in place.</p> <p>Close tracking of our SEN pupils by SENDCO shows that they are making 6+ points progress in an academic year.</p> <p>Case studies follow the journey of selected SEN and non SEN pupils and demonstrate success.</p>

## 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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD for developing writing strategies, including strategies specifically for Greater Depth writing.	EEF Improving Literacy in KS2 Guidance Report – recommendation 4 and 5 (teaching writing composition strategies through modelling and supported practice; developing pupils' transcription and sentence construction skills through extensive practice).  EEF Improving Literacy in KS1 Guidance Report – recommendation 5 (teaching pupils to use strategies for planning and monitoring their writing).	1 3
Staff CPD for writing assessment moderation.	EEF Improving Literacy in KS2 Guidance Report – recommendation 6 (targeted teaching and support by accurately assessing pupil needs).  EEF Improving Literacy in KS1 Guidance Report – recommendation 7 (using high quality information about pupil's current capabilities to select the best next steps for teaching).	1
Ongoing curriculum development to support academic achievement and social and emotional learning across the curriculum (subject leader time, training).	EEF Improving Social and Emotional Learning in Primary Schools audit and discussion tool – recommendation 4 (Use a SAFE curriculum – sequential, active, focused and explicit).	1 3
Quality First Teaching	The challenge is to mobilise the effective practice in a minority of schools: to reduce the variability in pupil outcomes we currently see and to increase consistency across the school's system. Put simply, it is about more good teaching for all pupils, as this will especially benefit the most disadvantaged. (EEF Attainment Gap Report 2018)	3

	What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. (EEF Attainment Gap Report 2018)	
To embed and evaluate the impact of our new phonics programme To continually evaluate our teaching of early reading and provide staff CPD.	EEF Improving Literacy in KS1 Guidance Report – recommendation 2, 3 and 4.  DfE Reading Framework: teaching the foundations of literacy. This document highlights the particular importance of extending children’s familiarity with words across domains for children from disadvantaged backgrounds who might not otherwise meet such vocabulary.	1 3 4

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

Budgeted cost: £ 18,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled interventions to target specifically identified children.	The DfE publication, ‘Supporting the attainment of disadvantaged pupils’ says that the more successful schools viewed supporting disadvantaged pupils as their responsibility and saw it as part of their commitment to help each pupil succeed. They treated each pupil as an individual with specific challenges and needs. EEF Putting Evidence to Work: A school’s guide to implementation.	1 3
To implement a targeted programme of provision for our SEN pupils and those children who are falling behind.	Closing the Gap’ (August 2017) states that many forms of SEND affect children’s progress in school and require additional support to enable children to access education  EEF Teaching and Learning Toolkit says that there is some evidence of greater impact when TAs are given a particular pedagogical role or responsibility for delivering specific interventions. Here the effect appears to be greater, particularly with training and support.	4 1 3
1:1 support is put in place for identified pupils.	EEF Special Educational Needs in Mainstream Schools Guidance Report – recommendation 1 and 5	3 4

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To set up and RUN ELSA sessions in school for identified pupils.	Deal and Peterson, 1999; Walker, 2010; Bush and Middlewood, 2013 – every single child or young person is worthy of respect and is capable of achieving something worthwhile  Where schools had successfully begun to narrow the gaps in achievement between pupils who are eligible for the Pupil Premium and their peers they had often thought carefully about what barriers to learning pupils were experiencing, and how to remove or at least minimise them. Schools that had done this well had: thought about each pupil in the context of their home circumstances, worked to improve pupils' social and emotional skills where these were barriers to learning (Ofsted – The Pupil Premium How schools are spending the funding successfully to maximise achievement).	2 4
To set up and run nurture groups sessions to support vulnerable pupils.	The DFE publication, 'Supporting the attainment of disadvantaged pupils' suggests that providing pupils with more extensive emotional support alongside supporting their academic progress and involving families pays dividends.	2 4
To enable all pupils to have access to the same opportunities / resources	Outdoor learning experiences especially those involving collaborative learning experiences are shown to have a positive impact on learning (EEF toolkit). The impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science.  Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF Teaching and Learning toolkit)	2 4
Interventions across the school to support individuals with SEL, behaviour and wellbeing (Wycombe Wanderers Mentoring, Lego Therapy, The Meadow app etc)	EEF Improving Behaviour in Schools Guidance Report – recommendation 2 (teaching learning behaviours)  Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.  SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-	2 3 4

	<p>regulation, both of which may subsequently increase academic attainment.</p> <p>(EEF Toolkit – Social and Emotional Learning)</p> <p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>(EEF Toolkit – Mentoring)</p>	
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**Total budgeted cost: £39,845**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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Intended outcome	Activities and impact																								
Writing attainment is aligned to outcomes for Reading and Maths for all pupils, including disadvantaged pupils.	<p>Writing Lead received external training to support writing moderation. All learning was cascaded to all staff at staff meeting. Exemplification statements provided to all staff in respect of pupils' writing in all year groups (Reception to Year 6). All staff are now clear as to SMAS expectations and are consistent in their assessments. All class teachers attended assessment moderation with two local schools to ensure SMAS expectations are in line with other schools and accurate. Reception also took part in Professional Dialogue with EYFS Adviser to moderate / agree predicted end of year levels.</p> <p>Texts used to model genres of writing or to hook children into a subject / topic were reviewed to ensure they were age appropriate / current and appealed to both boys and girls.</p> <p>Following the purchase of our new Phonics Scheme at the end of the last academic year, much time has been devoted to staff training to ensure that the scheme is delivered consistently and impactfully across Reception and Key Stage 1. Similarly, training has been provided for all staff who may be responsible for delivering Phonics interventions in KS2 (£1,369). Further phonics books have been purchased to support our phonics reading pathway. (£643)</p> <p>Teachers have been deployed to run specific intervention groups for core subjects including writing for targeted pupils in Years 2, 5 and 6 to help them catch up (£19,085.52)</p> <p><b>KS1 2022 SATs results</b></p> <table><tr><td></td><td>% ARE</td><td>% GD</td></tr><tr><td>Reading</td><td>83</td><td>37</td></tr><tr><td>Writing</td><td>79</td><td>25</td></tr><tr><td>Maths</td><td>81</td><td>40</td></tr></table> <p><b>KS2 2022 SATs results</b></p> <table><tr><td></td><td>% ARE</td><td>% GD</td></tr><tr><td>Reading</td><td>87</td><td>54</td></tr><tr><td>Writing</td><td>79</td><td>21</td></tr><tr><td>Maths</td><td>87</td><td>59</td></tr></table>		% ARE	% GD	Reading	83	37	Writing	79	25	Maths	81	40		% ARE	% GD	Reading	87	54	Writing	79	21	Maths	87	59
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### Comparison of school data and PP children's performance

	Reading		Writing		Maths	
	PP chn	Whole school	PP chn	Whole school	PP chn	Whole school
Steps progress	5.6	5.8	5.2	5.9	5.4	5.8
% ARE & above	67	85	49	79	64	85

Writing attainment is lower than attainment in other subjects and so will become a whole school focus next year.

PP and disadvantaged children are shown to make comparable progress in every subject to their peers – including writing but their levels of attainment remain behind. Targeted interventions for PP and disadvantaged children will be a priority in the next academic year.

**NS** to review research into the teaching of writing to consider new strategies moving into next year – including strategies to support more children to achieve GD.

To provide more targeted support for PP and disadvantaged children to ensure that gaps continue to close – interventions based on individualised need

Continue with focus on raising attainment in writing for all pupils.

Review impact of SSP across the school- including interventions for those pupils in KS2

Further writing CPD for all staff

To achieve and sustain improved wellbeing for all pupils, in particular our disadvantaged group with adverse early childhood experiences.

All staff had training at the beginning of the year from Maria Seth on Attachment and Trauma. Staff found this invaluable and have been able to translate their learning into practical help and support when dealing with specific children. We have also sought further advice and help from Maria in relation to a specific family.

ELSA has now been up and running since the start of this academic year. It has proved particularly impactful for certain individuals. We have subsequently organized for 2 additional staff members (CB and SSt) to be trained (£1550) so that additional support session can be established during 2023-2024. Class teachers regularly consult the SENDCo re individual children who they believe might benefit from this specific support and children have been grouped according to their specific area of need. These sessions have provided children with a safe space to open up about concerns or issues they have.

Our Nurture group has continued to run each week this year offering children with underlying social and emotional needs the opportunity to learn how to work with others, develop resilience, build self-esteem and confidence and enjoy learning outside of the classroom. It has been a fantastic experience for the children with both parents and children commenting on how much the children got out of it.

The whole school took part in atrial using 'The Meadow' app. This was used on a daily basis in each class and acted as a mindfulness tool to support children in re-regulating so that they were ready to learn either at the beginning of the school day or after break time / lunch sessions. These sessions were thoroughly enjoyed by pupils

	<p>and were seen to support children in calming down. Parents also noticed the difference with one parent writing in to comment that their child had introduced them to appropriate strategies for dealing with stressful situations.</p> <p>New phonics scheme was implemented with effect from September 2022 and has focused on ensuring the lowest 20% are successful. Interventions have also been used successfully to specifically target children in KS2 who needed additional support with their phonics. Other interventions were run by LSAs and delivered in small groups to identified children (Lego Therapy, Happy to Be Me, Social stories, Zones of Regulation, Active Interventions). Members of SLT also provided 1:1 Time to Talk with named individuals.</p> <p>External support was sought for those children who needed additional help – PRU, school nurse, CAHMS, Calm Little Minds. Pupils have benefitted from these services and continue to do so – they have been able to offer much needed support over and above what we are able to do within school. The school also invested in an external mentoring scheme run by Wycombe Wanderers to support those children who most struggle with social, emotional and behavioural needs. (£1,260) This has helped to improve the attendance of one specific pupil and the engagement / enjoyment of others in school activities.</p> <p>Our whole school Reflection room, staffed by a member of the teaching team, continues to be used each day giving pupils the opportunity to calm down and talk about issues that impact on their behaviour / choices. They appreciate being given this opportunity and are able to articulate how they should do things differently should a similar situation arise in the future.</p> <p>We ran a Mental Health workshop for parents, with the support of Mind, which proved very popular and a SEN Coffee Morning on the 5<sup>th</sup> May with support from our local SEND Advisor. Both events were very well attended and helped parents understand how to support their child at home and when necessary the processes involved to progress matters.</p> <p>Additional adults (LSAs) have take part in training to support children with specific needs such as PDA, Autism for Girls and Recognising Early Characteristics of Autism (£454) All LSAs are deployed strategically across the school to enable more targeted and 1:1 support for identified pupils enabling them to be successful in a mainstream school.</p> <p><b>NS</b> Continue with targeted interventions to support emotional, social and behavioural needs – ELSA, Nurture Group, Wycombe Wanderers</p> <p>Look at creating designated Mental Health Lead to support children across our school.</p> <p>Track and evaluate impact of new Phonics scheme</p> <p>Continue to engage external sources to support families / children with specific needs as appropriate.</p>
Disadvantaged and 'vulnerable' pupils have	Disadvantaged and PP children supported to achieve in line with their peers and have access to the same opportunities. Funding has

<p>high aspirations and motivation to achieve their full potential academically, in line with their peers.</p>	<p>been provided to enable PP children to attend the Year 6 PGL residential trip (£1384.80), other year group extra-curricular trips, attend extra-curricular clubs and sporting opportunities and participate in specialised music tuition (£246.44).</p> <p>Throughout all school closures (strike days) the education of disadvantaged and vulnerable pupils was prioritised and they were invited into school for face to face education.</p> <p>The school has worked with the PTA to establish a fund (£500) to support families who struggle financially to provide school uniform, shoes, pencil cases and other necessary school equipment. This has meant that children feel more confident and do not stand apart from their peers.</p> <p>Additional adults (LSAs) were deployed strategically across the school to provide targeted 1:1 support for identified pupils enabling them to be successful in a mainstream school. (£16,098.19) Children were provided with a variety of academic interventions including pre teach and post teach sessions, catch up literacy, maths springboard, greater depth writing etc. Children in these groups made significant progress in line with their peers.</p> <p>Teachers have been employed to run school based tutoring groups for targeted pupils in Years 2, 5 and 6 to help them back fill learning gaps and catch up with their peers.</p> <p>Personalised behavior plans have been created (and therapy sessions provided - £898.05) in conjunction with parents for those children who required a different model of support.</p> <p>The behaviour chart in each classroom and use of house points across the school serves to provide consistency of expectations for all pupils.</p> <p>Staff training continued throughout the last year – subject leaders, STEPS behavioural training, STEP Up training (£500), Attachment and Early trauma, Sensory Circuits etc. LSAs also had the benefit of a clear program of training as part of their weekly LSA meeting (Sensory Processing, Executive functioning, Handwriting, Working memory, Autism in girls, Sensory Circuits, ADHD, EAL etc)</p> <p>Support was also received from the PRU – they worked closely with a number of staff members to observe children’s behaviours / needs and implemented specific strategies.</p> <p><b>NS</b> training for new staff who will be working with children with specific needs – PDA, Attachment disorder, Mental Health, Autism etc</p> <p>Analyse % of PP/Vulnerable children attending extra curricular clubs – is there more we could be doing</p> <p>Continue to ensure that disadvantaged / vulnerable pupils are given access to every opportunity in line with their peers across all areas of the school – eg school council, monitor roles, sporting teams etc.</p>
<p>SEN pupils make progress in line with the wider school cohort.</p>	<p>We have built a new SEN office / Sensory room (costings to come from next year’s budget) that can be used by all SEN pupils, ELSA groups, vulnerable children etc Children have a safe space / an area where they can be given the time to self-regulate so that they can re-join their peers and complete their learning at the earliest opportunity.</p>

Additional adults (LSAs) were deployed strategically across the school to enable more targeted and 1:1 support for identified pupils enabling them to be successful in a mainstream school ( cost as stated above - £16,098.19)

SENDCO has attended additional training across the year (2 x days - £180) and has made significant strides to ensure that parents of SEN children are kept up to date and informed in respect of the support in place for their child and any relevant next steps. She has also attended OT webinars alongside parents to encourage parental engagement and upskill all parties. The recent parent questionnaire highlights the improvements that families of SEN children have experienced over the last academic year.

SEN training / updates forms a key part of every staff meeting so that all staff feel empowered to support SEN children within their class. Sessions have taken place on Sensory Processing, Executive functioning, Handwriting, Working memory, Autism in girls, Sensory Circuits, ADHD, EAL etc

SEN pupils benefit from targeted support and intervention through Ordinarily Available Provision, Quality First Teaching, and specific targeted support.

1:1 LSAs are employed to support identified SEN/PP pupils in receipt of EHCP/HNBF

Barriers to learning are identified and reflected in SEN support plans/EHCPs. Targeted support is put in place to mitigate these specific barriers.

% of pupils achieving ARE and above Summer 2023

	SEN/PP (7pupils)	SEN (44)	Whole school (397)
<b>Reading</b>	29%	27%	<b>85%</b>
<b>Writing</b>	0%	9%	<b>80%</b>
<b>Maths</b>	29%	34%	<b>85%</b>

**NS** Continue to support SEN pupils and provide targeted interventions / personalised learning to enable them to make progress in line with their peers and close the attainment gap.

SENDCO to track progress of SEN pupils throughout academic year and act decisively to provide appropriate support

Investigate specific intervention packages – would a particular package enable our SEN pupils to be more successful?

What specific support can be put in place to support these children with their writing skills – Refer to DFE report RR238

Kit out new SEN office / Sensory room (Total cost expected approx. £10,000)

Total spend: £43,669

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
The Meadow	