

Pupil premium strategy statement – St Mary and All Saint C of E Primary School 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	409
Proportion (%) of pupil premium eligible pupils	6.6%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
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	£40,520
Tutoring grant allocation this academic year	£ 2,362.50
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 42,882.50

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, respectful of themselves and others
- Equipped for life in an ever-changing world
- Caring and thoughtful individuals

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	<u>Writing Attainment</u> 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	<u>Social, emotional and wellbeing needs</u> 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	<p><u>Aspiration and motivation (behaviour and attainment/progress)</u></p> <p>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.</p>
4	<p><u>SEN</u></p> <p>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.</p>

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>

	Case studies follow the journey of selected SEN and non SEN pupils and demonstrate success.
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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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD for developing Greater Depth Writing teaching strategies.	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 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	3

	<p>is about more good teaching for all pupils, as this will especially benefit the most disadvantaged. (EEF Attainment Gap Report 2018)</p> <p>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)</p>	
<p>To embed and evaluate the impact of our new phonics programme</p> <p>To continually evaluate our teaching of early reading and provide staff CPD.</p>	<p>EEF Improving Literacy in KS1 Guidance Report – recommendation 2, 3 and 4.</p> <p>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.</p>	<p>1</p> <p>3</p> <p>4</p>

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

Budgeted cost: £ 27,882.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled interventions/ tuition sessions to target specifically identified children.	<p>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.</p> <p>EEF Putting Evidence to Work: A school’s guide to implementation.</p>	<p>1</p> <p>3</p>
To implement a targeted programme of provision for our SEN pupils and those children who are falling behind.	<p>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</p> <p>EEF Teaching and Learning Toolkit says that there is some evidence of greater impact when TAs are given a particular ped-</p>	<p>4</p> <p>1</p> <p>3</p>

	agogical role or responsibility for delivering specific interventions. Here the effect appears to be greater, particularly with training and support.	
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: £ 7,000

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
To set up and run nurture groups 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
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).	2

	<p>The impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF Teaching and Learning toolkit)</p>	
Interventions across the school to support individuals with behaviour and wellbeing (Lego Therapy etc)	EEF Improving Behaviour in Schools Guidance Report – recommendation 2 (teaching learning behaviours)	2 3

Total budgeted cost: £ 42,882.50

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 2021 to 2022 academic year.

Intended outcome	Activities and impact																											
Writing attainment is aligned to outcomes for Reading and Maths for all pupils, including disadvantaged pupils.	All teachers received training in supporting Greater Depth writing. Writing Lead received external training with Pie Corbett. Exemplification statements created for Greater Depth writing in years 1 – 4. All staff are now clear as to SMAS expectations and are consistent in their assessments. Phases attended assessment moderation to ensure SMAS expectations are in line with other schools and accurate. 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.																											
	After much research, a new phonics program and resources purchased (£7,986) to be rolled out in the new academic year																											
	Covid catch up teacher employed to run specific writing groups for targeted pupils in Years 5 and 6 to help them catch up (£7,126)																											
	KS1 2022 SATs results																											
	<table><tr><td></td><td>% ARE</td><td>% GD</td></tr><tr><td>Reading</td><td>87.5</td><td>36</td></tr><tr><td>Writing</td><td>82.1</td><td>21</td></tr><tr><td>Maths</td><td>83.9</td><td>29</td></tr></table>		% ARE	% GD	Reading	87.5	36	Writing	82.1	21	Maths	83.9	29															
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Comparison of school data and PP children’s performance																												
<table><tr><td></td><td colspan="2">Reading</td><td colspan="2">Writing</td><td colspan="2">Maths</td></tr><tr><td></td><td>PP chn</td><td>Whole school</td><td>PP chn</td><td>Whole school</td><td>PP chn</td><td>Whole school</td></tr><tr><td>Steps progress</td><td>5.8</td><td>5.5</td><td>5.7</td><td>5.4</td><td>5.8</td><td>5.6</td></tr><tr><td>% ARE & above</td><td>80</td><td>87</td><td>60</td><td>81</td><td>76</td><td>85</td></tr></table>		Reading		Writing		Maths			PP chn	Whole school	PP chn	Whole school	PP chn	Whole school	Steps progress	5.8	5.5	5.7	5.4	5.8	5.6	% ARE & above	80	87	60	81	76	85
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Writing attainment is slightly lower that attainment in other subjects but not excessively so.																												

	<p>PP and disadvantaged children are shown to make more progress in every subject than their peers – including writing but their levels of attainment remain behind.</p> <p>NS to create exemplification statements for Year 5</p> <p>To provide more targeted support for PP and disadvantaged children to ensure that gaps continue to close.</p> <p>Continue with focus on raising attainment in writing for all pupils.</p> <p>Embed new SSP across the school</p>
To achieve and sustain improved wellbeing for all pupils, in particular our disadvantaged group with adverse early childhood experiences.	<p>LSA (KR) and Assistant Head (KO) underwent training for ELSA (£489). Class teachers have identified children who would benefit from this support and they have been grouped according to their specific area of need. ELSA interventions have been established and parents informed. It is too soon to assess the impact of these sessions as yet. They have however provided children with a safe space to open up about concerns or issues they have.</p> <p>A Nurture group was established last year and was extended to a number of children with underlying social and emotional needs. IT was a fantastic experience for the children with both parents and children commenting on how much the children got out of it. The children were enabled to eat together and participate in activities to build their self-esteem and confidence.</p> <p>New phonics scheme purchased which focuses on ensuring the lowest 20% are successful. Interventions also form part of the new package, so will be used to specifically target the children in KS2 who need additional support with their reading.</p> <p>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). 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.</p> <p>We have re-established the use of our whole school Reflection room, which is staffed by a member of the teaching team each day. This gives pupils the opportunity to calm down and talk about issues that impact on their behaviour / choices. They enjoy being given this opportunity. Appropriate resources were purchased for use in the reflection room.</p> <p>We worked very hard as a school to re-build the school community after the impact of Covid-19 and indeed this formed part of our school development plan. Parents were invited into school whenever possible to share in their children's learning. We also ran a Mental Health workshop for parents, with the support of Mind, which proved very popular.</p> <p>Additional adults (LSAs) have been 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>AMP attended Mental Health First Aid Course</p>

	<p>NS continue with both teacher led ELSA sessions and Nurture groups. Can we look at getting anyone else trained in ELSA? Continue with targeted interventions to support emotional and social needs</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>Attachment disorder training for all staff</p>
Disadvantaged and 'vulnerable' pupils have high aspirations and motivation to achieve their full potential academically, in line with their peers.	<p>Disadvantaged and PP children supported to achieve in line with their peers and have access to the same opportunities. Funding provided to enable PP children to attend PGL residential trip, attend extra-curricular clubs and sporting opportunities and participate in specialised music tuition.</p> <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 (£22,000). 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>Covid catch up teacher employed to run specific writing groups for targeted pupils in Years 5 and 6 to help them catch up.</p> <p>Personalised behavior plans were created in conjunction with parents for those children who needed 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, Challenge, sticky knowledge, Greater Depth writing etc. LSAs also had the benefit of a clear program of training as part of their weekly LSA meeting (Autism, stammering, ADHD, Running records, Lego therapy etc)</p> <p>NS training for all staff on children with early trauma and a renewal of STEPS training</p> <p>Analyse % of PP/Vulnerable children attending extra-curricular clubs – is there more we could be doing</p> <p>Offer more targeted interventions run by qualified teachers using National tuition funding to try to close gaps.</p>
SEN pupils make progress in line with the wider school cohort.	<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.</p> <p>New SENDCO training (2 x days) plus scheduled handover time (6 days) (£2000)</p> <p>Whole staff training provided on Ordinary Available Provision</p> <p>SEN pupils benefit from targeted support and intervention through Ordinarily Available Provision, Quality First Teaching, and specific targeted support.</p>

	<p>1:1 LSAs are employed to support identified SEN/PP pupils in receipt of EHCP/HNBF</p> <p>Barriers to learning are identified and reflected in SEN support plans/EHCPs. Targeted support is put in place to mitigate these specific barriers.</p> <p>% of pupils achieving ARE and above Summer 2022:</p> <table border="1"> <thead> <tr> <th></th><th>SEN/PP (6 pupils)</th><th>SEN (30 pupils)</th><th>Whole school (414 pupils)</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>33%</td><td>37%</td><td>87%</td></tr> <tr> <td>Writing</td><td>0%</td><td>7%</td><td>81%</td></tr> <tr> <td>Maths</td><td>33%</td><td>30%</td><td>85%</td></tr> </tbody> </table> <p>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.</p> <p>SENDSCO to track progress of SEN pupils throughout academic year and act decisively to provide appropriate support</p> <p>Investigate specific intervention packages – would a particular package enable our SEN pupils to be more successful?</p>				SEN/PP (6 pupils)	SEN (30 pupils)	Whole school (414 pupils)	Reading	33%	37%	87%	Writing	0%	7%	81%	Maths	33%	30%	85%
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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
Boom Reader	Boom Reader – BW WALCH