

Pupil premium strategy statement – St Mary and All Saints C of E Primary School 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	6.8%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Mrs A Philpott
Pupil premium lead	Mrs A Merryweather
Governor / Trustee lead	Mr B Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,555
Recovery premium funding allocation this academic year	£ 2,144
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 43,669

Part A: Pupil premium strategy plan

Statement of intent

“My goal is that they may be encouraged in heart and united in love so that they may have the full riches of complete understanding” Colossians 2:2

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.

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	<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 due to a lack of enrichment opportunities during school closure for all pupils, 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	<u>Aspiration and motivation (behaviour and attainment/progress)</u> 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	<u>SEN</u> 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.</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>Case studies of SEN pupils show a steady trajectory of progress over time.</p> <p>Personalised interventions have a positive impact on the progress of SEN pupils.</p> <p>1:1 support is utilised effectively to build positive relationships that are conducive to excellent progress.</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: £10,000

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
Further embedding of the school's language of learning to explicitly teach metacognition.	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. EEF Metacognition and self-regulated learning guidance report – recommendations 1-7	
To evaluate our phonics programme in line with new statutory guidance. 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 2 3 4

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
COVID-19 catch up intervention teacher to target specifically identified children.	EEF Putting Evidence to Work: A school's guide to implementation. Covid-19 support guide for schools 2020	1 3
To implement a targeted programme of provision for our SEN pupils.	EEF Special Educational Needs in Mainstream Schools Guidance Report – recommendation 4	4
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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To facilitate the training of an in-school ELSA member of staff.	EEF Teaching and Learning Toolkit (SEL, Literacy, Improving behaviour, meta-cognition and self-regulated learning)	2
To set up and run nurture groups to support vulnerable pupils.	EEF Teaching and Learning Toolkit (SEL, Literacy, Improving behaviour, meta-cognition and self-regulated learning)	2
To re-build community links that have been impacted as a result of the pandemic.	EEF Covid-19 Support Guide for Schools – wider strategies: supporting parents and carers.	2 3
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: £ 44,000

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 2020 to 2021 academic year.

Covid-19 statement - disadvantaged pupils:

Whilst our pupils did not sit the national tests in the academic year 2020-21, our internal assessment of progress and attainment indicates that a significant number of pupils have reduced the gap caused by school closures. As a school, we did not narrow our curriculum offer, but instead ensured our Covid-19 Catch Up program was rigorously planned to ensure specific gaps were plugged through targeted interventions, where SMART targets were set, delivered and reviewed predominantly by qualified teachers. Our disadvantaged pupils were supported in a number of ways during the school closures, as detailed below:

- Provision of devices to disadvantaged families, where required.
- Regular phone calls home with disadvantaged pupils and families.
- Differentiated tasks to support pupils completing work independently at home.
- The offer of an in-school place during school closure for disadvantaged pupils with SEN.
- Provision of physical work packs for those families with no access to the internet.
- Feedback on pupil outcomes via our online learning platform from the class teachers.
- Provision of a 'pick-up/drop off' reading book system for families without access to reading materials.
- Investment in an online reading resource to provide families with free e-books at home.
- Upon school reopening, identified disadvantaged pupils benefitted from support from our dedicated Covid-19 Catch Up teacher.

Our whole-school data for the end of the academic year 2020-21 is largely in line with our data trends pre-pandemic – this was not the case when we baselined all pupils in Autumn 2020. The gap as a result of school closure for our disadvantaged pupils was marginal in Autumn 2020 comparatively to the whole school. It is recognised that our disadvantaged group suffered greater barriers to learning during school closure, though the support strategies implemented above mitigated this.

Barrier	Desired Outcome	Evidence/Progress	Spending																
Special Educational Needs	SEN pupils who are also eligible for pupil premium make progress in line with their cohort.	<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 2021:</p> <table border="1"> <thead> <tr> <th></th><th>SEN/PP (5 pupils)</th><th>SEN (22)</th><th>Whole school (414)</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>60%</td><td>43%</td><td>90%</td></tr> <tr> <td>Writing</td><td>0%</td><td>10%</td><td>79%</td></tr> <tr> <td>Maths</td><td>80%</td><td>52%</td><td>89%</td></tr> </tbody> </table>		SEN/PP (5 pupils)	SEN (22)	Whole school (414)	Reading	60%	43%	90%	Writing	0%	10%	79%	Maths	80%	52%	89%	<p>1:1 LSAs to support disadvantaged individuals with specific needs - £5000</p> <p>Staff training provided by TTS (<i>Interventions that work: getting the most out of support groups and booster groups</i>) - £99</p>
	SEN/PP (5 pupils)	SEN (22)	Whole school (414)																
Reading	60%	43%	90%																
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Low parental engagement / parenting skills / broken family structures	Parents engage with the school and understand how to support their child with their	Parents of disadvantaged pupils had access to pastoral support during the school closures. Time is invested in building positive relationships with disadvantaged families.	PRU support is funded for disadvantaged pupils with needs relating to parental factors - £4,087.20																

	learning at home.		
Lack of resilience, independence and aspiration	Children take more responsibility for their own learning.	<p>Class records show that homework is completed on time and to an acceptable level.</p> <p>Our school Awards Book show that Head teacher or Class teacher Awards are regularly presented to children eligible for Pupil Premium, particularly for instances where they have demonstrated strong skills of independence.</p> <p>Exercise books show that pupils refer to feedback provided by the class teacher and take the time to complete 'Read and Respond' follow up questions.</p> <p>Children RAG Rate their work as part of their own self-assessment.</p> <p>Children are given regular opportunities for self and peer assessment and time to edit and improve their work using purple pen.</p> <p>Class teachers report that pupils arrive at lessons prepared and ready to learn.</p> <p>Observations or annotations on planning reveal that pupils get straight down to their independent task. They also show that children are not afraid to ask questions to clarify their understanding.</p> <p>Pupil interviews reveal that self-esteem is high and that pupils know what they need to do to succeed.</p> <p>Records from 'Time to Talk' / TLG / peer mentoring sessions show that children open up about their concerns / issues and know that they are in a safe space.</p> <p>Children regularly attend and benefit from 'Happy to be me' sessions. The entry questionnaire and exit questionnaire reveal an improvement in children's self-esteem</p> <p>Pupils' confidence in their own abilities increases as a result of 1:1 / small group support from Beaconsfield Y12 students</p> <p>Family groups are embedded and act as an additional layer of support for children in all year groups. Relationships between pupils has improved and Year 6 children benefit from the additional leadership opportunities – developing in confidence, empathy, organisational and questioning skills and patience (key life skills)</p> <p>Children are taught about, and understand, the skills required to be an independent learner and demonstrate these in their daily studies.</p>	<p>Covid-19 Catch Up Teacher – £2997.28 (5 disadvantaged children out of a group of 30 x 16 weeks)</p> <p>LSAs run targeted interventions for disadvantaged children - £10,000</p> <p>Online maths resource enables pupils to develop basic skills with independence - £167.90</p>
Socio – economic disadvantage	All pupils have access to the same opportunities / quality of teaching / resources / extra-curricular activities	<p>A clear plan is in place to provide remote learning to all pupils in the event of a local or national lockdown. Clear expectations are agreed across the school so that all pupils access the same level of support and learning opportunities. Parents are kept informed.</p> <p>Children who fail to engage with online learning or require additional support, are contacted weekly by either their class teacher or a member of SLT to ensure that no child is disadvantaged.</p> <p>Laptops have been provided to children who have a social worker to ensure that they too are able to access any home learning set.</p>	<p>Music tuition – £600</p> <p>Music tuition equipment - £59.99</p> <p>iPad chargers and cases to support home learning for disadvantaged pupils –</p> <p>Online reading scheme subscription - £628.20</p> <p>Staff swimming training - £915</p>
In school variance	All pupils have access to the same quality first teaching	<p>In school variance is addressed by ensuring consistent implementation of practice and expectations across the school</p> <p>Observations and monitoring records show an Increased percentage of good/ outstanding teaching</p> <p>Book scrutinies show that all children's books are marked in line with school policy</p> <p>The school's curriculum statement of intent is clear and ambitious and owned by all staff.</p> <p>Children are provided with regular opportunities to learn cross-curricularly, enabling them to make specific links and deepen their understanding.</p> <p>Any identified training needs are addressed in a timely manner be that virtually or face to face.</p> <p>The new staffing structure has been embedded and all staff are aware of who to approach for advice / support</p> <p>Roles across the school have been clearly defined and everyone understands what they are responsible for</p> <p>Subject Leaders have a thorough understanding / overview of their subject and ensure the consistent implementation of practice and expectations across the school</p>	<p>LSAs are deployed as class support to support whole classes, including disadvantaged pupils, in accessing Quality First Teaching - £7,665.58 (based on 1 LSA per class and 25 disadvantaged pupils.)</p> <p>Staff training provided by TTS (<i>Sticky Knowledge</i>) - £99</p> <p>Seesaw online learning platform - £3872</p>

		<p>The monitoring and evaluation policy has been updated and shared with all staff – observations take place in both core and foundation subjects.</p> <p>New staff are provided with an induction pack prior to joining SMAS and a specified member of staff to whom they can go to for support. They quickly become part of a confident and extremely capable teaching team.</p> <p>RQTs are provided with a mentor to support and guide them through their second teaching year</p> <p>Regular Phase meetings work well allowing any key issues to be identified and addressed in a timely manner</p> <p>Staff meetings provide time for staff to share best practices which are then disseminated across the school.</p> <p>IT Lead has formulated an action plan to ensure that, going forward, all children benefit from appropriate use of IT in all lessons to support and extend their learning. New IPADs are in use regularly and serve as an additional learning tool. Pupils enjoy using them and engagement in lessons is increased.</p> <p>Children have access to regular and high quality, Phonics teaching from an early age. Staff are fully trained in delivering Phonics and are confident to do so. Children make rapid progress, gaining the necessary skills to become competent readers.</p> <p>The school has successfully embedded its new 'Reading Pathways' and all children, particularly early readers and the most vulnerable, benefit from a personalised program.</p>	
Social / behavioural issues	Behavioural issues are addressed through a clear and stepped approach as laid down in the school's behaviour policy. Staff have high expectations of all pupils	<p>The behaviour policy is reviewed yearly. We have identified the need for behaviour to form part of the 2021-22 SIP due to school routines being reinstated after nearly two years of covid-19 restrictions.</p> <p>Staff (including LSAs) have been provided with training on how to manage the behaviour of pupils who may need alternative measures in place – i.e. a behaviour plan, and strategies are implemented accordingly. Poor behaviour is routinely escalated through the correct channels and phase leaders have an oversight of the pupils in their phase.</p> <p>Observation records show that classrooms are well organised and that pupils remain on task and engage fully in their learning. Pupils are provided with additional support with this when needed.</p> <p>The school's 7 Golden Rules are on display throughout the school.</p> <p>Pupils are motivated by receiving house points and this is done consistently across the school by all staff.</p> <p>Staff uphold behaviour expectations on the playground with good communication between LSAs and class teachers. Pupils are supported in making positive behaviour choices at playtime. Few incidences of serious behaviour recorded, from a very small proportion of pupils.</p> <p>STEPS behaviour training was provided to teaching staff in managing and deescalating more serious behaviour. Pupils requiring additional behaviour support benefit from personalised plans.</p> <p>The behaviour chart in each classroom and use of house points across the school serves to provide consistency of expectations for pupils. All staff manage behaviour in line with the school behaviour policy and time is given for the review and discussion of this in staff meetings.</p> <p>LSAs receive regular training on how to support children with specific needs and use this information effectively when working with the children in their care.</p> <p>Almost met: our usual training programme for LSAs was not able to go ahead due to C-19. All LSAs were supported by class teachers in managing behaviour and supporting specific needs. 1:1 LSAs were included in discussions about pupils with additional needs when this related to their day to day schooling.</p> <p>There is a clear understanding amongst staff about roles and responsibilities within the school. Staff lists, responsibilities and 'who to go to for what' documentation shared and displayed for all staff.</p> <p>All stakeholders benefit from a joined up approach between home and school.</p>	<p>Calm Little Minds - £500</p> <p>Steps behaviour training - £153</p>

		<p>During the C-19 restrictions, the school reflection room was not able to run, however, teachers undertook reflection with pupils where needed as a follow up to undesirable behaviour. A number of targeted interventions were delivered for specific pupils where behaviour needs were identified (social stories, Lego Therapy, Happy to be Me, Time to Talk, Calm Little Minds)</p> <p>On an individual needs basis, outside agencies were used to support pupils with specifically identified needs. 2020-21: PRU – 4 pupils, School Nurse – 1 pupil, CAHMs – 2 pupils, Family Support Services – 4 pupils.</p> <p>Home-school agreements were sent out at the beginning of the year and returned by families.</p> <p>Pupils adapted and showed resilience in managing the new C-19 rules and restrictions.</p> <p>A number of staff have been trained in Team Teach techniques and use these strategies confidently and effectively to minimise disruption for all.</p>	
Low attendance	Increased attendance rates for pupils eligible for PP.	<p>Attendance monitoring and discussions with parents</p> <p>Before and after school wrap around care available.</p> <p>Work closely with medical professionals to support pupils who have been off with long term sickness</p> <p>Provide regular and supportive communications with parents, particularly at the start of the school year, to increase attendance and engagement with learning</p>	Attendance officer support - £185.40
Total spend: £37,029.55			

Externally provided programmes

Programme	Provider
Reading Planets	Rising Stars
Seesaw	Seesaw