

# Pupil premium strategy statement – St Mary and All Saint C of E Primary School 2024-25

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 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	346
Proportion (%) of pupil premium eligible pupils	9.54%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Mrs J Butler
Pupil premium lead	Mrs Claire Levin
Governor / Trustee lead	Mrs S Sperring

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,180
Tutoring grant allocation this academic year	£ 0
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 53,180</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 and progress in Writing for our disadvantaged children 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>Wellbeing</u></b> Our assessments, observations and discussions with pupils and families have shown social, emotional and wellbeing needs for all pupils have increased as a result of the current cost of living crisis, but particularly for our disadvantaged pupils. Notably, adverse early childhood experiences impact the wellbeing of a proportion of our disadvantaged pupils.
3	<b><u>Cultural Capital</u></b> Our assessments and observations over time show a gap between the cultural capital of 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 impacting their aspiration and motivation, and subsequently their behaviour, progress and attainment.
4	<b><u>SEND</u></b> Our assessments and observations over time show that our PP children with SEND have a greater number of barriers to learning that require a greater level of support than Ordinarily Available Provision provides. 42% of our PP children have SEND.

## 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
<b><u>Writing:</u></b> By the end of the year, PP children will have made at least the same progress as their peers in writing	Children in receipt of PP will have made at least 6 steps' progress from their starting point, assessed on Target Tracker.  Writing progress will be in line with Reading and Maths for PP children
<b><u>Wellbeing:</u></b> To achieve and sustain improved wellbeing for all pupils, in particular our disadvantaged group with adverse early childhood experiences.	There will be a notable difference in the wellbeing of our PP and vulnerable children which will be evidenced in fewer negative behavioural incidents being reported, and more willing, positive interaction with support adults. Teacher assessment will show higher levels of emotional resilience and wellbeing after interventions such as ELSA.
<b><u>Cultural Capital:</u></b> Disadvantaged and 'vulnerable' pupils will have high cultural capital and exposure to a wide range of opportunities, increasing their confidence, aspiration and motivation	Increased Participation Rates: Evidence of increased participation by disadvantaged pupils in extracurricular activities and cultural experiences, with records showing a positive trend over time.  Feedback from Pupils and Parents: Qualitative data gathered from pupil surveys and parent feedback indicating increased confidence, improved self-esteem, and a greater sense of aspiration.  Academic and Personal Progress: Improved academic outcomes for disadvantaged pupils as a result of higher motivation and engagement with school life. This will be measured through progress data, including attainment and personal development records (6 steps per year on TT). Pupils will be setting themselves ambitious goals in lessons.
<b><u>SEND:</u></b> PP children with SEND make progress in line with the wider school cohort.	Progress Tracking: Data showing PP children with SEND making progress in line with the wider cohort (6 steps on TT or more), based on termly assessment and comparison with school-wide progress data.

	<p>Closing the Gap: Reduction in the attainment gap between PP children with SEND and their peers, as evidenced through pupil progress meetings and termly reviews.</p> <p>Impact of Interventions: Clear evidence from monitoring and feedback showing that targeted interventions have led to measurable improvements in learning outcomes and personal development.</p> <p>Pupil Feedback: Positive feedback from pupils, parents, and teachers about the support and progress made, including any adjustments made to SSPs or interventions.</p>
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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: £6,121.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Writing:</b> Quality First Teaching</p> <p>Staff meeting time assigned to staff training for writing and engaging reluctant writers</p> <p>Oracy training with liaison group (will impact levels of speaking and listening and therefore language acquisition) (£500)</p> <p>Quality CPD for LSAs to ensure high quality, impactful interventions based on EEF recommendations (SENDCO time/ LSA time)</p> <p>Consistent teaching of phonics using ULS, our</p>	<p>EEF 'great teaching is the most important lever schools have to improve outcomes for their pupils'</p> <p>EEF Oral language interventions 'Very high impact for very low cost based on extensive evidence'</p> <p>EEF 'Making Best Use of Teaching Assistants'</p> <p>EEF Improving Literacy in KS1</p>	1 (and also 3)

<p>Systematic Phonics System (costed elsewhere)</p> <p>New set of phonics books to support the ULS scheme (£950.50)</p> <p>Updates reading framework 'Fred's teaching' to develop wider vocabulary (£216)</p> <p>Embedding SMAS writing cycle</p> <p>Write On! Training for Writing Leads £125</p> <p>Recruitment of high calibre staff with strong literacy skills through a rigorous advertising and checks procedure (costed elsewhere) and retention through offer of high quality CPD and training maximising the local offer (Isend, Bucks etc)</p> <p>Liaison group Oracy conference 4/2/25 £134.48</p> <p>Step On tutor training £153</p>	<p>EEF Improving Literacy in KS1</p> <p>EEF Improving Literacy in KS2</p> <p>EEF Improving Literacy in KS2</p> <p>EEF Making Best Use of Teaching Assistants</p> <p>We Need To Talk, 2024</p>	
<p><b>Wellbeing:</b> ELSA training x 3 and ongoing supervision x 5 = £3125</p> <p>Whole school development plan for wellbeing</p> <p>Whole school initiatives of Trusted 5, Calm Spaces, Zones of Regulation and</p>	<p>EEF metacognition and self-regulation: Very high impact for very low cost based on extensive evidence</p> <p>EEF Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>EEF Improving Social and Emotional Learning in Schools</p> <p>Zones of Regulation: A CURRICULUM DESIGNED TO FOSTER SELF-REGULATION IN STUDENTS WITH</p>	<p>2</p>

<p>movement breaks built into lessons</p> <p>Training AHT and SENDCO as Senior Mental Health Lead (centrally funded)</p> <p>OneGoal Mental Health Champions project, training for children = £499 + £120 for resources</p> <p>Trauma training for all staff through Virtual School and further enhanced training for key staff working with high needs (no cost)</p>	<p>NEUROBIOLOGICAL IMPAIRMENTS by Leah M. Kuypers</p> <p>EEF: The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>EEF Improving Social and Emotional Learning in Schools</p> <p>Lang et al 2015</p>	
<p><b>Cultural Capital:</b> As above with regards to writing focus.</p> <p>Use of outdoor classroom for immersive lessons broadening children's experiences especially in science(costed elsewhere)</p> <p>Headteacher attended Cultural Capital Conference</p>	<p>Institute for outdoor Learning 'High Quality Outdoor Learning'</p> <p>Roy Blatchford 'We Need to Talk' – Education Commission</p>	3
<p><b>SEND:</b> CPD delivered weekly in LSA training for specific areas of need within our setting</p> <p>Employment of high calibre staff with experience of SEND where possible</p> <p>CPD opportunities for staff already in the school to progress eg Drawing and Talking (£299)</p>	<p>EEF: Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>EEF Making Best Use of Teaching Assistants</p> <p>CORC Report: Drawing and Talking <a href="https://25717290.fs1.hubspotusercontent-eu1.net/hubfs/25717290/DT%20Blog/pdf-files/CORC-Report-Drawing-and-Talking_.pdf">https://25717290.fs1.hubspotusercontent-eu1.net/hubfs/25717290/DT%20Blog/pdf-files/CORC-Report-Drawing-and-Talking_.pdf</a></p>	4

Lego Therapy, EAL, Speech and Language through local offer		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,425.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Writing:</b></p> <p>Use of SpellingFrame to support the explicit teaching of spelling and the use of well-structured spelling lists, ensuring consistency (£360)</p> <p>Use of Nessy for high quality interventions (£495)</p> <p>Timetabled effective interventions to support writing - training delivered in LSA meetings by writing lead (£2000)</p>	<p>EEF Improving Literacy in KS2</p> <p>EEF Improving Literacy in KS2, Dyslexia SPELD Foundation, British Dyslexia Association</p> <p>EEF Improving Literacy in KS2: Use high quality structured interventions to help pupils who are struggling with their literacy 7</p>	1
<p><b>Wellbeing:</b></p> <p>Timetabled interventions to target specifically identified children. (Nurture, ELSA costed below, Wycombe Wanderers mentoring – costed elsewhere)</p>	<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>	2 (and 1)
<p><b>Cultural Capital:</b></p> <p>Language Link interventions across the school and whole</p>	<p>The Bercow Report (2008), brought to light the importance of putting in place system-wide approaches to help increase understanding and</p>	3 (and 1)

<p>school screening in reception and Year 3 (costed elsewhere) LSA time – 2 x 30 minutes per class per week £5389.02</p>	<p>awareness of speech, language and communication needs (SLCN).</p>	
<p><b>SEND:</b> Targeted programme of provision and academic interventions for our SEND pupils and those children who are falling behind. (£10000)</p> <p>Specific adult support for identified pupils according to need and barriers to learning (£6,581.74)</p> <p>Funding C&amp;L assessment for PLAC child in conjunction with formative assessment and collaboration with external professionals (£600)</p>	<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 pedagogical role or responsibility for delivering specific interventions. Here the effect appears to be greater, particularly with training and support.</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report – recommendation 1 and 5</p> <p>EEF Special Educational Needs in Mainstream Schools recommendation 2 - Build an ongoing, holistic understanding of your pupils and their needs</p>	<p>4 (and 1)</p>

### Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 21,463.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Writing:</b> Choices of topics aimed at engaging pupils and their attitude to learning through engagement</p>	<p>EEF Supporting School Attendance: 2. Promote positive relationships and active engagement for all pupils</p>	<p>1 (and 2 and 3)</p>

<p>Educational visits aimed at inspiring high quality writing outcomes and developing vocabulary in a real-life context</p>	<p>EEF trial: Trial shows project based on a fun day out boosts writing skills by nine months</p>	
<p><b>Wellbeing:</b> ELSA sessions in school for identified pupils (release time required) (1924.65)</p> <p>To run nurture groups sessions to support vulnerable pupils (teacher release time required) (£4,246.32)</p> <p>Zones of Regulation, Trusted 5, Use of the Bubble (Sensory room), Calm spaces in all classrooms</p> <p>Weekly wellbeing check-ins for our high needs children with either HT or SENDCo tailored to their interests</p> <p>Breakfast provided for children who do not receive breakfast at</p>	<p>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</p> <p>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).</p> <p>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.</p> <p>EEF: Self-regulation strategies Moderate impact for very low cost based on very limited evidence</p> <p>EEF Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Centre for Educational Neuroscience: Children from deprived backgrounds in the UK are also more likely to skip breakfast, meaning that young children</p>	<p>2 (and 4)</p>

<p>home (Funded by teachers)</p> <p>Clothing and food support for vulnerable children where there is a need (£500 – depending on need)</p>	<p>are at risk for poor school performance, in both the short and long-term. This was evidenced in the recent breakfast study[v] which found that the effects of skipping breakfast on GCSE point scores was compounded in children from deprived backgrounds, who were even less likely to achieve higher math grades.</p>	
<p><b>Cultural Capital:</b> Explore the barriers families may have to accessing clubs, trips, residential, arts involvement such as music lessons and remove the barriers through assignment of funding or through support with administration (eg signing up, form filling) (PGL: £4184.56) Other – tbc dependent on parental contribution. (Estimate: £600)</p> <p>Priority access to clubs for vulnerable children</p> <p>SEND/CO/ DSL communicating with and supporting parents with taking up school offer and paperwork, support with referrals to appropriate Early Help, liaison with services.</p>	<p>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)</p> <p>As above</p> <p>Green Paper proposals for joined up working</p>	<p>3 (and 2 and 4)</p>
<p><b>SEND:</b> Interventions across the school to support individuals with Social and Emotional Learning, behaviour</p>	<p>EEF Improving Behaviour in Schools Guidance Report – recommendation 2 (teaching learning behaviours)</p> <p>Evidence suggests that children from disadvantaged backgrounds</p>	<p>4 (and 2)</p>

<p>and wellbeing (Wycombe Wanderers Mentoring, Lego Therapy, PAT dog, Time to Talk, barrier games, social stories etc)</p> <p>LSA time £9.87 per hour – roughly 2 hours weekly per class= (£10,008.18)</p> <p>Careful timetabling of interventions eg Wycombe Wanderers mentoring takes place on a Monday – the day most children with EBSNA report finding most difficult, PAT Dog on a Monday and Wednesday for same reason – therefore supporting attendance (no cost)</p>	<p>have, on average, weaker SEL skills at all ages than their more affluent peers.</p> <p>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-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: £53, 180**

## 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 2023 to 2024 academic year.

Intended outcome	Activities and impact
<p>Writing attainment is aligned to outcomes for Reading and Maths for all pupils, including disadvantaged pupils.</p>	<p>Writing Lead has taken the time to review the writing curriculum to consider how best to raise the level of GD writers. A new Writing Cycle has been developed. Training was provided to all staff and the new SMAS Writing Cycle has been implemented across the school. This new Cycle provides specific time for children to write more creatively, in genres of their choice. They are provided with more authorial choice – a key feature of GD writers. Feedback from teachers and scrutiny of work has shown that children have really enjoyed these opportunities and writing levels have improved.</p> <p>Writing moderation has taken place in Phases – the writing lead has ensured that staff are 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. Our Year 6 SATs were moderated this year with the moderator agreeing with all of our Year 6 teachers' assessments. All staff were provided with external training on improving writing and teaching for boys. 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. They have also been reviewed to ensure they reflect the diverse nature of our cohort.</p> <p>We have introduced a 'Reading For Pleasure pathway from Reception to KS2 and sourced / invested in new texts (£500) to engage children and provide them with the opportunity to choose books that excite and interest them. Research shows that a love of reading and an exposure to variety of quality texts, improves a child's vocabulary which can be used to up-level their writing.</p> <p>Our new Phonics Scheme has been fully embedded across Reception, Key Stage 1 and in KS2 for those pupils who require continued support. Any new teachers have received training from our Phonics Lead. We have invested in support from our UPS Adviser, booking both a ULS success day (29<sup>th</sup> Nov 2023 - £522) and a support for Early reading day (21<sup>st</sup> February 2024 - £450) All staff continue to receive feedback and updated training from our Phonics Lead to ensure that the scheme is delivered consistently and impactfully across the school. Opportunities have been provided for staff to observe each other teaching phonics to allow for further development</p>

and the sharing of best practices. Further phonics resources have been purchased this year to support the delivery of our ULS scheme. (£500)

Teachers have been deployed to run specific intervention groups for core subjects including writing for targeted pupils in Reception, years 1, 2, 3 and 4 to help them close any gaps (£4,000). A retired teacher has volunteered to support in school and is utilised to support Year 6 pupils improve both their writing and maths every Friday morning.

### KS2 Summer 2024 SATs results

	% ARE	% GD
Reading	94	49
Writing	85	27
Maths	85	47

### 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	5.72	5.49	5.03	5.31	5.19	5.54
% ARE & above	73	87	54	79	62	85

Writing attainment and progress has improved this year compared to the academic year 2022 – 2023, but it is still lower than that seen in other subjects. It will therefore remain as a whole school focus next year.

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

**NS** to continue to embed our new writing cycle and monitor its impact to ensure that more children, including the disadvantaged, achieve GD levels.

Review any new research / evidenced based strategies to support the teaching of writing – invest in further CPD as necessary

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

Continue to review the impact of our ULS SSP across the school- including interventions for those pupils in KS2

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

Staff receive regular training from our SENDCo on strategies / interventions that can be used to support our children with emotional and behavioural needs – this happens at both our teachers' staff meetings and at our LSA meetings

ELSA has now been running for 2 years. It has proved particularly impactful for certain individuals. As our previous ELSA unfortunately left, we arranged for 2 additional staff members (CB and SSt) to be trained (£1550) so that additional support session could 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.

We now have 2 Nurture groups that are run each week by a qualified teacher throughout the year (£4,000) 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.

We have invested in the Wycombe Wanderers Mentoring Scheme (£1,260) to support both individuals and small groups of children with their social and emotional needs. This has proved very popular, particularly with some of our boys, as it provides them with additional opportunities to be active which is proven to be beneficial for a person's mental health. It has also provided the children with a male role model and increased the engagement / enjoyment of pupils in school activities.

A new initiative this year has been signing up for a PAT dog. We now have 2 owners and their dogs (Queenie and Poppy) who come in each week to support and work with some of our SEMH pupils.

Our phonics scheme focusses 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.

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. 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

	<p>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 SEN Coffee Morning on the 1<sup>st</sup> December with support from our local SEND Advisor. This event was 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 Autism in PE, Building joint attention, EAL, Self -Regulation in EYFS and Lego Therapy. All LSAs are deployed strategically across the school to enable more targeted and focussed 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>Consider how LSAs can be used creatively to target increased numbers of pupils across the school suffering with mental health issues or social and emotional concerns. What other interventions could be employed successfully? Can they be deployed cross phase / year group to support greater numbers of pupils?</p> <p>Look at creating designated Mental Health Lead to support children across our school.</p> <p>Continue to engage external sources to support families / children with specific needs as appropriate.</p>
<p>Disadvantaged and 'vulnerable' pupils have high aspirations and motivation to achieve their full potential academically, in line with their peers.</p>	<p>Disadvantaged and PP children supported to achieve in line with their peers and have access to the same opportunities. Funding has been provided to enable PP children to attend the Year 6 PGL residential trip other year group extra-curricular trips, attend extra-curricular clubs and sporting opportunities and participate in specialised music tuition (£1891.33). Free school meals have been provided to our KS2 PP pupils throughout the year (£6,016)</p> <p>Our extra-curricular provision has been analysed to ensure that our disadvantaged and vulnerable pupils are participating and making the most of these additional opportunities.</p> <p>Across the year 91% of disadvantaged children and 95% of our SEN / vulnerable pupils attended a school run club be that after school or during the school day.</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. WE have also worked with the PTA to consider enrichment opportunities that could be provided as part of our school offer, enabling children to take part in experiences that they may otherwise not have been able to. This year, Year 2 have enjoyed a</p>

	<p>trip to the Cotswolds Wildlife Park and Year 5 have enjoyed a trip to London, going on the London Eye and visiting the Aquarium.</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. (£9,324.67) 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 Reception, Years 1, 2, 3 and 4 to help them back fill learning gaps and catch up with their peers.</p> <p>Personalised behavior plans have been created (and Alternative provision provided - £5,166) in conjunction with parents for those children who required a different model of support. 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 for teachers and LSAs – Leading a subject, Oracy and its benefits to all, Action Hero behaviour training, Safeguarding, Autism in PE, Building joint attention, Take One Picture, Child and Adolescent to Parent violence, Receptive Language, EAL, Self -Regulation in EYFS, Lego Therapy, Coercive control, Precision monitoring and Raising standards in the classroom through technology. LSAs also had the benefit of a clear program of training as part of their weekly LSA meeting (CPOMS, OT understanding the senses, Zones of Regulation, SaLT Spoken Language etc in addition to some of the areas already mentioned.)</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>Continue to 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 – The Bubble (£4,350) 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 rejoin 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 - £9,324.67)

SENDCO has attended additional training across the year (£315) 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 OT understanding the senses, Zones of Regulation, SaLT Spoken Language, Self -Regulation in EYFS, Lego Therapy, Action Hero behavior training and Building joint attention.

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

Additional adults 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.

We are investing in a new online structured literacy program – Nessy, to support children who have fallen behind, particularly those with dyslexia (£437 to come out of next year’s budget)

% of pupils achieving ARE and above Summer 2024

	SEN/PP (13 pupils)	SEN (51)	Whole school (367)
<b>Reading</b>	38%	41%	<b>87%</b>
<b>Writing</b>	15%	18%	<b>79%</b>
<b>Maths</b>	15%	33%	<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?

Total spend: £39,845

## 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*

<b>Programme</b>	<b>Provider</b>
Nessy	<a href="https://www.nessy.com/en-gb/about-us">https://www.nessy.com/en-gb/about-us</a>
Fred's Teaching	<a href="https://www.fredsteaching.com/about/">https://www.fredsteaching.com/about/</a>