

Pupil premium strategy statement

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 this academic year, and the effect that last year's pupil premium spending had within our school.

School overview

Detail	Data
School name	Clyst St Mary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2023-24
Date this statement was published	September 23
Date on which it will be reviewed	July 2024
Statement authorised by	Louise Herbert
Pupil premium lead	Tracey Jones & Ellie Wilkinson
Governor	Lucy Topliss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,230 (April 2-23)
Recovery premium funding allocation this academic year	£5,020

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,250

Part A: Pupil premium strategy plan

Statement of intent

At Clyst St Mary, our aim in our pupil premium strategy is to embed our core vision of 'Nurture and Grow Together' through Resilience, Aspiration and Kindness so that we enable all pupils, irrespective of their background, to develop positive wellbeing and learning behaviours so that they are also able to make good progress and achieve well across all subject areas. We want our pupils to be aspirational, to believe in themselves and to experience success in our school community and beyond. The focus of our pupil premium strategy is not just on providing support for our pupils but also on enabling families to access the support they need to support their children. We know that working together is vital to improve outcomes for all our pupils and we include provision for all our vulnerable pupils including those who are young carers or supported by social care. The activity outlined in this statement is also intended to support their needs, regardless of whether they are classified as disadvantaged or not.

Quality First Teaching and adaptive teaching is key to our pupil premium strategy plan. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

As well as following best practice guidance from the EFF (Education Endowment Foundation) and Quality First Teaching strategies from DCC (Devon County Council) and Whole School SEND, we are also accessing targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including nondisadvantaged pupils. We have identified Maths and Reading as key priority areas for this work.

Our approach will respond to the challenges arising from the pandemic and the children's individual needs, based on assessment. The approaches we have decided to follow will help pupils thrive emotionally and help them reach their full potential within their learning. To ensure they are effective we will:

- ensure pupils are supported within any wider needs (well-being, SEMH needs. learning behaviours etc,) so that they can better engage with academic work.
- ensure disadvantaged pupils are appropriately challenged in the work that they're set

- act early to intervene at the point need is identified
- maintain a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified increased social and emotional issues for many pupils. We have seen more engagement challenges with pupils and families. COVID and postCOVID challenges have created wider concerns around emotional wellbeing, self-esteem, social skills, resilience and school avoidance. These have particularly affected disadvantaged pupils, creating a negative knock onto their attendance. The effect of partial school closures has meant that many pupils have struggled to return to full time schooling. Staff and parent requests for support have markedly increased during and post pandemic. Support waiting lists across Devon and across the NHS are at an all-time high. External support partners (including Education, Health and Social Care) are reporting they do not have the capacity to meet need.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been negatively impacted by partial school closures to a greater extent than for other pupils. National studies support these findings. Pupils are consequently not in the right place/state to learn. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Maths and for younger pupils around communication and interaction needs, (so we have targeted our main NTP support around these areas).
3	Challenges identified within staffing capacity at all levels and experience/training needs. (Linked to current recruitment and funding crisis and in response to COVID challenges and additional needs/duties - compounded by more recent cost of living and wage increases for support staff).
4	Our discussions and observations with children and families have identified parental engagement in reading with their children at home and children choosing to read at home has declined particularly for our disadvantaged children.
5	Most children have not been able to access enrichment activities and clubs during the last 18 months (at Dec 2021). In addition, many disadvantaged families are not being able to fund extras as clubs open back up due to changes in family employment (and higher costs or lower availability of local clubs reflecting the current economy).

6	An increased number of children are falling below age-related outcomes in the areas of speech, language and communication - including social communication (both at school, Devon and national level). This has been most marked within our disadvantaged learners and children already with additional needs - especially those who are within our current KS1. Our feeder preschool is reporting similar increase in SLCN needs. Waiting lists for support across the county are at an all-time high (2 years+ at Dec 2021 - this has sustained into 2023).
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (between Sept 2021 and July 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve the social skills, resilience, independence and learning behaviours of all learners - including those who are disadvantaged.	Clear progression plans and cyclic evidence based PSHE curriculum in place across the school and shared with staff. Each class dedicates time weekly to explicit consideration and teaching towards positive wellbeing, social skills, resilience, independence and learning behaviours - throughout everyday interactions and incidents. Subject lead for PSHE and Wellbeing is confident in their role including advising, monitoring and supporting teachers to meet the needs of all pupils including those with SEND and those who are disadvantaged. A clear understanding of what QFT looks like within PSHE and the support of SEMH and social communication needs across the whole curriculum and wider interventions and opportunities. The Visions and Values of the school are communicated with all stakeholders (staff, governors, families and pupils). They integrated and referred to throughout the curriculum and through whole school and key stage assemblies. All learners - including those who are disadvantaged - have better developed positive learning behaviour and wellbeing practices to successfully engage with learning challenges.

Children are emotionally regulated and ready to learn (to make the most out of classroom learning and interventions/support).	A Relational Policy and Practice has been developed and shared with all stakeholders (staff, governors, families and pupils) to replace old behaviour policy. A Mental Health and Wellbeing lead is in place (from the senior leadership team) who will co-ordinate how the needs of pupils, families and staff are met across the school. Families are supported to be better able to meet their child's needs in partnership with the school and there are clearly signposted routes for families to access additional support where needed. Quality First teaching agreements are in place across the federation for the areas of Social Emotional and Mental Health (SEMH). All staff trained in QFT responses for SEMH (and SLCN and sensory processing related wellbeing needs). Subject lead for PSHE and Wellbeing is confident in their role including advising, monitoring and supporting teachers to meet the needs of all pupils including those with SEND and those who are disadvantaged. Staff are trained in Social, emotional and Mental health needs - including emotional regulation, Pips, attachment and relational practices. Staff develop relational and co-regulation plans (as needed) for individual pupils.
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	High quality interventions are run by trained staff (for named, high needs individuals) resulting in improved engagement and attendance. The most vulnerable individuals are supported by a 1:1 or small group intervention by a trained art therapist or school-based TA practitioner to complement high quality teaching and classroom work. Therapy dog to work with children linked to emotional needs.
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Staff have a wider knowledge and understanding of SLCN needs and have practical ideas, resources and strategies they can use to support pupils in class and through intervention.	All staff trained in QFT responses for Speech, Language and Communication Needs (SLCN) including internal and external training providers. Staff have received in-house training linked to vocabulary awareness and best practice. All staff trained to identify and support pupils with SLCN - including Developmental Language Delay (DLD) and Autism (ASD). Quality First teaching agreements in place across the federation for SLCN. Subject leads for English (reading, writing, phonics and oracy) are confident in their role including advising, monitoring and supporting teachers to meet the needs of all pupils including those with SEND and those who are disadvantaged. All staff are aware of appropriate and evidence-based scaffolds, strategies, resource materials and interventions and support children with SLCN needs. Use of Speech and Language link assessments are secured across the school. There is an adequate bank of resources within the school to support pupils with SLCN needs both in class and through interventions.
Improved reading attainment among disadvantaged pupils.	Progress scores for disadvantaged pupils in KS1 and KS2 will be at or above the national average for reading. The school has clear, agreed system in place for guided reading sessions. A planned focus on reading for pleasure is included in each class. Creative opportunities are planned for and promoted throughout the school to raise the profile of reading for pleasure including into the wider community. A continuation of guided reading training and quality in-class teacher support. Training on reading fluency and provision in place to deliver to key pupils in KS2. Class teachers can evidence progress made and support provided for disadvantaged pupils through termly assessment meetings. All relevant staff trained in RWI practice and intervention. There are trained and identified staff to run RWI interventions monitored by the English team and assessment lead.
Improve Phonics data for all pupils including disadvantaged	Phonics screening results (for year 1) will be at or above national average for disadvantaged pupils. Class teachers can evidence progress made and support provided for disadvantaged pupils through termly assessment meetings. Read Write Inc embedded across EYFS and KS1.
	All relevant staff trained in RWI practice and intervention. There are trained and identified staff to run RWI interventions and support staff.

Improved maths attainment among disadvantaged pupils.	Progress scores for disadvantaged pupils in KS1 and KS2 will be at or above the national average (0) for maths. Use of White Rose maths scheme embedded across the school and enriched with wider reasoning problems and resources (recommended by Maths Hub). Class teachers can evidence progress made and support provided for disadvantaged pupils through termly assessment meetings. Subject leads for Maths are confident in their role including advising, monitoring and supporting teachers to meet the needs of all pupils including those with SEND and those who are disadvantaged. Wave 3 maths intervention worker in role monitored by maths team and assessment lead. (Due to staff changes this has been delayed) There is an adequate bank of resources within the school to support pupils with SLCN needs both in class and through interventions.
Improving core maths skills	Times table scores for the disadvantaged children will be in line or above national average. School wide use of homework/reinforcement tools in place: DoodleMaths, MyMaths and Times Tables Rock Stars. Class teachers can evidence progress made through number bonds and times tables tools/resources alongside arithmetic assessments. Wave 3 maths intervention worker in role monitored by maths team and assessment lead. (delayed due to staff changes but monitored by maths) Staff training has increased knowledge and understanding of memory retrieval practices. Staff have agreed and developed strategies and ideas to apply to lessons and support pupils - including maths Maths subject lead to develop maths role models - especially for girls within the school.
Disadvantaged pupils are equally able to access enrichment opportunities in school.	Payment support is in place for key families to engage with residentials, clubs and extracurricular activities. Pupil premium holiday clubs are actively promoted to key families.

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: £ 8,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of high quality first training and adaptive teaching approaches. Subject leaders' role highlighted and supported to raise the standards of QFT - through training, monitoring and support staff including to meet the needs of SEND and disadvantaged learners. (Including release for core subject leads). Training disseminated to all classroom staff within setting.	The Education Endowment Trust states that “The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.” 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) This is backed by by NASEN and Whole School SEND Whole School SEND Home Page Whole School SEND And wider recognised areas of excellence Good practice for students with SEND is good practice for all (bradford.gov.uk) Education Endowment Trust Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) • Subject leader release • Subject leader development and whole school distributed leadership training for SEND (EEF 5 a-day, NASEN Handbook). • Adaptive teaching in-house and external training • TA/support staff training package. • Cover supervisor - training, TAF, PEP, leadership release.	1, 2, 3, 6

<u>Reading attainment, progress and for pleasure:</u> School has clear agreed systems in place for guided reading sessions. Training for teachers and TAs. Reading for enjoyment is promoted through-out the school and community. Staff training, reading, WW, links between reading and writing in texts that teach.	Re-think reading scheme and progression planning has been designed and developed by Devon's Primary English advisory team; it covers 100% of the national curriculum objectives, is well matched to Devon content and practice in English lessons (including writing and grammar) and promotes HQFT teaching practices using high quality and engaging age appropriate texts. It builds deeper reading comprehension skills through explicit teacher modelling and structuring. Reading Fluency project - further targeted support and training to class based staff. Regular training and support for staff with RWI Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) ● Increased release time for English Leads. ● Increased focus within whole school training for reading. ● sustained focus across the school for reading for pleasure. ● Staff training for reading fluency interventions and Read, Write Inc. ● Clear links between reading and writing through impacts to reader within writing and WW through Texts that Teach use.	3 and 4
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<u>Maths and number skills:</u> Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Use of White Rose Maths scheme and resources across the federation (DfE approved scheme).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) White Rose Maths promotes and enhances high quality maths teaching which embeds both guidance findings from above. A whole school approach and clear subject progression is tracked and carefully planned for through the use of the planning materials, teaching resources and assessments.	2 and 3
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<u>Relational policy and practice - further development of restorative approaches</u> Roll out to families with the conclusion of the relational works. Staff training to strengthen restorative work. <u>Staff training</u> <u>Wellbeing and SMEH:</u> School SLT member trained to be a Mental Health Lead across the Federation. SLT and TA trained in Happy Families approach. Staff develop relational and co-regulation plans (as needed) for individual pupils.	Relational working underpins the work which happens in school between staff, pupils and families. We follow advice and guidance from Devon's relational practice and policies support which itself draws on national research and best practice: Guidance for developing relational practice and policy - Support for schools and settings (devon.gov.uk) "In the areas of Developing Relationships and Responding and Calming we are particularly grateful to Stephen Porges, Dan Hughes, Bruce Perry, Colwyn Trevarthan, Margot Sunderland, Heather Geddes and Louise Bomber. In the area of Repairing and Restoring we are particularly grateful to Belinda Hopkins, Luke Roberts and Saar Yaniv. We have used evidence and guidance from a number of publications, with particular reference to: Mental Health and Behaviour in Schools (DfE, 2018) Timpson Exclusion Review (2019) Improving Behaviour in Schools (EEF,2019) Included, Engaged and Involved Part2: A positive approach to preventing and managing school exclusions (The Scottish Government 2017)" ● Meetings with families and our wider community to share the final policy, practice and impact. ● Staff training - restorative approaches - sensory processing - MH and anxiety - Emotional regulation - SEMH/SLCN overlaps	1 and 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10, 804 (includes use of Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>English and Maths:</u> Maths/English Targeted Tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both One to one tuition: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk) • Small group targeted support Spring/Summer 23-24	2
<u>Phonics and Reading:</u> Read Write Inc. tutor employed to deliver 1:1 support and small group intervention in Phonics. Reading Fluency - staff to deliver small group intervention in KS2	RWI is a targeted DfE approved phonics programme. Synthetic phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. EEF has found phonic have a high impact for very low costs based on very high evidence Phonics EEF (educationendowmentfoundation.org.uk) EEF evidence demonstrates that adult-led interventions have the highest impact +4m over It led. • RWI interventions • Reading Fluency interventions	2 and 4
<u>Language and oracy:</u> Small group work: TA to support Oracy and narrative language development in KS1	Improved early oracy skills link to improved attainment for disadvantaged pupils. High trends between good levels of oracy/language and high achievement at GCSE standards are well reported. EEF reports state that there is very high impact for low cost based on Extensive evidence. Oral language interventions EEF (educationendowmentfoundation.org.uk) • Small group and 1:1 puppet and narrative work.	2 and 6

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

Budgeted cost: £7,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Wellbeing/SEMH Intervention:</u> Small group and 1:1 sessions with SEMH trained TA	Children who are emotionally regulated and in a ready state to learn are better able to access classroom learning. Although there is relatively little robust research into what works to support attainment, wellbeing and other educational outcomes for young people with ACEs. It is generally agreed that pupils with multiple ACEs need to be supported to be in the 'right place to learn' before they can make gains in their attainment or social interactions. Adverse Childhood Experiences (ACEs) and Attachment - Royal Manchester Children's Hospital (mft.nhs.uk)Adverse Childhood Experiences (ACEs): educational interventions Iriss What is meant by PACE? - DDP Network Dan Hughs Weekly pastoral sessions to support SEMH needs 1:1 or within a small, familiar group. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Although we acknowledge that the evidence is currently limited from the EEF here, we know that previous pupils within our setting have responded positively to this type of in school therapy work which better enables them to be ready to learn and attend school: Social and emotional learning EEF (educationendowmentfoundation.org.uk) • Small group and 1:1 work with SEMH needs	1 and 2
<u>Access to enrichment and extra curricular:</u> Support for families to access trips, residential, holiday clubs and Breakfast clubs	Residential learning experiences and extracurricular enrichment activities 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting.' Evidence revealed on the impact of residential trips Features School Travel Organiser • Subsidised breakfast club place	5

	- Enrichment and extra-curricular subsidised funding support for those in a high level of need. - Additional funding to provide enrichment and extra-curricular support for refugees	
<u>Fun fit</u> Physical wellbeing intervention group run by a trained TA to target pupils with additional needs here.	Promoting physical health and developing early balance and core strength and tone to develop pupils physical and mental wellbeing and to lay the foundations for accessing cognitive functions and learning. - links between physical and mental health.	1 and 5
<u>Young Carers:</u> 3 meetings a year as a group to engage with enrichment activities and develop a network of support across school staff and peers.	Supporting young carers improving engagement and mental well being. Online Awareness Training Archive - Devon Carers Young Carers Mental Health Tips for Young Carers YoungMinds	1
<u>Promoting positive and active playtimes</u>	- All MTAs play and lunchtime leader training - Play mentors and leaders - children in year 5/ trained and running clubs in social times. - Buddies to support younger pupils and act as positive role models	

Total budgeted cost: £26,264

Part B: Review of outcomes in the previous academic year

Funding overview 22-23

Detail	Amount
Pupil premium funding allocation this academic year	£31,045 (April 22-23)
Recovery premium funding allocation this academic year	£ 5,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36,065

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.

Outcomes
Teaching (for example, CPD, recruitment and retention) Agreed Quality first practice focus: • Training for all classroom based staff about what QFT looks like and why it is important. • On-Going training for QFT in 4 areas of need and development of QFT grids (in line with school SEN training SEN • Subject leaders' role highlighted and supported to raise the standards of QFT - through training, monitoring and support staff including to meet the needs of SEND and disadvantaged learners. • Including release for core subject leads. This work was fully completed by June 2023 - each of the 4 SEN areas were a focus for each term between Summer 2022 and Summer Term 2023. The SENCO, with input from SLT and relevant subject leaders, have developed a school specific QFT and universal level agreement for each area. Whole federation training has ensured that this has been shared with all teachers, leaders and support staff - and some key governors. The impact has meant that there is whole school clarity about what good provision and pedagogy looks like and staff now have a menu of additional strategies to dip into as needed. There is a shared language and understanding which is improving consistency from class to class. The Quality of Education lead and SENCO have worked with subject leaders to clarify their role further and support them to work with teachers to consider further how to plan for, adapt and deliver lessons for pupils (with PP, SEN or who are LA) which maintains high expectations but offer support and scaffolds. Use has been made of EEF and NASEN materials to improve and inform adaptive teaching approached. From September 2022, English and maths leaders have had an increased release from class duties to be able to monitor and support the impact of teaching and learning in their subject area. From April 2023, all subject leaders are released across the year on a rolling programme which matches the school's monitoring cycle. Consequently, subject leaders have been better able to support staff and have had the time to monitor and support staff - with PP and SEN pupils in mind.

Phonics/Reading: • Ongoing training for RWI.

Class R to year 3.

- Continue to roll out and embed vocabulary project across the school - including with new staff.

RWI training was rolled out to new staff and new-to-key stage staff with the loss of KS1 TA and year 1 class teacher. Reading and phonics lead was released from class to work with KS1 team - although this became trickier to accommodate when she moved settings within the federation in October.

Reading fluency became a focus for the school - instead of vocabulary work - so work was prioritised here.

With the loss of KS1 TA's and Y1 teacher - some TA time was deployed to other key areas as replacement teachers, reception class TA and EHCP TAs which impacted on the intervention time for RWI.

Information from the School improvement plan for RWI:

RWI continues to be embedded. Children are benefitting from the structured programme and repetitive nature. A progress meeting was held with Lucy Bessant the RWI trainer on 28th March to support the lowest progress learners and we also have a development day booked for the 23rd May. This will focus on the lowest 20% and ensuring all the children are making progress.

Phonics and Reading Group work:

- Read Write Inc. tutor employed to deliver 1:1 support and small group intervention in Phonics.

Due to the budget constraints, TA staff leaving in November 2022 and those redeployed to class teaching roles (Oct 22 - July 23) were not replaced - therefore there was no capacity to carry out the work. The time for RWI intervention was reduced from 3 mornings and 2 afternoons to 1 morning and 2 afternoons.

Data

68.% of all 19 Year 1 children passed the Phonics test.

16% are PP, pupils

67% of PP pupils passed

82% of all 28 pupils achieved EXS

7% are PP

100% PP achieved EXS in reading

Reading attainment, progress and for pleasure:

- School has clear agreed systems in place for guided reading sessions. Training for teachers.
- HQFT is in place for reading.
- Reading for enjoyment is prompted through-out the school and community.

Clear expectations for guided reading expectations were shared with teachers. Some books from the scheme were purchased through school funding. Reading for enjoyment is promoted throughout the school. Additional books were purchased to add non-fiction and wellbeing linked books to the school library.

Reading and Phonics Lead moved sites within the federation in October - which impacted on the time that they were able to monitor and support staff at CSM.

Evaluations from the School improvement plan for Reading:

- Everyone is teaching guided reading across the school.
- All children could talk about reading
- All children had guided reading books and work has been completed in them all. ■ Children were reading at the correct level and were fluent when reading their individual reading books.
- Ensure a range of home reading books is given/chosen to ensure a breath of reading.
- We are continuing to raise awareness of the enjoyment of reading books and to widen the exposure of new books and authors for all the children at Clyst St Mary. We have done this through a number of strategies one of which has been our involvement in the UKLA books Awards. Four teachers across the school are involved in this and it has enabled us to introduce 40 new titles and authors to our children.

- encouraging teachers to increase their professional and personal knowledge of recently published high-quality children's books
- promoting the place of books for young people throughout our educational setting.

It aims to

- inspire an extended response from learners (through discussion, creative interaction or understanding the wider curriculum)
- be the focus of study (set books, shared and guided reading)
- enhance all aspects of literacy learning and literary study

Teachers have taken part in book groups contributing the views of their pupils with whom they have read the books. It culminates in supporting the shortlisting for the winning books.

IMPACT:

Children enjoy reading books at CSM.

Two focus groups, one from Year 6 and the other from Year 4 were chosen and asked a number of questions about independent reading. The responses show that they are excited by reading, this was very evident in both groups.

Year 6 may benefit from a more structured approach to taking books home for some children.

One aspect which stood out from both groups is how powerful the impact of the teacher reading to the class is. How much they enjoyed it and were able to articulate the benefits.

KS1 results

82% of all 28 pupils achieved EXS in reading

7% are PP

100% PP achieved EXS in reading

KS2 results

83% of all 30 pupils achieved EXS in reading

7% are PP

100% achieved EXS in reading

Maths and number skills:

- Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.
- Use of White Rose Maths scheme and resources across the federation (DfE approved scheme).
- Home learning to improve core number skills and maths recall.

Subject leader review, 26.04.23, reports that White Rose is in place and being used across the school. Staff meetings have been completed to develop teachers understanding of mathematical pedagogy improving numerical fluency. 'An INSET session was led by the maths leaders across both of the school on how to use the White Rose planning to tailor it to the needs of their particular cohort and how to tweak questions to include a problem solving and reasoning elements'

Problem solving and reasoning skills are being taught, however the efficacy and consistency across the school currently differs. It is recommended that this remain a target for next year and a reminder staff meeting planned as well as monitoring across the school for next year.

Maths Targeted Intervention work:

- Maths tutor (Spot on with number 'Babcock' approved training) employed and trained to run 1:3 small groups in Early Maths intervention.

This work stopped in November 2022. Due to the budget crisis, TA staff leaving in November 2022 and those redeployed to class teaching roles (Oct 22 - July 23) were not replaced - therefore there

was no capacity to carry out the work. . There is currently no school maths intervention programme

KS 1 results

82.1% of 28 pupils achieved EXS in Maths

7% are PP

100% achieved EXS in Maths

KS 2 results

66.7% of the 30 children achieved EXS in Maths

7% of pupils are PP

0% made EXS in maths

Oracy and Language:

- Staff training on HQFT in Speech and language/Oracy.
- Whole agreements in place to support SLCN. QFT grids.
- Clear assessment and intervention tools in place. • High school and teacher focus on SLCN.

Whole federation training took place 2020-2022. Whole school agreements and QFT grids in place summer term 2022. A high level of school focus on SLCN has been maintained throughout 2022-23 also,

Clear assessment is in place for SLCN:

- All reception class pupils screened in October - on language link infants.
- Those who show some speech delays screened in October - speech link.
- Rescreens and checks set for March/April for Reception class.
- All year 1 and 2 pupils who have had speech/language interventions rescreened Nov and May.
- All year 3 screened Spring 2023 - junior language link.

TA lead for SALT was teaching in class R from October 2022 - July 2023 which meant we lost this time and expertise. To counteract this the SENCO trained all TAs (2 evening meetings) to be able to use speech and language link screeners - Summer term a new TA was employed for 2 pms to catch up on works here.

SENCO attended additional training on SLCN and SEMH links with year 6 teacher - key strategies and resources have been disseminated to all teachers.

Further Developmental Language Disorder (DLD) materials were disseminated to all staff on DLD awareness day - as reminders.

SLCN was a focus for the whole school Autumn term 2022 with internal training and support reminders.

SENCO has worked with the English team and other Subject leaders for them to consider the barriers that those with SLCN (and wider SEN needs) face in their subject so that they can better provide support and advice for all teachers within their area of expertise.

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

English and Maths:

- NTP Maths/English 1 to 3 support Spring/Summer 22-23 **Language and oracy:**

- Small group work: TA to support Oracy and language development in KS1.

Target groups were identified and supported across the Spring and Summer term - groups were primarily run by class teachers - who were released from class. All pupils closed gaps and benefited from the sessions - being better able to access and keep up with whole class learning through pre and post teaching. This helped to ensure that the gap between pupils and their peers did not widen further.

Additional solutions were found for the year 1 and 2 work in the Summer Term as a member of staff was on long term illness leave.

In year 3 the 2 children target made progress but did not reach EXS in maths. 3 children were targeted in writing 1 made EXS and the others moved into year group.

In year 4 four pupils were targeted in maths 2 children made EXS in maths and 1 in writing

In year 5 Small Maths groups were run in the spring and summer terms. Three children were targeted 0 % achieved EXS but 2 children achieved their own target.

In Year 6 The targeted two children reached EXS in reading and writing but not in Maths

Progress in the pupils' confidence and enjoyment of school was reported in the end-of-year reports for pupils targeted for the small oracy groups in year 1

Support for very high needs individuals:

- 1:1 and small group in class support for disadvantaged learners with high SEN needs and ACEs.

This funding was deployed elsewhere to meet whole school funding gaps for core staffing and resources.

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

Access to enrichment and extra curricular:

- Support for families to access trips, residentials, holiday clubs and Breakfast clubs All families were supported to be able to access residentials; all pupils who wanted to attend the residential were able to go - without financial needs being a barrier.

Class trips and school extra-curricular event (such as theatre shows, sporting activities and transportation to offsite events) were subsidised at a high level for families in need.

Breakfast club was subsidised so that it remained an affordable solution to families who needed it.

Staff development: Resilience, independence and learning behaviours

- Establish whole stakeholder understanding of visions and values (and associated learning behaviours).
- Embed vision and values across the school and curriculum.

Visions and values work was completed 2021-22. Whole school relational policy and practice has been designed and shared with all staff and parents. This is more in line with the practice, visions and values of CSM school.

Future training to embed the relational policy into practice - focus on restorative conversations.

Staff training Wellbeing and SMEH:

- School SLT member trained to be a Mental Health Lead across the Federation. SLT and TA trained in Happy Families approach.
- Identified SLT and TA trained in girls on board.
- Staff trained in emotional regulation, Pips, attachment and relational practices.
- Staff develop relational and co-regulation plans (as needed) for individual pupils.

The school continues to have a mental health lead who is part of the SLT team.

1 member of MTA staff was trained in the girls on board solution based restorative conversations. All teachers and most TAs received PiPs training level 1 and 2 (2022-23).

Fun fit

- Physical wellbeing intervention group run by a trained TA to target pupils with additional needs here.

2 members of staff trained in fun fit left the school during 2022-23. Due to funding challenges they were not replaced. This will be an action for 2023-24 to train all TA staff to be able to deliver fun fit.

And for all MTAs to be trained to provide more active breaktimes.

Young Carers:

- 3 meetings a year as a group to engage with enrichment activities and develop a network of support across school staff and peers (year 2-6).

These sessions have remained very popular within the school. 3 sessions were held - one each term - so that pupils could engage in craft, baking, making and outdoor cooperative and creative tasks. The pupils have all enjoyed attending and some have strengthened their relationship with other pupils in the group. Others have used the group as a place to share their worries or questions - or to build relationships with the adults here.

Support for families

- Developing school Mental Health and wellbeing (Early Help) pathways to support families and pupils.
- Continue to signpost families to relevant training courses and provide resources, information and ideas which can make a difference at home - visual timetables, flash cards, books, mental health 10-a-day, anxiety strategies, sleep information.
- Staff release to attend TAFs

Termly Well bring Triage meetings are held to identify pupils and their families who may need support. The SENCO and the DSL in addition to the Mental Health lead input into these meetings. The needs are discussed and a suggested way forward for the families is put into place. Some possible support may include 1:1 sessions with TA, Early Help or a session with the therapy dog.

The mental health lead has shared information with all staff about how to support pupils with anxiety and has organised wellbeing sessions for individual children and class sessions, for example, a Virtual Kindness workshop.