Pupil premium strategy statement
All Saints Church of England Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	28.1%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Body
Pupil premium lead	Clare Darling-Chalke
Governor / Trustee lead	Becca Higham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,320
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£72,320

Part A: Pupil premium strategy plan

Statement of intent

At All Saints C of E Primary School, all children, no matter what their circumstances, have the right to achieve highly. Children in receipt of the pupil premium will be given extra support to enable the gap to close or ensure appropriate stretch and challenge. All staff will ensure targeted provision for these children and monitor their progress, to carefully help them achieve their very best.

Our ultimate objective for our strategy is to remove identified barriers to learning to enable children in receipt of pupil premium to access the full and broad curriculum with the correct targeted support, scaffolding and challenge. Through high quality teaching and professional development of all staff, we will ensure classroom practice supports all children in their learning, including those with identified needs, either learning or emotional. Our ambition for every child is underpinned by a 'whatever it takes' culture, championed across the school.

This plan takes a three tiered approach;

1. High quality teaching

- A whole school ethos of attainment for all and a culture of high expectations for all children and a belief that we can help children overcome barriers to enable success
- Children and families in receipt of pupil premium are supported by all members of staff
- A rigorous focus on securing high quality teaching and responsive on-going formative assessment to ensure pupils in receipt of pupil premium make good progress
- A strong focus on 'behaviours for learning' supported by our learning gems to develop positive learning behaviours
- Positive behaviour strategies used by all staff underpinned by our Christian values of Love, Hope and Community
- Professional development focuses on the understanding of children's barriers to learning and the latest research on how children learn best

2. Targeted academic support

- The progress of pupils in receipt of pupil premium is discussed at all pupil progress meetings as a priority. Actions are identified, implemented and regularly reviewed within each assessment phase
- Learning gaps and misconceptions are quickly identified so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth

- When required, timely interventions are used, under the direction of the Inclusion Lead/SENDCo and teacher, to enable progress

3. Wider strategies

- Wellbeing Lead and SENDCo develops relationships with parents and signposts families; attendance is monitored and followed up with support for families to improve attendance
- Support from outside agencies to support individual need e.g. PBS Wellbeing Service for Parents; PBS support for children, Educational psychology, Mental Health Support Teams
- Continued professional development to support high quality teaching and learning is prioritised
- Transition processes for pupils in receipt of pupil premium are carefully planned and implemented
- Provision maps are written by class teachers and monitored by the Inclusion Lead/SENDCO – any intervention work is shared with parents
- The pupil premium governor and Inclusion Lead monitor the effectiveness of strategies regularly – this is presented to the FGB annually
- Leadership is focused on providing the support both to parents and children to remove barriers to learning and we are proactive in providing this support
- Both teachers and support staff are deployed flexibly in response to the changing learning needs of pupils in receipt of pupil premium

Challenges

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

Challenge number	Detail of challenge QT – Quality Teaching, TS – Targeted Support, WS – Wider strategies
1 QT	Assessments, observations, and discussions with pupils suggest some pupils eligible for pupil premium generally have greater difficulties with number fluency than their peers. Children in KS1 require solid number sense and recall in number facts to raise further standards of attainment and number fluency that builds into KS2.
2 QT	Assessments and book scrutiny suggest some pupils eligible for pupil premium have difficulty in organising writing with a sense of coherence and use incorrect grammar and punctuation. Children require building up their writing focussing on key skills through task variation.
3 QT	Assessments and book scrutiny suggest some pupils eligible for pupil premium have not secured knowledge of spelling patterns and rules. They find it difficult to spell common exception words and this is forming a barrier to the writing process.

4 TS	Observation and assessment suggest that some children eligible for pupil premium do not always have the ability to use language in a range of contexts; such as developing social skills. Observations show under-developed language skills and vocabulary delay in some of our youngest children. This has an impact on engagement with the curriculum.
5 TS	Our discussions with children and families show increasing numbers of children eligible for pupil premium having mental health and wellbeing difficulties, such as anxiety, attachment and trauma. Greater number of parents are seeking support in helping children managing emotions and outbursts at home, clear boundaries and routines. Mental health factors within the family affecting readiness to learn and attendance/punctuality. Lack of resilience and coping strategies observed in some of our vulnerable children and families.
6 WS	Our discussions with children and families suggest that some pupils eligible for pupil premium may not have access to build cultural capital. Children may not have the same experiences as others, or access to school trips, uniform. These can create barriers to learning and we want all children to have rich meaningful experiences.
7 WS	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1-2% lower than for non-disadvantaged pupils. We recognise the importance of attendance in closing the gaps in children's learning and accessing a full and rich curriculum.

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 outcomes for Quality Teaching	Success criteria
1. Improved number fluency for pupils in KS1	• Coherent and concise plans are being used to support Mastering Number daily sessions in YR and KS1 • Children are making accelerated progress in number fluency and demonstrating greater confidence • Outcomes at end of year for YR and KS1 are in line with ambitious predictions and close the gap between PP and non PP pupils
2. Task design for English supports the writing process for target children. They are writing with clear cohesion and correct grammar and punctuation.	• Careful scaffolding of the writing journey allows for outcomes which are coherent, punctuated and grammatically correct – teachers are using individual learning objectives to focus upon key writing skills • Writing outcomes which are in line with age related expectations are moderated through internal and external procedures

3. Children are using correct spelling pattern and rules within their writing. Children are spelling common exception words with increased accuracy.	• Spelling patterns are consistently taught and leant across the school • Progress is evident in both areas of transcription through work scrutiny and outcomes • Progress can be measured for targeted children using spelling assessments such as 'Ben's cat'
Intended outcomes for Targeted Support	**Success criteria**
4. Improved communication, listening and language skills in EYFS and KS1.	• Improved speaking and listening opportunities, including interventions with speech therapy, black sheep narrative, Language Link, talk boost • Assessment of speech and language skills in EYFS to identify gaps and put early intervention in place (Talk Boost) • Lego therapy training undertaken and intervention groups in place to support social communication
5. Children and their families know where they can go in school for emotional and mental health support.	• School has a Well Being Lead and ELSA who can support children and families with emotional/mental health concerns • Provision is reviewed regularly and progress monitored by the Inclusion Lead/SENDCo • Inclusion lead/SENDCo continues to work with families on signposting and referring to external professionals
Intended outcomes for Wider Support	**Success criteria**
6. Improve opportunities for children in receipt of pupil premium to enhance their cultural capital. Pupils are given rich experiences and opportunities across the broad curriculum.	• Pupils in receipt of pupil premium have access to clubs, resources, such as uniform and trips in order that they can participate fully in school life
7. Improved attendance of vulnerable groups of learners	• Overall attendance of children in receipt of pupil premium will be in-line with non-PP children and at least in line with the national average. • Parents feel will feel supported by the school and develop relationships with staff so problems that can affect attendance at school are addressed

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity *Links with School improvement plan*	**Evidence that supports this approach**	**Challenge number(s) addressed**
Solent Maths Hub NCTEM professional development for teachers in Year R and KS1 - through a range of national and local training (Mastering Number)	Recommendation 5 in EEF Mathematics show that teachers need to provide regular opportunities for pupils to develop metacognition by encouraging them to explain their thinking to themselves and others. https://educationendowmentfoundation.org.uk /education-evidence/guidance-reports/maths-ks-2-3 Recommendation 3 in EEF Improving Mathematics in the Early Years and Key Stage 1 suggest teachers should use manipulatives and representations to develop understanding in mathematics and recommendation 2 is that in KS1/early years children have dedicate time for children to learn mathematics and integrate mathematics throughout the day. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	*1*
Staff to undertake 4 English Professional Developmental sessions as follows: Session 1 – Developing talk and vocabulary for writing; Session 2 – Sentence structure; Session 3 – Modelling Writing and Session 4 – Editing and feedback	EEF recommendations for improving literacy in KS1 and KS2 show importance of vocabulary and good task design. https://educationendowmentfoundation.org.uk /education-evidence/guidance-reports/literacy-ks2	*2*
Staff to undertake training on Dyslexia Session 1: An introduction to dyslexia. Session 2: Supporting pupils with dyslexia in spelling and writing. Session 3: Supporting pupils with dyslexia in reading	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. https://educationendowment foundation.org.uk/ education-evidence/guidance-reports/metacognition There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence informed interventions that target specific areas of difficulty.	*2,3*

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
Spelling shed scheme of work embedded across KS2	EEF recommendation 5 in improving literacy in KS2 suggest schools develop pupils' transcription and sentence construction skills through extensive practice https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	*2,3*

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

Budgeted cost: £44,000

Activity *Links with School improvement plan*	**Evidence that supports this approach**	**Challenge number(s) addressed**
Talk boost intervention set up and running in Year R and 1.	Improving language evidence in https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Infant language link/Junior language link is a proven, award winning assessment and intervention programme. Studies on the impact can be found at https://speechandlanguage.info/resources/perch/pdf/impact-report-1.pdf	*4*
Lego therapy training and intervention set up	Improving language evidence in https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Lego-based therapy (LeGoff et all 2014) is an evidence based approach that aims to develop social communication skills.	*4*
Inclusion lead to attend DT network events to further unpick and measure outcomes for children in receipt of pupil premium	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	*1-7*
School wellbeing lead undertakes ELSA training and attends supervision	Recommendation 5 from the EEF improving behaviour state that targeted emotional support is important in meeting the needs of all pupils https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year.	*5,7*
Inclusion lead is available to meet with parents to complete referrals and	Recommendation 1 from the EEF improving behaviour state that knowing pupils and families well is key to supporting behaviour in school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	5,6,7

support families		

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

Budgeted cost: £3,320

Activity *Links with School improvement plan*	**Evidence that supports this approach**	**Challenge number(s) addressed**
Children in receipt of pupil premium have access to the same opportunities as their peers	School staff recognise the importance of equal access for all children in school trips, events and are part of the school community by having correct and good quality uniform.	6
Raise attendance with ongoing strategies such as letters home, newsletters reminders, weekly updates, reward system and support from well-being lead.	EEF research is clear with the link between attendance and attainment and behaviour in schools. It is a priority for schools up and down the country. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	7

Total budgeted cost: £72,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 SATS outcomes

All Saints C of E	Hampshire PP Data	National PP Data
Reading 83%	Reading 74.4%	Reading 74.3%
Writing 77%	Writing 72.3%	Writing 71.8%
Maths 77%	Maths 72.2%	Maths 73.1%

Year 1 Phonics Data

All Saints C of E	Hampshire Phonics Data	National PP Phonics data
79% passed phonics screen	81% passed phonics screen	80.3% passed phonics screen

Outcomes 2023-2024			
	Intent/Desired outcomes	***Implementation/Success criteria***	***Impact/Review as of July 2024***
1.	Pitch, challenge and task design meets the needs of all learners through the teaching of concrete, pictorial and abstract - children can explain their thinking in mathematics.	- Children are using the POLYA method for problem solving. - Rapid recall and fluency is improved for PP Pupils - pre-teaching and over learning supports this. - Gaps analysis is completed for any Y2 and Y6 pupil underachieving.	Four step Polya problem solving approach has been introduced across the school, including KS1 and this has ensured an increase in opportunities for problem solving. Evidenced in lesson observation and work scrutiny – children are highly positive about its use during pupil interviews. 2024 Maths KS2 SATs: 77% (Y6) 57% (PP) 100% (PP/Non SEND) (Hampshire 72.2%/National 73.1%) Children in receipt of pupil premium have been in focus for all pupil progress meetings this academic year and have been tracked individually by the Headteacher and Inclusion Lead. GDS in Mathematics training has been completed and information disseminated to all staff.

2.	A new, robust phonics programme is implemented and embedded in EYFS and KS1 which addresses gaps in learning.	- Children have access to new books, including online reading materials to support phonics learning. - There is targeted intervention in place for those not on track to ensure catch up with reading. - Parents are confident in supporting pupils at home – workshop and guidance for parents – targeting parents' confidence in supporting their children.	Bug Club introduced in 2022 and this has ensured consistency in approach, as seen in lesson observations. Summer 2024 = 79% Working At standard (Hampshire 81% national 80.3%) Staff have had training and a workshop has been delivered to support parents. Resources have been purchased to supplement guided reading, so phonics GR books are carefully matched to the phase/sound child is working on. Our KS1 Phonics Lead and English Lead monitor and track children and ensure intervention is in place and as such 4/5 children retaking phonics screen in Year 2 passed.
3.	Task design in English supports and scaffolds the writing process for target children.	- 'Hook's in' provide lots of thinking and talking about a wide range of experiences that prepare pupils for what comes next (cultural capital) and develops their language acquisition. - High quality modelled examples give children exposure to excellence. - A new handwriting scheme is introduced to support children's letter formation	Winchester locality used effectively to provide experiences for all year groups. Writing moderation outcomes show staff are able to accurately access children. Book scrutiny showed that teachers are using rich texts to drive writing standards. Children have access to rich text and planned learning journeys that build upon writing skills. Letter join introduced to all year groups, book scrutiny evidence shows impact of scheme and improvements made in children's handwriting. All staff have been part of the wider conversation and focus on children in receipt of the Pupil Premium Grant this year. This has included pupil progress meetings, book scrutiny and lesson observations.
4.	Improved communication and language skills in EYFS and KS1.	- Assessment of speech and language skills in EYFS to identify gaps and put early intervention in place - Vocabulary is explicitly taught and promoted across the school - evident in all classrooms	Early Years team completed talk boost training and completed interventions in Year R. 8 children completed the intervention programme and all met the ELG for communication and language.

			Parents received booklets with activities to further support the children's communication at home.
5.	Children know where they can go in school for emotional support.	- Children have access to emotional support/mental health support. - School has a Well Being Lead who can support children and families with emotional/mental health concerns. - School have a mental health lead who can support children and staff in school. - School have access to a play therapist who can provide intervention for those children identified with social, emotional and mental health difficulties - Children have weekly PSHE lessons of high quality to promote healthy relationships.	The ELSA is using a 'before and after' questionnaire with staff and children to measure impact of the intervention. The Headteacher completed the mental health lead training and an action plan is in place. During safeguarding reviews children can share where they would go to access emotional support. Sensory room and balcony area has been developed so children have spaces in the environment to go when feeling overwhelmed. Mental health support team referral process is now open and the school have made links with these new trained professionals. 6 children were referred to the service during 2023-2024. The school have worked with a 'buddy' from the virtual school to ensure a development plan is in place to support children's mental health with attachment and trauma difficulties. During the year 2023-2025 the school did not have access to a play therapist – see previous PP strategies (2022-2023) for details and impact.
6.	Improve opportunities for children in receipt of pupil premium to enhance their	- Children are provided with a range of experiences, using the local area to support this.	Winchester locality used effectively to provide experiences for all year groups. See the document for curriculum enrichment

	cultural capital. Pupils are given rich experiences and opportunities across the broad curriculum		https://www.allsaintsceprimary.co.uk/curriculum-and-assessment/ All children in receipt of pupil premium attended the Year 6 residential and financial support in place for all children to attend all available trips and experiences. Children in receipt of pupil premium are invited to one free club a week. 30 children attended an after school club last year (56%) and during Autumn 2024 this increased to 37 children (69%)
7.	Improved attendance of vulnerable groups of learners	- Raise the profile of good attendance with children through weekly class celebration and individual rewards for weekly attendance	Attendance for PP – 93.1% (Slight increase from previous year) Rest of school – 94.9%. Attendance continues to be a focus at a whole school level. Feedback from the children is that they enjoy the attendance part of celebration assembly on a Friday and enjoy the prizes from the 100% wheel.
8.	Improved engagement with parents, parents attending more events, such a parents evenings and curriculum workshops	- Families know where to come and access support in school, who they can talk to and therefore school are supporting parental capacity and engagement	Parents are accessing support in school from Mrs Leslie and Mrs Darling-Chalke. Parents are able to phone/email for an appointment. Mrs Leslie and Mrs Darling-Chalke support a number of families, between them they have supported 33/54 (61%) families/children in the year 2023-2024 in receipt of pupil premium. MHST are offering workshops to parents and these are sent out through emails.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Infant Language Link	SpeechLink Multimedia Ltd
Junior Language Link	SpeechLink Multimedia Ltd
Times tables Rockstars	Maths Circle Ltd
Bug Club Reading	Pearson
Scarf – PSHE curriculum	Coram Life Education