All Saints Church of England Primary School
Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of pupils in receipt of Pupil Premium funding.

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	All Saints CE Primary
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	25.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024 (Year 3 of plan)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Governing Body
Pupil premium lead	Clare Darling-Chalke
Governor	Alistair Duncan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,745.00
Recovery premium funding allocation this academic year	£2,827.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£59,572.50

Part A: Pupil premium strategy plan

All Saints CE Primary Statement of intent

At All Saints CE 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
- 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 pupils in receipt of pupil premium funding.

Challenge number	Detail of challenge QT – Quality Teaching, TS – Targeted Support, WS – Wider strategies
1 QT	Maths- recall and retention of number to enable fluency; ability to transfer maths knowledge and concepts across different problem solving areas; knowledge and understanding of maths vocabulary. Pre-conceived views re: maths is hard/parents are 'not good' at maths when they were at school – feeds into children's confidence and self-belief.
2 QT	Gaps in phonics knowledge - impact on early reading and spelling- observations show that some children in receipt of pupil premium have greater difficulties with phonics and reading than their peers. Some parents have found the demands of the curriculum difficult during periods of isolation and in some cases, lack of engagement with reading in the home.
3 QT	Writing – stamina, letter formation; being able to organise writing with a sense of coherence and correct grammar and punctuation. Adaptations are made to the curriculum so that learning is manageable and supported in building up key writing skills.
4 TS	Communication and Language – children 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.
5 TS	Increased numbers of children with Mental health and wellbeing difficulties such as anxiety, attachment and trauma. Greater number of parents 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	Cultural capital –lack of experiences for some children. Children do 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	Attendance - including inconsistency with punctuality – impacting on pupil self-esteem and gaps in learning. Some children finding it hard to transition into and out of school.
8 WS	Parental support and engagement – hard to reach families - children not having support in their pre-learning homework; some parents not confident in supporting children in learning and skillset not matched to the demands of the 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. 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 pupils - pre-teaching and over learning supports this. Gaps analysis is completed for any Y2 and Y6 pupil underachieving.	• Children in receipt of pupil premium are making good or better progress - seen through work and assessment and KS2 outcomes in 2023/2024 will show that the gap is closing between the achievement of PP and non-PP pupils
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.	• Children in receipt of pupil premium make good progress in phonics and can apply taught skills, so they can pass the phonic screen in Y1 • KS2 reading outcomes in 2023/2024 show that pupils are broadly in line with their non PP peers and in-line with national
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.	• Carefully scaffolding of the writing journey allows for outcomes which are coherent, punctuated and grammatically correct • Writing outcomes which are in line with age related expectations are moderated through internal and external procedures

A new handwriting scheme is introduced to support children's letter formation	
Intended outcomes for Targeted Support	**Success criteria**
4. Improved communication and language skills in EYFS and KS1. Improved listening skills in KS1 Assessment of speech and language skills in EYFS to identify gaps and put early intervention in place (Talk Boost) Vocabulary is explicitly taught and promoted across the school - evident in all classrooms	• Improved speaking and listening opportunities, including interventions with speech therapy, black sheep narrative, Language Link, talk boost
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.	• School employ a Well Being Lead, who is trained to support children's mental health and wellbeing. Provision is reviewed weekly for targeted children accessing this intervention and progress monitored by the Inclusion Lead/SENDCo • Wellbeing lead completes ELSA training
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 Parents feel will feel supported by the school and develop relationships with staff so problems that can affect attendance at school are addressed	• Overall attendance of children in receipt of pupil premium (not including Covid-19 related absence) will be in-line with non-PP children and at least in line with the national average
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	• Sustained high levels of parental engagement by 2024 shown through attendance to meetings, discussions and evident in child's attendance.

Activity in this academic year 2023-2024

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School improvement plan links; - Build upon our on our 'I do, we do, You do' model and use of variation - Develop further the use of SATs style questions across Years 2-5 and the use of Polya 4 step approach to solving problem - Review assessment for learning, including use of verbal feedback to support misconceptions and explicit feedback of the task	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 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	1
School improvement plan links; - Embedding phonic strategies with learning support assistants - Parental workshop on reading/phonics - Lowest 20% of readers across the school monitored in Guided Reading time and individually by English Leader - targets identified alongside class teacher and followed up - SLT review, check and agree pupil predictions for reading/writing alongside teachers	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for pupils in receipt of pupil premium: https://educationendowmentfoundation.org.uk /education-evidence/guidance-reports/literacy-ks-1 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, 3

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

Budgeted cost: £41,000

Activity	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
Inclusion lead to attend DT network events to further unpick and measure outcomes for children in receipt of pupil premium - Pupil conferencing, work scrutiny, Pupil progress meetings	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	1,3,5,6
Letter join programme set up and running across the school including interventions run by learning support assistants.	Developing stamina for writing and developing a fluent handwriting approach is crucial for writing development. https://early-education.org.uk/evidence-and-research-about-writing-eyfs-and-beyond/	3

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

Budgeted cost: £9,000

Activity	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 to all children in school trips, events and are part of the school community by having correct and good quality uniform.	6

School wellbeing lead undertakes ELSA training	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, 8

Total budgeted cost: £59,000

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcomes 2022-2023			
	Intent/Desired outcomes	***Implementation/Success criteria***	***Impact/Review as of July 2023***
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. 2023 Maths KS2 SATs: 71% (national 73%) – (32% SEN in cohort) Maths KS1 SATs 73% (national 72%)
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 2023 21 / 27 = 78% Working At standard (national: 79.5%) 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 pace.
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.	Winchester locality used effectively to provide experiences for all year groups. Writing moderation outcomes show staff are able to accurately access children.

		- A new handwriting scheme is introduced to support children's letter formation	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
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 has started intervention in Year R/1. Impact of intervention will be reviewed at the end of the academic year.
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.	Pupil wellbeing survey showed that 92.1% of children could name a safe trusted adult at school they could talk to, including their class teacher by name, Mrs Hall the Headteacher, Mrs Darling-Chalke the SENCo, Mrs Leslie the wellbeing lead and most children identified a mixture of these adults. (Class based and non-classed based) 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. Play therapist worked with 2 children through the academic year and reported progress in their emotional journeys. 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.	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	- 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 'Things we are proud of at All Saints 2022-2023' https://www.allsaintsceprimary.co.uk/curriculum-and-assessment/
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 - 92.50% - Rest of school - 95.59%. Attendance continues to be a focus at a whole school level.
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. Families are being referred for early help, wellbeing support and to the mental health support teams. Feedback for the MHST included "Just to let you know X was great this morning - she's obviously very experienced and the session was pitched perfectly for X. I feel very fortunate to have this opportunity and feel X is in a great place to receive this sort of intervention at the moment." MHST are offering workshops to parents and these are sent out through emails. Parental feedback included, "This session was incredibly useful and informative."

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A