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 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	All Saints CE Primary
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	24.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024 (Year 2 plan)
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Governing Body
Pupil premium lead	Clare Darling-Chalke
Governor	Matthew Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,860
Recovery premium funding allocation this academic year	£4023.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53,883.75

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 disadvantaged pupils is to remove identified barriers to learning to enable them 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 to tackling educational disadvantage;

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
- Disadvantaged children and families are supported by all members of staff
- A rigorous focus on securing high quality teaching and responsive on-going formative assessment to ensure disadvantaged pupils 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 disadvantaged pupils 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 disadvantaged pupils 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 disadvantaged pupils

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	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 disadvantaged children have greater difficulties with phonics and reading than their non-disadvantaged 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 PP Pupils - pre-teaching and over learning supports this. Gaps analysis is completed for any Y2 and Y6 pupil underachieving.	• PP children 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 • Children use mathematical vocabulary confidently in context, this is evident through pupil interviews and observations • Children are observed using the POLYA method for problem solving • Y2 and Y6 gaps analysis completed and outcomes targeted in intervention and quality teaching • Improvements made to Year 4 times table test • School have a team of learning support assistants who can run interventions with children following gaps analysis
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	• Phonics teaching is observed to be consistently high quality and phonics outcomes are in line with age related expectations • Pupil Premium children 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 PP pupils are broadly in line

parents – targeting parents' confidence in supporting their children.	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. A new handwriting scheme is introduced to support children's letter formation	• 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 • Application seen in children's reading, writing and spelling • Letter join programme is introduced across the school to improve handwriting and letter formation • School have a team of teaching assistants who can target children requiring extra handwriting support
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 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 • Training for EYFS staff on Talk boost • Children with language delay are identified quickly during their Early years using Language Link and NHS assessments • Explicitly model the language associated with emotions through zones of regulation work. • Vocabulary is explicitly taught and promoted across the school - evident in all classrooms • SEND 'How to support' document outlines high quality inclusive strategies to use with children with poor speech, language and communication needs • School have a team of learning support assistants who can support language development as targeted intervention
5. Children know where they can go in school for emotional support. Children have access to emotional support/mental health support.	• 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

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.	• Children know through safeguarding curriculum and PSHE curriculum who and where they go for emotional support in school – this is evident through safeguarding audits/pupil conferences • School use the SCARF PSHE programme. Children from different families understand the love and support for them. SCARF education come in to deliver extra PSHE lessons. PSHE lessons are monitored and are of good quality • School has access to a play therapist for those identified with SEMH. This is reviewed termly with other external professionals who work with the children
Intended outcomes for Wider Support	**Success criteria**
6. Improve opportunities for disadvantaged children to enhance their cultural capital. PP pupils are given rich experiences and opportunities across the broad curriculum	• PP Pupils have access to clubs, resources and trips in order that they can participate fully in school life • PP children have uniform and the resources they need to access school
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; parents are supported and signposted where needed (e.g. PBS Wellbeing Service) • Teachers will ensure they build strong relationships with families and have open lines of communications with parents and carers • Overall attendance of PP children (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	• Teachers will ensure they build strong relationships with families and have open lines of communications with parents and carers • Key families are invited to parents evenings/organised through the school office • Workshops focussed on mental health and wellbeing – Zones of regulation/E-Safety and aspects parents are asking for support with

	• Key members of staff are a visible presence on gate duty to foster relationships • Families will work with our Wellbeing lead and SENDCO to overcome barriers they face • Wellbeing Lead and SENDCO will create bespoke programmes to support families where a high level of need is seen, such as family links • Families will also be helped to access support such as Early help and PBS Wellbeing Service and School Nursing Team • Family engagement will increase and be shown through attendance to meetings, discussions and evident in child's attendance

Activity in this academic year 2022-2023

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths subject leader working with HIAS advisers on professional development re: learning journeys and variation for all pupils with a particular focus on vulnerable groups. School improvement plan links; - Build upon our on our 'I do, we do, You do' model and use of variation - Introduce the use of diagnostic packs in Year 6 and Year 2 - with a focus on n borderline children to carry out 1:1 conferencing, identify gaps and inform planning - Develop further the use of SATs style questions across Years 2-5 and the use of Polya 4 step approach to solving problem - Use of the Progression in tables facts Y1-Y4 to promote the use of multi-representations in developing pupils' mental fluency and conceptual understanding - Introducing the Hampshire Progression template to promote the use of the CPA approach and use of multi-representations in developing pupils' conceptual understanding of multiplication and division facts.	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
English subject leader working with HIAS advisers on professional development re: learning journeys and variation	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not	2, 3

for all pupils with a particular focus on vulnerable groups. School improvement plan links; - Phonics/early Reading training for staff returning to Key stage one to ensure strong practice - 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 - Monitoring triangulation – observations, work scrutiny and pupil conferencing to ensure progress is being made - Monitor English journeys and skills progression in planning and delivery, including work scrutiny	necessarily comprehension), particularly for disadvantaged pupils: 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	

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

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment of speech and language skills in EYFS to identify gaps and put early intervention in place	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
School employ a Well Being Lead to run SEMH interventions across the school	Recommendation 5 from the EEF improving behaviour state that targeted emotional support is important in meeting the needs of all pupils	5

	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.	
School employ a team of teaching assistants who can run interventions following any gaps analysis or assessment of need.	Recommendation 5 from EEF's 'Making best use of teaching assistants'. Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children 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 employ a Well Being Lead to work alongside parents - signposting, attendance follow up and support Well-Being Lead to run parental workshops on Zones of Regulation	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.	7, 8

Total budgeted cost: £53,000

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Outcomes 2021-2022				
1.	Improved reading attainment for disadvantaged pupils			
2.	Task design in English supports and scaffolds the writing process for target children			
3.	Children can explain their mathematical thinking			
4.	Improve opportunities for disadvantaged children to enhance their cultural capital			
5.	Improved attendance of vulnerable groups of learners			
6.	Improved speaking and listening opportunities			
7.	Improvements in parenting capacity of more vulnerable families			
8.	On-going whole school review and implementation of positive behaviour management strategies			
	Intent/Desired outcomes	***Implementation/Success criteria***	***Costings***	***Impact/Review***
1.	New, robust phonics programme implemented and embedded in EYFS and KS1 which addresses gaps in learning Access to new books, including online reading materials to support phonics learning – targeted work 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'	- Phonics teaching is of consistently high quality and phonics outcomes are in line with age related expectations - Pupil Premium children make good progress in phonics and can apply taught skills - Half termly/termly assessment checks - End of Y1 phonics check results – PP pupils are 'working at' - KS2 reading outcomes in 2022/2023 show that PP pupils are broadly in line	Subscription to Bug club £481.92 New phonic books to fit scheme £2000	Whole school PP children – 59% of children met age related expectations with 75% meeting a good level of development in Reading in EYFS. 84% of children passed the Year 1 phonics screen with 100% PP children passing. Pupil progress meetings outline support for PP children, children are carefully planned for as part of class provision documents.

	confidence in supporting their children	with their non PP peers and in-line with national		Observations of phonics lessons show consistency between teaching in year groups and fidelity to the new scheme.
2.	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	- Rich language and vocabulary choices evident in PP pupils' work - 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 · As evidenced in pupils' work · Application seen in children's reading, writing and spelling	HIAS Support for English £1000 Supply costs to release staff for training and development £600	Whole school PP children - 26% of children met age related expectations in writing with 75% early years writing good level development. 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.
3.	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 Rapid recall and fluency is improved for PP Pupils - pre-teaching and over learning supports this	- PP children are making good or better progress - seen through work and assessment and KS2 outcomes in 2022/2023 will show that the gap is closing between the achievement of PP and non-PP pupils - Children use mathematical vocabulary confidently in context - Mathematics outcomes which are in line with age related expectations · As evidenced in pupils' work	HIAS support for Maths £1200 Supply costs to release staff for training and development £600 **Total budgeted on Teaching £6,500** **Total spent £5, 882**	Outcomes for PP/Non PP show PP children need to continue to catch up and make progress in all areas. Teachers are planning learning journeys that build upon prior skills and meet the needs of all learners. Reading whole school meeting ARE – 75%, PP 59% (National -3.4%) Writing whole school meeting ARE 58%, PP 26% (National -29.6%) Maths whole school meeting ARE 68%, PP 44% (National -12.5%)

4.	Improve opportunities for disadvantaged children to enhance their cultural capital PP pupils are given rich experiences and opportunities across the broad curriculum – the All Saints toolkit ensures all learning is accessible to all pupils Vocabulary is explicitly taught and promoted across the school - evident in all classroom	- PP pupils are given resources and scaffolding which enable them to make good progress across the curriculum - Children can demonstrate what they know, can do and what they understand through their recorded work and verbal responses - PP Pupils have access to clubs, resources and trips in order that they can participate fully in school life	Training on how to support vulnerable children and creating toolkits for foundation subjects £600 Funding school trips £684 Funding residential trips £797.50 Funding uniform £40	26/46 (57%) children eligible for PP attend a free after school or before school club for free. Children are able to have experiences such as residentials and school trips like their peers. PP children have equal access to school experiences. Children have access to school uniform which gives them a sense of belonging and supports attendance.
5.	Improved attendance of vulnerable groups of learners	- Parents feel will feel supported by the school and develop relationships with CFSW so problems that can affect attendance at school are addressed - Parents are supported and signposted where needed (e.g. PBS Wellbeing Service) - Teachers will ensure they build strong relationships with families and have open lines of communications with parents/carers - Overall attendance of PP children (not including Covid-19 related absence) will be in-line with non-PP children	Funding well-being lead £13,000 (Half funded from Targeted Support = £6,500)	Attendance for PP children 2021-2022 was 93.12% and whole school attendance for 2021-2022 was 95.5%

		and at least inline with the national average		
6.	Improved speaking and listening opportunities .	- Improved speaking and listening opportunities, including interventions with speech therapy, black sheep narrative, Language Link, SALT or Chatterbox - Use of language therapist to work with individual children and provide staff CPD to ensure good quality provision across the school - Children with language delay are identified quickly during their Early years - Interventions are used to support with pronunciation or to broaden their language - Whole class strategies throughout the school further develop children's language in general. - Teachers and support staff will explicitly model the language associated with emotions. - Vocabulary is explicitly taught and promoted across the school - evident in all classrooms	Private speech and language support £1703 Speech and language training for all staff £212.50 Early years training for staff £400 Supply costs for releasing staff for training £200 Subscription to Infant language link and junior language link £550 School fund a team of teaching assistants paid by 1/3 of PP budget to support interventions and support for targeted pupils £34,507	School used PP to pay for a private speech therapist to assess children's speech development due to constraints by the NHS service. This enabled children to work through set programmes and make progress in their speech and language assessments. This was evident through any personal speech plans or Personal support plans of they were also identified as SEND. All staff benefited from training on how to support children with speech and language difficulties, the impact of the training is evident in classroom practice, such as the use of knowledge organisers, key words taught through pre-teaching and use of high quality teaching strategies. The school have launched 'Zones of regulation' for children to learn and share language of emotions. The wellbeing lead has been trained in this approach and led a staff INSET to share the approach with the whole school. Children are starting to use the language and share with adults *"I was in the red zone but I had a drink and a break and now back in the green zone"*

			Total budgeted on Targeted support £39,600 **Total spent £46,194**	
7.	Improvements in parenting capacity of more vulnerable families .	- Families will work with our family support worker to overcome barriers they face - FSW will create bespoke programmes to support families where a high level of need is seen - Families will also be helped to access support such as Early help and PBS Wellbeing Service and School Nursing	Funding Wellbeing Lead £13,000 (Half funded by wider strategies = £6,500)	33% of families and children in receipt of PP have worked with our school Wellbeing Lead. Wellbeing Lead has led a parental workshop on Zone of Regulation, which was well attended by 24 parents. The wellbeing lead offers bespoke sessions to vulnerable families. One parent spoke to our Wellbeing Lead and said *"I don't know what you've done but she's managing her emotions so much better".* We record parental feedback on CPOMS. Children complete a before and after picture of their work with the Wellbeing Lead, to celebrate successes and the targets they have been working on. One child feedback *"Thank you so much for helping me throughout this year, I'm so happy whenever you pick me up and I'm going to miss it."* The school has completed referrals for early help, well-being services and school nursing team. These are monitored and outcomes shared as appropriate through CPOMS.
8.	On-going whole school review and implementation of positive behaviour management strategies	- Introduction of whole school learning gems to support resilience and focus Measure success through: · Children's self-esteem and resilience will be	No cost to the school.	School have launched a new behaviour policy. Children were asked to feedback on the new gem system.

		improved with positive attitudes toward learning demonstrated in class	**Total budgeted on wider strategies £12,290** **Total spent £6,500**	Children stated they like the new system as it was clear how they could get a gem for things like 'bounce back-ability'. In the interviews they could give clear reasons how a gem was received. Classrooms all have a display showing clearly the gem system and it is embedded into school culture through assemblies and the newsletters to parents.
			Total allocated from PP = £58,390 Total spend = £58,576	

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