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 2021 to 2022 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	185
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	Summer 2022
Statement authorised by	Governing Body
Pupil premium lead	Julie Ferguson
Governor	Alistair Duncan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,315
Recovery premium funding allocation this academic year	£5075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£58,390

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 tired approach to achieving these objectives – through carefully planned staff professional development and training, targeted pupil support and wider strategies to support wellbeing and social and emotional development. A robust Personal Development Plan includes all teaching staff, Learning Support Assistants and Early Career Mentoring so that our practitioners can deliver high quality learning opportunities.

The key principles to our plan are:

- Effective implementation of our Pupil Premium Plan which is aligned with our School Improvement priorities over the next three years. This includes a focus on effective principles of teaching and learning with professional development in the areas of scaffolding, modelling, variation of task design and feedback
- The use of interventions that are then translated back into class teaching and learning i.e. Rainbow reading intervention, precision teaching to aid spelling and basic number fluency
- A clear, shared understanding of our improvement priorities, goals and milestones - which will form targeted discussions at Pupil Progress Meetings and enable staff to review implementation of support and evaluate impact, with robust checks and accountability

Our building blocks for tackling educational disadvantage are as follows:

Whole school ethos of attainment for all

- A curriculum toolkit that is designed to support all learners
- 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

Addressing behaviour and attendance

- 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

- Child and Family Support Worker 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

High quality teaching for all

- A rigorous focus on securing quality first teaching and responsive on-going formative assessment to ensure disadvantaged pupils make good progress
- Professional continued development to support high quality teaching and learning is prioritised
- When required, timely interventions are used, under the direction of the SENDCo and teacher, to enable progress
- Teachers are committed to developing positive relationships with parents and children

Meeting individual learning needs

- Professional development focuses on the understanding of children's barriers to learning and the latest research on how children learn best
- 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
- Transition processes for disadvantaged pupils are carefully planned and implemented
- Provision maps are written by class teachers and monitored by the Pupil premium lead/SENDCO – these are shared with parents

Data driven

- 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

Clear, responsive leadership

- The pupil premium governor and pupil premium lead monitor the effectiveness of strategies regularly – this is presented to the FGB
- Leadership is focused on providing the support both parents and children need to remove barriers to learning and are proactive in providing this support

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment

Challenges

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

Challenge number	Detail of challenge
1	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.
2	Writing – stamina, letter formation; being able to organise writing with a sense of coherence and correct grammar and punctuation. Teacher concerns and referrals for support for individuals has increased since lockdown periods and adaptions to the curriculum are required so that learning is presented in manageable and scaffolded ways.
3	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 not good at maths when they were at school – feeds into children's confidence an self-belief.
4	Cultural capital –lack of experiences for some children, the ability to use communication and language in a range of contexts; social skills development. Observations show under-developed language skills and vocabulary delay in some of our youngest children.
5	Mental health and wellbeing – anxiety, attachment, 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	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.
7	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 outcome	Success criteria
Improved reading attainment for disadvantaged pupils 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' confidence in supporting their children	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 Measure success through: • 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 with their non PP peers and in-line with national
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 We will measure success through: • Writing outcomes which are in line with age related expectations • As evidenced in pupils' work • Application seen in children's reading, writing and spelling
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 Measure success through: • Mathematics outcomes which are in line with age related expectations

	• As evidenced in pupils' work
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 classrooms	• 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 Measure success through: • Pupil conferencing, assessment/low stakes quizzes and work sampling
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 and carers Measure success through: • Overall attendance of PP children (not including Covid-19 related absence) will be in-line with non-PP children and at least inline with the national average
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 Measure success through: • Observations, pupil conferencing, language assessments
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 Team Measure success through: • Engagement of families, attendance and through discussions
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 improved with positive attitudes toward learning demonstrated in class

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: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English subject leaders working with HIAS advisers on professional development re: learning journeys and variation for all pupils with a particular focus on vulnerable groups.	'Improving teaching through carefully planned professional development and training' (EEF) Carefully planned CPD which follows the 'training, enabling, checking' cycle	2,3
Professional Development for teachers, led by LLP, on planning for Pedagogical Content Knowledge - designing a school toolkit for differentiation in foundation subjects - support, scaffold and challenge. Assure - professional CPD for Early Career Teacher	'Improving teaching through carefully planned professional development and training'. (EEF) Professional development for support for early career teacher including a professional body leading the training and Early Career mentoring and tutoring by experienced teachers.	5 Support with all challenge areas
Training for all teachers and LSAs on the use of Precision Teaching intervention for 1:1 - led by Educational Psychologist	Evidence indicates that one to one tuition can be effective, providing approximately **five additional months' progress on average** (Education Endowment Fund). *(For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention)*	1,2,3
Early years Framework - Professional development for staff to	'Improving teaching through carefully planned professional development and training'. (EEF)	1,2,3,4,5

work on a progress model curriculum which identifies the milestones for pupils at All Saints and reflects the cohort and community. Focus on language and communication opportunities for pupils	Phil Minns - Early Years Ofsted Whole school CPD with Speech and Language Therapist 1:1 individual S&L Therapist	

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

Budgeted cost: £39,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA deployment/intervention – reading 1:1	EEF: +4 months –	2,3
Rainbow Reading tuition – teacher 1:1 Bug Club resources	Phonics -high impact +5 Reading comprehension strategies +6 Reading – raises self –esteem across the curriculum – access to learning and children see themselves as learners	1, 2.5
Precision Teaching	+4 months EEF Recognised by EP Service as an effective strategy if delivered consistently by trained staff	1,2,3
Small group tuition and extra targeted groups (pm) Maths, reading comprehension and writing editing groups. Small group work – pm - extra targeting of key skills, working on SEN toolkit targets, pre-teaching	EEF +4 Children receiving small group support feel more confident when back in class Reading comprehension strategies - +6	1,2,3 1,5
Homework club /pre-learning support	EEF +6 months	1,2,3,4,5,7

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

Budgeted cost: £12,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support for identified pupils in receipt of PP funding and CFSW role to support attendance and family support – signposting, attendance follow up and support ELSA drop ins - lunchtime	Social and emotional learning +4	5, 6
Wellbeing Lunchtime sports club, Early Birds and after school clubs allow for development of social skills and support emotional wellbeing –PP funding to support club attendance Wider opportunities – chess club – role models from male students from Winchester college Use of class guinea pigs for vulnerable children - lunchtimes	Social and emotional learning +4 Mental health and wellbeing policy	4, 5
Wellbeing Residential visit – developing rich opportunities and experiences	Social and emotional learning +4	4,5

Total budgeted cost: £58,390

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

2020 -2021 - Nicky Osborne review (previous HT)

Impact of Pupil Premium Funding 2020-2021, National Lockdown 5th January – 8th March 2021 interrupted teaching and learning for all pupils. Many pupils in receipt of pupil premium did not access remote education, request home-learning packs or engage in learning or practising of key skills.

Some of this links to the strategies used for Catch-up Funding:

Rainbow Reading was not implemented for the whole year. Spring 2021, the teacher was redeployed to support teacher and LSA sickness absence. She did become one to one support for a child in receipt of pupil premium which impacted positively on his schooling, regulation and ability to interact as expected with his peers and adults in the school.	The ELSA increased her hours by one afternoon to support the increase in pupils and families requiring extra support to address their anxieties and resilience to learn and interact with their peers. Drop in sessions by pupils' choice were well received and well used by pupils requiring time to chat and share their worriers and issues.	Early Birds and after school clubs benefitted some families in receipt of pupil premium who required extra support during more difficult times.
Talk Boost and Family Fisher was not delivered during the whole year due to Lockdown and staff sickness absence.	Quality first teaching was delivered as much as possible and remote education facilitated this also	Fourteen laptops from the DFE as part of remote education were offered to vulnerable pupils to support remote learning at home during Lockdown.
As many vulnerable pupils as possible were included in pupils invited to attend school during the Lockdown. Some benefitted from small class sizes and regular support and intervention programmes.	Learning Packs were offered for families unable to access remote learning.	SEN Toolkit, Phonics Book Club., Rockstars/Numbots and extra reading books were purchased to address gaps in learning.
Food Vouchers were offered to families throughout Lockdown and during Feb. half-term and the summer holidays 2021	June data 2021 shows: *reading* nil or only one or two pupils achieving min sufficiency and two to three pupils developing (highest number achieving ms and dev) *writing* nil to one pupil achieve min sufficiency and nil or up to three pupils developing (lowest number achieving ms or dev) *maths none or one pupil achieve min sufficiency, one to three pupils achieve developing.*	Using codes. The PP who did not attend school or had limited attendance Jan-March did not achieve Min Suff compared to those. Those not deemed on track to achieve expected in Aut were not on track in June 2021.

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
Times tables Rockstars	
Bug Club Reading	
Scarf – RSE curriculum	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding. *Inclusion Project continuation - add detail (see Janet)* *Learning behaviours – Gems - developing children's learning behaviours through learning gem project – tangible opportunities for children to work on their behaviours for learning.*