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	186
Proportion (%) of pupil premium eligible pupils	30.3%
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 2025
Date on which it will be reviewed	December 2026
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	£84,725
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£84,725

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 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 • Children in Y3 are extending their number fluency work working with the Solent Maths Hub NCTEM
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 • Children are learning the fundamental skills of editing their writing, there is a consistent approach to teaching these strategies. • Staff are reflecting on their pedagogical knowledge, using 'Teaching One Pagers' by Jamie Clark. • KS2 Staff to undertake the project 'Raising Attainment for Disadvantaged Children in Writing'. Enabling staff to target children and the writing process • KS1 staff to work with county on the phonics partnership programme to support phonics teaching and assessment in order to improve phonics outcomes in the KS1 phonics screen
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)
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

	• Families are sign posted where appropriate to the MHST • MHST offer workshops to children and families in school • Each class has a regulation/sensory box of resources linked to the zones of regulation
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: £45,000

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) Solent Maths hub NCTEM developing teacher in Year 3 to extend number fluency from KS1	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.	*1*

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	
Staff to undertake support through the county phonics partnership program	Recommendations in EEF phonics learning toolkit - closing the disadvantage gap. *Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils. Lower phonological awareness can be contributed to by being exposed to fewer words spoken or books read in the home learning environment; or having fewer opportunities to engage in formal or informal learning opportunities outside of school. Schools should consider how to support reading in the home learning environment for all pupils.* *It is important that practitioners assess such pupils' phonics skills and adjust their teaching of phonics appropriately.* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	*2*
Staff to undertake the project 'Raising Attainment for Disadvantaged Children in Writing'	DFE published attainment data 2024/2025 showing pupils from disadvantaged backgrounds continue to show slower progress between KS2 and end of KS4. The writing framework July 2025 (DFE) recommend *It is vital to make sure all pupils are given every opportunity early on to progress. They should have regular, successful writing experiences so they do not lose faith in themselves and become demotivated. Praise should be encouraging and linked to improvements and goals. When used well, metacognitive approaches (that is, approaches that get pupils to think about their own learning) can motivate them to engage in, and improve, their learning and help them progress; the potential impact can be particularly high for disadvantaged pupils.* https://www.gov.uk/government/publications/the-writing-framework	*2,3*
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*
Staff are reflecting on metacognitive approaches and practice in their classrooms by using 'Teaching one pagers' by Jamie Clark	EEF recommendation 1 in metacognition and self-regulating learning suggest schools should support teachers to understand the importance of using strategies to develop their pupils' metacognitive knowledge. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition 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.	*1,2,3*

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	

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

Budgeted cost: £21,000

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*
Each class has a regulation/sensory box of resources linked to the zones of regulation	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	*5*
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 MHST offer workshops to children and families	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	Recommendation 1 from the EEF improving behaviour state that knowing pupils and families well is key to supporting behaviour in school.	5,6,7

referrals and support families	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	

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

Budgeted cost: £19,000

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: £84,725

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

KS2 SATS outcomes

Year 1 Phonics Data

All Saints C of E	Hampshire PP Data	National PP Data		All Saints C of E	Hampshire Phonics Data	National PP Phonics data
Reading 90% Writing 76% Maths 86%	Reading 75% Writing 72% Maths 74%	Reading 75% Writing 72% Maths 74%		64% passed phonics screen	81.4% passed phonics screen	80% passed phonics screen

Outcomes 2024-2025			
	Intent/Desired outcomes	***Implementation/Success criteria***	***Impact/Review as of July 2025***
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	All classes (YR, Y1 and Y2) have completed the mastering number sessions and staff have taken part in the training, including teaching assistants. Staff follow the plans and have seen an impact during mathematics lessons – particularly developing pattern spotting, reasoning skills and developing early number sense. In EYFS GLD rose from 64% in 2024 to 78% in 2025 and for disadvantaged pupils GLD rose from 31% in 2024 to 45% in 2025. Those children in receipt of FSM meeting GLD rose from 20% in 2024 to 40% in 2025. 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.
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	English lead has supported staff through staff meetings to focus on writing journey and clear learning objectives that focus on the specific writing skill children need to use within the lesson. All staff participating in the English Professional Developmental sessions which focussed on the following writing skills: Session 1 – Developing talk and vocabulary for writing; Session 2 – Sentence structure; Session 3 – Modelling Writing and Session 4 – Editing and feedback. As part of this training, sentence structures with 'sentence skeletons' have been refreshed and are now displayed in classes. During work sampling this year, there is a clear improvement in handwriting and spelling and teachers are planning learning journeys that build upon skills. Learning objectives are clear with the writing skills children need to focus upon. 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. End of KS2 writing has shown a slight dip in results with 77% achieving ARE at the end of 2024 and 76% achieving ARE end of 2025. However, this remains above national and Hampshire data. Results for pupils who are disadvantaged have dipped from 58% in 2024 to 40% in 2025 – writing remains a concern for pupils who are eligible for PP hence the school is taking part in the County writing project this year.

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 • Staff to undertake training on Dyslexia and disseminate to rest of the staff team. • Progress can be measured for targeted children using spelling assessments such as 'Ben's cat'	Word Study is now taught weekly in KS2 using EdShed materials and resources. Morning tasks are used to reinforce learning of key spelling rules and recall of key spellings are practised frequently over the course of the week. This is evident in end of year NFER spelling tests where children have made progress. Teachers have undertaken training in dyslexia and spelling approaches that support in class. Through observation, these are being used across KS2 and during intervention sessions. Teacher are using Ben's Cat to assess gaps and run interventions to support spelling.
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	In EYFS GLD rose from 64% in 2024 to 78% in 2025 and for disadvantaged pupils GLD rose from 31% in 2024 to 45% in 2025. Those children in receipt of FSM meeting GLD rose from 20% in 2024 to 40% in 2025. 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. Children in Year R continue to have access to talk boost and language link interventions. 3 children in YR have been working with the NHS speech and language therapist and have all made progress with their individual targets. 4 children in Year 1 have worked with the NHS therapist and have also made progress with their individual targets.
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	School Wellbeing provision is in place and active. There is change to staff starting in September 2025. The ELSA is using a 'before and after' questionnaire with staff and children to measure impact of the intervention. This was shared with Governors during a monitoring visit. During safeguarding reviews children can share where they would go to access emotional support.

			The school have added 'the study' to the safe spaces around school (Space room and Balcony) where children can work and/or work on regulation skills. Mental health support team closed their referrals for a term while they caught up during 2024/2025. The have reopened the services and 5 children were referred to the service during 2024-2025. The service has also supported Year 6 with a workshop on transition to secondary school. 12 children have been referred on to either CAMHS or pathways to diagnosis by the Inclusion Lead during 2024-2025 and 8 children were seen by our school's attached Educational Psychologist.
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	Winchester locality used effectively to provide experiences for all year groups. See the document for curriculum enrichment 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. 41 children attended an after-school club (77%) and all children in receipt of PPG receive a personalised invite. We help parents with clubs where more support is needed. All PPG children are invited to take part in the sports club which is run at lunchtime by a sports coach and singing squad.
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.	Attendance continues to be a focus at a whole school level.

		• Parents feel will feel supported by the school and develop relationships with staff so problems that can affect attendance at school are addressed	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. Attendance for children in receipt of PP has dipped slightly it was 93.1% for 2023-2024 and 92.8% for 2024-2025. This is in line with the slight dip for whole school attendance which was 94.9% in 2023-2024 and 94.7% in 2024-2025. The school will continue to support attendance providing early support to address any barriers to attending school.

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
Times tables Rockstars	Maths Circle Ltd
Bug Club Reading	Pearson
Scarf – PSHE curriculum	Coram Life Education
Letter join	Letterjoin – Green and Tempest Ltd