



# All Saints' Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the year 2023-24.

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
School name	All Saints' Church of England Primary School, Putney
Number of pupils on roll	195
Number of pupil premium eligible pupils in school	36
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 to 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Joanne Ghosh
Pupil premium lead	Catherine Williams
Governor / Trustee lead	Shelagh Harrison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46780
Recovery premium funding allocation this academic year	£5226
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£52,006</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*The ultimate objectives for our disadvantaged pupils is closing the attainment gap between them and their peers, improving their chances for strong outcomes at GCSEs and to build their self-belief and academic resilience.*

*This current pupil premium strategy plan works towards achieving this by funding and focusing spending on quality teaching, targeted support and broader strategies outside of the classroom.*

*The key principles of our strategy plan are:*

- ✓ We believe schools can make a difference. Evidence shows how Pupil Premium can have an impact on the outcomes of disadvantaged children.
- ✓ We are led by the evidence. As evidence-informed teachers and leaders we combine findings from research with professional expertise to make decisions.
- ✓ We know Quality First Teaching helps every child. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. (Sutton Trust's 2011 report).
- ✓ Implementation matters. Selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.
- ✓ We support middle and high-attainers too. The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Disadvantaged does not necessarily equate to low ability.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance – Individual cases where attendance dropped below 75%. Mitigating circumstances and recording codes for key worker pupils had a negative impact on figures, but some individual cases persist.
2	Covid-19 – legacy impact of Covid-19 in terms of loss of learning, mental health issues and wellbeing of pupils as a result of school closures.
3	Academic confidence and resilience - Teachers report that many of our disadvantaged students lack resilience when things did not go well and do not have the self-belief necessary to complete tasks.

## 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
For PPG pupils including those with SEND to reach their end of year target as set by teachers/SLT in all core subjects	100% to reach end of year target (as set by teachers via Target Tracker)
For PPG pupils including those with SEND to improve their skills in Foundation Subjects	PPG pupils can demonstrate the skills and knowledge they have learnt in Foundation Subjects  Monitored through learning walks; book looks and pupil voice
For PPG pupils to feel there is a range of ways their mental health is supported in school	PPG pupils can name a number of ways the school supports their mental health and know how to seek help if they require it.  Pupil Voice monitoring to also include the internal monitoring of worry boxes
For PPG pupils to be taught explicitly Social Emotional Learning to develop the skills required for life	PPG pupils can name a range of feelings using specific terminology  Monitoring of class PSHE logs  Pupil Voice - speaking to pupils about how they would problem solve a given social situation
For PPG pupils to be introduced to outdoor learning using Forest School principals and access nature to support their learning and well-being	PPG pupils can identify aspects of nature that help them to self-regulate.  PPG pupils are able to learn key facts about nature in a practical setting which helps them generalise classroom learning from lessons e.g. from Science Lessons  Monitored by regular Learning Checks carried out by the class teacher
For PPG pupils to have an 'equality of opportunity' in terms of their school experience.  Disadvantaged pupils are able to access trips, clubs, school teams and residential.	PPG pupils attend trips, clubs, school teams and residential in line with their peers  Class monitoring of take up of local trips and residential trips  Whole school monitoring of the take up of clubs and ensuring PPG pupils have the same levels of access as their peers.
For PPG pupil's attendance to be in line with their peers	PPG pupil's attendance is in line with their peers  Monitor through regular attendance checks  EWO to work with identified families

## 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: £ 17,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching Strategies: vocabulary, early reading and maths top-up; use of collaborative learning strategies.	<b>EEF (+5)</b> A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.	1,2,3
Good lesson planning that incorporates scaffolding and support. Same or next day maths interventions.	<b>EEF (+4)</b> Individualised instruction involves providing different tasks for each learner and support at the individual level.	1,2,3
Mastery Learning To use an approach aimed at raising standards and achievement for all including pupils with SEND	<b>EEF (+5)</b> Learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied.  Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material.	3
Staff to utilise Assessment for Learning and Metacognition approaches to inform their ongoing assessment and assist them in planning. To plan next steps and relevant adaptations for pupils with different starting points including pupils with SEND	<b>EEF (+7)</b> Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	1,2,3
Feedback	<b>EEF (+6)</b> Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1,,2,3

	Feedback can be effective during, immediately after and sometime after learning.	
Arts Participation Staff use Arts participation to improve pupils' skills set	<b>EEF(+ 3)</b> Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	1,2,3
Behaviour Intervention	<b>EEF(+4)</b> Behaviour Intervention approaches to developing a positive school ethos or improving discipline across the whole school which also aims to support greater engagement in learning	1,3
Social Emotional Learning (Including ELSA and PSHE)	<b>EEF(+4)</b> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2,3
Forest School To introduce a new style of learning in which the pupils learn different skills through nature including those around self-regulation. To improve Mental Wellbeing across the school. Pupils have an opportunity to utilise nature to improve their mental health and grow their resilience	The report by Forest Research found evidence that the activities involved in Forest School help children improve their balance, develop their motor skills and grow their stamina. They also found that it helped increase children's knowledge of the natural world	1,3,
Learning Styles Ordinarily Available Provision (Wandsworth) Staff to use this resource to adapt set work and teaching methods for particular pupils with SEND	<b>(EEF neutral)</b> To ensure pupils are given the opportunity to learn by small adaptation to their particular learning styles  <i>This is a Wandsworth provision</i>	3

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

Budgeted cost: £28,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition (Booster Groups)	<b>EEF(+4)</b> Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	2 and 3
Literacy Support Specialist teacher	<b>EEF (+4)</b> Individualised instruction involves providing different tasks for each learner and support at the individual level.	2 and 3
Teaching Assistant Interventions	<b>EEF(+ 4)</b> Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact	2 and 3
Additional Teaching Assistant Support Working across Phases	<b>EEF (+4)</b> Individualised instruction involves providing different tasks for each learner and support at the individual level.	2 and 3
Phonics Teaching Including Catch-up Phonics in KS2	<b>EEF (+5)</b> Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	2 and 3
Rapid Read in KS2	<b>EEF (+4)</b> Individualised instruction involves providing different tasks for each learner and support at the individual level.	2 and 3
Homework Weekly homework club in KS2 provides access to online learning for PPG pupils	<b>EEF(+5)</b> Homework has a positive impact on average (+ 5 months) Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning	2 and 3

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

Budgeted cost: £6,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clubs provision and funded places on residential and trips	<p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.</p>	1 and 3
Education Welfare Officer (EWO)	<p>DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> <li>• Of pupils with <b>absence over 50%</b>, only 3% manage to achieve 5 or more GCSEs at grades 9-4 including maths and English</li> <li>• 73% of pupils who have <b>over 95% attendance</b> achieve 5 or more GCSEs at grades 9-4</li> </ul>	1
TAC meetings	<p>DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> <li>• Of pupils with <b>absence over 50%</b>, only 3% manage to achieve 5 or more GCSEs at grades 9-4 including maths and English</li> <li>• 73% of pupils who have <b>over 95% attendance</b> achieve 5 or more GCSEs at grades 9-4</li> </ul>	1
Attendance Plan and Monitoring	<p>DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> <li>• Of pupils with <b>absence over 50%</b>, only 3% manage to achieve 5 or more GCSEs at grades 9-4 including maths and English</li> <li>• 73% of pupils who have <b>over 95% attendance</b> achieve 5 or more GCSEs at grades 9-4</li> </ul>	1

Total budgeted cost: £52,006

## Outcomes for disadvantaged pupils

### **Last year at All Saints' we planned for disadvantaged pupils to:**

- focus on reaching the best academic outcomes by setting academic targets
- improve pupil's phonic knowledge which underpins reading
- support pupils' mental health and ensure access to enriching activities.

### **For PPG pupils to reach their end of academic year target (as set by teachers/SLT in Autumn 2022) in all Core subjects**

*The success criteria set for this was for 75% of Pupil Premium pupils to reach their end of year target (as set by teachers/SLT) in all Core subjects. **Above 80%** reached their end of year academic targets as set at the start of the year and assessed through Target Tracker.*

### **To improve PPG pupils Phonics knowledge**

#### **Phonics teaching and catch-up for those who require additional support to secure**

*Phonics Catch up was rolled out across the school including KS2 to ensure pupils who required additional phonics to support their developing reading skills received it. This in turn has provided pupils with the skills required to increase their fluency, develop reading for pleasure and their comprehension skills. This can also be measured via the reading data.*

### **For PPG pupils to feel their mental health is well supported in school**

*The school trained a further ELSA, the school took part in a Journey of Hope/Place 2 therapy programme for a group of pupils, the school held a dedicated Mental Health Week with focused assemblies, Worry/Happy boxes have been placed in class, interventions such as: Zones of Regulation, Social Skills and daily check ins for identified pupils were implemented. Pupils demonstrated that they were developing a range of emotional literacy skills.*

### **For PPG school to feel they are treated equally in terms of access to trips, clubs, school teams and residential trips**

*Funding has been used to ensure all pupils with PPG can have full access to a range of enriching/sport activities such as: trips, clubs, school teams and residential*



## Externally provided programmes

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

Programme	Provider
ELSA	Schools and Community Psychology Service

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
See above outcomes for disadvantaged pupils
<b>The impact of that spending on service pupil premium eligible pupils</b>
See above outcomes for disadvantaged pupils

## 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.*