

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' Church of England Primary School, Putney
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2023-24
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	C Wood
Pupil premium lead	C Williams
Governor Lead	J Renwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45920
Recovery premium funding allocation this academic year	£5365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£51,285

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. (see school's analysis)
2	Covid-19 – Impact of Covid-19 in terms of loss of learning, mental health issues and wellbeing of pupils returning to school. Pupils not having access to resources (books, revision guides or computers) to complete independent work, homework and remote learning during lockdown.
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 to reach their end of academic year target (as set by teachers/SLT in Autumn 2022) in all Core subjects.	75% to reach their end of year target (as set by teachers/SLT) in all Core subjects. Assess through Target Tracker/ SEND intervention data/End of Key Stage Data
To improve PPG pupils Phonics knowledge (security) Phonics teaching and catch-up for those who require additional support to secure	Pupils reading fluency improves which in turn will lead to pupils improved comprehension and enjoyment of a range of texts.
For PPG pupils to feel their mental health is well supported in school	PPG pupils develop a range of emotional literacy skills PPG pupils use worry boxes and speak to staff about their concerns PPG pupils have access to ELSA support when required
For PPG school to feel they are treated equally in terms of access to trips, clubs, school teams and residential trips. <i>Please note the amount spent on this is increased as the 'cost of living' crisis it is predicted by the school will impact particularly in this area</i>	Disadvantaged pupils 'cultural capital' is enhanced by having equal access to enriching school experiences. They develop 'a sense of belonging' and do not perceive a differential between themselves and their peers in terms of opportunity.

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: £8,285

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.	EEF (+5) 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.	3
Arts Participation	EEF(+ 3) Arts participation approached can have a positive impact on academic outcomes in other areas of the curriculum.	3
Staff to show a secure understanding of QFT and Wave 3 Teaching.	EEF (+4) Individualised instruction involves providing different tasks for each learner and support at the individual level.	3
Good lesson planning that incorporates differentiation and support. Same or next day maths interventions.	EEF (+4) Individualised instruction involves providing different tasks for each learner and support at the individual level.	3
Staff to understand the relevance of target setting as part of AfL and Metacognition Staff use assessment to assist them in planning next steps, Including for different starting points and gaps created due to Covid.	EEF (+7) 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. EEF (+4) Individualised instruction involves providing different tasks for each learner and support at the individual level.	3
Clear strategies are listed and implemented for the drive to accelerate early reading in EYFS and also KS1 and Reading Comprehension in KS2.	EEF (+6) Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Strategies might include reading aloud etc. EEF (+6)	3

	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.	
Spelling lessons are taught in KS1 alongside phonics. Strategies for teaching vocabulary are agreed and explicit practise is put in place.	EEF (+6) Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Strategies might include reading aloud etc.	3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced upper pay-scale staff tutoring Year 2 and Year 6 in Spring/Summer 2022.	EEF (+4) Individualised instruction involves providing different tasks for each learner and support at the individual level.	2 and 3
ELSA Additional training of two more ELSA's ELSA supervision provided to discuss cases	EEF (+2) Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. EEF (+7) 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.	2 and 3
Phonics Teaching Including Catch-up Phonics in KS2	EEF (+5) 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
Homework Weekly homework club in KS2 provides access	EEF(+5) Homework has a positive impact on average (+ 5 months)	2 and 3

to online learning for PPG pupils	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	
Rapid Read	EEF (+4) Individualised instruction involves providing different tasks for each learner and support at the individual level.	2 and 3
Teaching Assistant Interventions	EEF(+ 4) 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 in KS2	EEF (+4) Individualised instruction involves providing different tasks for each learner and support at the individual level.	2 and 3
Literacy Support Specialist teacher	EEF (+4) Individualised instruction involves providing different tasks for each learner and support at the individual level.	2 and 3

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clubs provision	EEF (+5) 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
Residential and Trip	EEF (+5) 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 and 3
TAC meetings	DfE research (2012) on improving attendance at school found that: <ul style="list-style-type: none"> • Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English • 73% of pupils who have over 95% attendance achieve 5 or more 	1

	GCSEs at grades A*-C	
Attendance Plan and Monitoring	<p>DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> • Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C 	1

Total budgeted cost: £51,285

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 2021 to 2022, 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?

Last year we planned for pupils receiving PPG (including Service Pupil Premium) to: accelerate progress (secure best academic outcomes), improve vocabulary and pupil's collaborative learning.

1. To secure the best academic outcomes for the current Year 6 pupils as they transition to secondary.

PPG pupils in Year 6 last year, the majority (80%), were also on the SEND register (with EHCP or on SEN Support). Some pupils reached the expected standard in certain subjects. An example of progress was one pupil who received Literacy Support and was working at well below expected level who was able to read and comprehend a Year 6 text before transitioning to Secondary (also see 2).

2. To improve pupil vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to future performance.

An experienced upper pay-scale staff tutored Year 2, Year 6 as well as other PPG pupils across the school in Spring and Summer 2022. This tutoring was used particularly to catch pupils up on gaps in academic learning from Covid19. Some PPG pupils received Literacy Support to develop their vocabulary and the majority benefitted from Rapid Read which has a vocabulary/spelling focus.

3. A collaborative (or cooperative) learning approach is used to improve poor oral skills and communication language.

An additional Teaching Assistant Support in KS2 allowed for Rapid Read as well as Speech and Language targets to be delivered. Evidence of the success of this strategy was that 3 pupils (2 who were PPG) reached age expected levels

over the year and were removed from the SALT caseload. These strategies also improved pupil's vocabulary.

Additional Outcomes

4. In terms of pupil attendance the majority of PPG attendance was good or better in some cases. It is worth noting however that some PPG (and non- pupils) attendance was negatively impacted by Covid 19 also in the year 2021-22 and this information is recorded.

5. Clubs, visits and Residential trips improved over the past year (2022-24) some due to Covid-19 were cancelled however more took place than in the previous academic year. In response to Covid 19 the school continued to take full advantage of a range of virtual visits to enrich the curriculum. Furthermore **all** planned Residential trips did take place in 2021-22.

6. In terms of Pupil well-being the school has two ELSA's who continued to work with pupils including those receiving PPG. In the Year 2021-22 PPG funding contributed towards regular paid Supervision for the ELSA's from Wandsworth's Community and Psychology Service so they could develop their practice further and receive support for particular cases (including those children in receipt of PPG on their caseload).

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
ELSA	Schools and Community Psychology Service

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?	See above PPG outcomes
What was the impact of that spending on service pupil premium eligible pupils?	See above PPG outcomes