



# All Saints' Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the year 2024-25.

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 in school	33
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-26
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Joanne Ghosh
Pupil premium lead	Joanne Ghosh
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,840
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£48,840</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	Lower academic entry points compared to non-disadvantaged peers
2	Attendance – Individual cases where attendance dropped below 75%.
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.
4	Harder to reach parents with less access to support home learning due to a range of factors including parental physical and mental health
5	Fewer opportunities outside school for enrichment and developing wider skills
6	More than half our PPG pupils are also on the SEN register

## 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
The academic attainment gap between PPG pupils and non-PPG peers is narrowed	<ul style="list-style-type: none"> <li>By the end of Year 6 there is no significant difference in academic attainment of PPG pupils and non-PPG pupils</li> <li>PPG pupils make expected or better progress in all subjects</li> </ul>
For PPG pupils including those with SEND to improve their skills in Foundation Subjects	<ul style="list-style-type: none"> <li>PPG pupils can articulate and demonstrate the skills and knowledge they have learnt in Foundation Subjects</li> </ul>
For PPG pupils to know there is a range of ways their mental health is supported in school	<ul style="list-style-type: none"> <li>PPG pupils can name a number of ways they can supports their mental health and know how to seek help if they require it.</li> </ul>
For PPG pupils to be taught explicitly Social Emotional Learning to develop the skills required for life	<ul style="list-style-type: none"> <li>PPG pupils can name a range of feelings using specific terminology</li> <li>PPG have strategies to proactively regulate their emotions</li> </ul>
For PPG pupils to have an 'equality of opportunity' in terms of their school experience.	<ul style="list-style-type: none"> <li>All PPG children attend at least one extra-curricular club per term.</li> </ul>
Disadvantaged pupils are able to access trips, clubs, school teams and residential.	<ul style="list-style-type: none"> <li>All PPG children attend the residential trip</li> </ul>
For PPG pupil's attendance to be in line with their peers	<ul style="list-style-type: none"> <li>PPG pupil's attendance is in line with their peers and meets target of 97%</li> </ul>
Parents of PPG children engage with the school	<ul style="list-style-type: none"> <li>Parents of PPG children are represented on governing board, FOASS, as Class Reps and at workshops and parent meetings</li> </ul>

## 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: £ 12,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: 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.	1,3, 6
CPD: Good lesson planning that incorporates scaffolding and support.	<b>EEF (+4)</b> Individualised instruction involves providing different tasks for each learner and support at the individual level.	1,3, 6
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
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.  Feedback can be effective during, immediately after and sometime after learning.	1,3, 6
Social Emotional Learning (Including ELSA, Zones of Regulation 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.	3, 6
Learning Styles Ordinarily Available Provision (Wandsworth)	<b>(EEF neutral)</b>	1,3,6

Staff to use this resource to adapt set work and teaching methods for particular pupils with SEND	To ensure pupils are given the opportunity to learn by small adaptation to their particular learning styles	
---	---	--

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

Budgeted cost: £26,963.88

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.	3 and 6
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	3 and 6
SALT 1:1 interventions	<b>+ 6 months</b> On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	3 and 6
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	1, 3 and 6
Rapid Catch-up (Little Wandle) & reading interventions in KS2	<b>EEF (+4)</b> Individualised instruction involves providing different tasks for each learner and support at the individual level.	3 and 6
EEF Subject-Specific Vocab project	<b>+ 6 months</b> On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	
Behaviour & social skills Intervention	<b>EEF(+4)</b> Behaviour Intervention approaches to developing a positive school ethos or improving	3 and 6

	discipline across the whole school which also aims to support greater engagement in learning	
--	--	--

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

Budgeted cost: £9,866.48

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 extracurricular to broaden their cultural capital and build a range of interests, talents and skills.</p> <p>Attending extra-curricular clubs and residential trips support self-esteem, confidence and resilience.</p>	2
Education Welfare Officer	<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>	2, 3, 4
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>	2, 3, 4
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> </ul>	2

	<ul style="list-style-type: none"> <li>73% of pupils who have <b>over 95% attendance</b> achieve 5 or more GCSEs at grades 9-4</li> </ul>	
Parent workshops including EDI Working Party	<p>EEF + 4 months</p> <ul style="list-style-type: none"> <li>The average impact of parental engagement approaches is about an additional four months' progress over the course of a year for a very low cost based on extensive evidence.</li> </ul>	4

**Total budgeted cost: £ 49,780**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

<p><b><u>To improve PPG pupils Phonics knowledge</u></b></p> <p><b><u>Phonics teaching and catch-up for those who require additional support to secure</u></b></p> <p><i>100% of the PPG pupils in Y1 passed the Phonics Screen Check</i></p> <p><i>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.</i></p> <p><b>KS2 SATs</b></p> <p><i>80% of PPG children achieved EXS or higher in maths and reading.</i></p> <p><i>100% of PPG children achieved EXS or higher in writing.</i></p> <p><i>20% of PPG children achieved GDS in reading, writing and maths</i></p> <p><b><u>For PPG pupils to feel their mental health is well supported in school</u></b></p> <p><i>The school continued to offer ELSA support and also took part in a Journey of Hope/Place 2 therapy programme for three different groups of pupils across a range of year groups.</i></p> <p><i>All Saints ha 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.</i></p>
---

*Children are able to name and label their emotions. Targeted children received intervention to support their emotional regulation and are continuing to do so. They are able to reflect, discuss their behaviour and take responsibility.*

**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, and school teams and residential.*

*100% of PPG children in Y4-Y6 attending the year group residential trip*

*All PPG were offered a funded place at an extra-curricular club 3 times a year*

*100% of PPG children accessed a range of trips, visits, speakers and workshops across a broad curriculum*



## 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>
NA
<b>The impact of that spending on service pupil premium eligible pupils</b>
NA

## 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.*