

Pupil premium strategy statement – All Saints C of E Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	205
Proportion (%) of pupil premium eligible pupils	65%
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 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Josephine Copeland
Pupil premium lead	Diane George
Governor / Trustee lead	Charlotte Bathgate

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,400
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£192,400

Part A: Pupil premium strategy plan

Statement of intent

The intention of our Pupil premium strategy plan is that all pupils, irrespective of their background or the challenges they face, will be taught the skills they need to read and write well so that they acquire a secure foundation which enables learning across the curriculum, but more importantly, equips them to thrive as young adults. Our pupil premium strategy aims to accelerate progress for our disadvantaged pupils, including those who are high attainers, so that the learning potential of each child is unlocked.

High quality teaching is crucial for the attainment and progress of pupils. Research identifies quality first teaching (QFT) and strong pedagogic strategies, effectively implemented, as having the most impact on pupil progress. The rationale underpinning our pupil premium strategy is to ensure all staff are exposed to excellent professional development that provides them with the expertise and specialism to secure sustained improvements for our pupils.

All members of staff, governors and teaching assistants accept responsibility for improving the outcomes of our 'socially disadvantaged' pupils, and are committed to meeting their pastoral, social and academic needs within the school environment.

Our pupil premium strategy includes activities that:

- Enhance the quality of teaching, such as staff CPD*
- Provide targeted academic support*
- Addresses non-academic barriers to success in school, such as attendance, behaviour, and social and emotional support*

Challenges

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

Challenge number	Detail of challenge
1	2024 IDSR identifies KS2 maths performance as significantly below national and in the 2 nd percentile. (2024 school value 30% EXS; 2024 national value 73% EXS). 65% of our pupils are in receipt of PPG therefore, addressing this challenge will benefit all children.
2	2024 IDSR identifies KS2 reading performance at the expected standard as significantly below national and in the 1 st percentile. (2024 school value 37% EXS; 2024 national value 74% EXS). 65% of our

	pupils are in receipt of PPG therefore, addressing this challenge will benefit all children.
3	Assessments, observations, and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to KS2 and in general, more prevalent among our disadvantaged pupils than their peers. Vocabulary deficits account for reduced progress and lower attainment in reading, maths reasoning and across the wider curriculum.
4	Attendance among disadvantaged pupils is currently 89% 27% of disadvantaged pupils are 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting the progress made by disadvantaged pupils', particularly those pupils identified as having additional needs.
5	Our pupil voice discussions indicate that many disadvantaged pupils do not routinely have access to a wide range of 'enrichment' activities (as their non disadvantaged peers) which are known to promote cultural capital. <i>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. EEF: educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</i> The EEF report 'What promotes better achievement for bright but disadvantaged students?' recommends that support to encourage ... <i>educational trips and out-of-school studying opportunities should be provided to promote attainment for disadvantaged students at all ages.</i> Areas where disadvantaged pupils are supported include: swimming lessons; residential visits where financial support may be offered to cover some (or all) costs; visits out of school; visitors in to school; music specialist teacher.
6.	We are a highly transient school community. IDRS School % stability is well below average (2024- 58%) In year admissions are more than likely characterised by one or more of the following: <ul style="list-style-type: none"> • PPG (65% of pupils) • EAL (43% - Well above national average) • SEND (School: 21.5%; National 12%) • Social care intervention

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
Embed cognitive science principles into daily practice across all areas of the curriculum to improve pupil retention	Whole school monitoring (books, lesson visits, planning) will show evidence of how principles have been integrated in daily practice.
To increase the proportion of pupils achieving age appropriate standards in reading	Internal and external assessment measures will show that gaps in reading attainment are rapidly closing , and that all pupils are making progress regardless of their starting points. 2025 KS1 and 2 reading outcomes will show that the gap in attainment between disadvantaged and non disadvantaged pupils meeting the expected standard is narrowing (compared to 2024 performance)
Provide increased opportunities for pupils to develop their mathematical language and reasoning skills	Internal and external assessment measures will show increased understanding and accuracy in pupils' responses. Monitoring activity will evidence opportunities pupils are given to develop reasoning skills. 2025 KS1 and 2 maths outcomes will show that the gap in attainment between disadvantaged and non disadvantaged pupils meeting the expected standard is narrowing (compared to 2024 performance)
To ensure the school meets (or exceeds) national attendance targets (96%+)	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being in line (or better) than local averages and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. The proportion of disadvantaged pupils who are persistently absent reduces by 10%.
To explicitly teach 'Academic and Elaborative' word lists across all subjects	Pupils' spoken language and written responses show evidence of taught academic and elaborative vocabulary.
To improve assessment procedures for recently arrival EAL pupils	Robust assessment practice in place for recent arrivals. Tracking EAL language proficiency shows more pupils at competency/ fluent (Dfe Code C, D, E) stages.
To ensure the curriculum is inclusive and appropriate adaptations are in place for pupils who are new to English	Monitoring activity will evidence examples of adaptive teaching to demonstrate how pupils new to English are supported to access the curriculum.

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: £ 90 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription to Read Write Inc (RWI) online training portal to allow for model lessons to be viewed and help embed consistently good practice</p> <p>Purchase RWI development support and Leadership training to enhance monitoring analysis</p> <p>Plan 2x RWI refresher CPD for existing staff and full training for new colleagues.</p> <p>Use phonics videos for parents to access at home and allow time for additional practise, where pupils require it</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2.
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><i>‘...the best of standardised tests can offer increased objectivity, validity and reliability.’</i></p> <p>EEF Assessing and Monitoring Pupil progress, 2016</p>	1. 2.
<p>Develop a culture where a love of</p>	<p>There is a growing body of evidence which illustrates the importance of</p>	2.

<p>reading is at the centre of the curriculum:</p> <p>Carry out reading surveys across the school to ascertain attitudes towards reading</p> <p>Implement strategies that promote a love of reading</p> <p>Clarify expectations on reading corners in classrooms where the quality of the books is the most important consideration</p> <p>Engage school council to conduct questionnaire to identify favourite authors/ titles/ genres in order to inform new book purchases</p> <p>Each class to be given a bespoke selection of classic, core books ...</p> <p>'Books to read before you are... 7..8..9 etc..</p>	<p>reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>DfE Research evidence on reading for pleasure (2012)</p>	
<p>Annual calendar of CPD and Inset training designed to challenge ideas around teaching and learning strategies and measuring progress, provided by Chris Quigley Education consultancy</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>EEF Education Evidence Guidance Reports Effective Professional Development</p>	<p>1. 2. 3.</p>
<p>Refresher EAL training (Hounslow Language Service) will be planned to support the teaching team to further embed the most effective pedagogical approaches for pupils new to English</p>	<p>EAL in the mainstream classroom, Challenge Partners and EEF 2023</p> <p>Awaiting full evaluation report. Initial findings indicate:</p> <ul style="list-style-type: none"> • teachers reported increased levels of confidence and a wider repertoire of skills used in the classroom to support EAL students • Pupil surveys also showed that students developed their 	<p>6.</p>

	confidence in speaking in class as a result of the interventions designed by course participants.	
Recruit specialist music teacher to support the school to widen it's educational offer for all pupils, but also to reduce cultural capital gaps for our disadvantaged pupils	<p>Cultural capital</p> <p>Introduced by French thinker Pierre Bourdieu in the 1970s, cultural capital refers to the social and cultural knowledge that can help a student have an advantage in social life.</p> <p>Arts participation approaches can have a positive impact on academic outcomes (+3 months)</p> <p>It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>EEF Toolkit</p> <p>Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely embrace the whole school environment which could have a positive influence on their academic learning.</p>	5.
<p>Develop pupils mathematic language and reasoning skills so that they confidently apply understanding across a range of contexts</p> <p>Increase staff confidence in maths reasoning and teaching mathematical language</p> <p>Implement systems that ensure children become fluent in maths and know appropriate maths facts by the end of the year</p> <p>To formulate an agreed pedagogical approach to teaching reasoning</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>EEF Education Evidence Guidance Reports Effective Professional Development</p>	1.

<p>Deployment of existing inclusion staff to run small groups and one to one intervention on specific targets, including EAL and language intervention. This to be led and monitored by the SENDCo</p>	<p>Individualised instruction – EEF toolkit</p> <p>Teaching assistant interventions – EEF toolkit</p> <p>Oral language intervention – EEF toolkit</p>	<p>6.</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Reading Plus programme</p>	<p>Reading Plus efficacy study in partnership with Derby research school</p> <p>Summary of conclusions:</p> <p>a) Disadvantaged pupils (pupil premium) made more significant reading gains than non-disadvantaged pupils who did not use the programme.</p> <p>b) Pupil premium children in the Reading Plus schools achieved on average:</p> <ul style="list-style-type: none"> • Triple the progress of pupil premium children who didn't use Reading Plus in the first term of use. • 68% increase in test scores from their first to the last test. <p>A rise of eight marks on scaled scores.</p>	<p>2. 3.</p>

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

Budgeted cost: £ 90 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Subsidised after school clubs	Extending school time £££ Evidence base: ** Average impact: +3	6.
Subsidised residential visit for year 6 pupils	<p>A study by the University of Reading found that outdoor residential experiences significantly boosted students' confidence and had a statistically significant positive effect on their examination results.</p> <p><i>Making gains: the impact of outdoor residential experiences on students' examination grades and self-efficacy, 2016</i></p>	5.
Continue the development of the school 'Early Help' offer to ensure rapid family support is given before families get to crisis point.	Social and Emotional Learning: Cost: £££ Evidence base: **** Average impact: +4months	6.
A staff member will be trained to deliver ELSA and the program will be rolled out across the school for children identified through the school's referral system.	Social and Emotional Learning: Cost: £££ Evidence base: **** Average impact: +4months Social and emotional learning – EEF toolkit Meta cognition and self-regulation – EEF toolkit	6.
Breakfast and holiday clubs	<p>By offering before/ after school clubs, enables the school to broaden its contact with certain families. We can ensure that these pupils have a calm and appropriate start to the day, which supports their readiness for learning. Holiday clubs allow the school to offer working families support in school holidays and further build the links between the school and its families.</p>	6.
Appoint a Parent Liaison officer (0.4 FTE) to work in partnership with the EWO to	<p>DfE report: link between attendance and attainment at KS2 and KS4 - March 2016 ... <i>in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.</i></p> <p>The accompanying text says: ... <i>pupils with no absence are 1.3 times more likely to achieve level 4 or above,</i></p>	4. 6.

<p>increase attendance of disadvantaged pupils and reduce persistent absence</p>	<p>and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10- 15 per cent of all sessions</p>	
<p>Contingency fund for acute issues.</p>	<p>Since 2021 All Saints have received in year applications from a significant number of refugee families without recourse to public funds.</p> <p>The contingency fund represents a fraction of the costs required to provide EAL training for staff; targeted English lessons for pupils and parents; tailored resources and emotional coaching to families who have experienced trauma.</p> <p>Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>6.</p>
<p>Specialist play therapist appointed to deliver 1:1 counselling sessions for target pupils</p> <p>Increased Educational psychologist time allocation to support the school's dialogic activities and implementation of strategies that support disadvantaged pupils' social and emotional health (50% of PP on the SEND register have</p>	<p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores...</p> <p>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</p> <p>EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>6.</p>

<i>additional SEL needs)</i>		
Music therapy through drumming sessions	<p>1. Music Therapy in Mainstream Schools</p> <p>A systematic review published in 2024 examined the application of music therapy with children and adolescents in mainstream schools. The review identified 60 relevant papers, including 12 outcome studies, suggesting that music therapy is an effective intervention for addressing the emotional and social well-being needs of children in these settings. The authors highlighted the necessity for further research to solidify these findings.</p> <p>Catherine Carr, 2008</p>	

Total budgeted cost: £ 192 400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Success criteria	Evaluation
Embed cognitive science principles into daily practice across all areas of the curriculum	Whole school monitoring (books, lesson visits, planning) will show evidence of how principles have been integrated in daily practice.	<p>Lesson visits show:</p> <ol style="list-style-type: none"> 1. Improved consistency in the structure and format of lessons including recap of prior learning, explicit teaching of new vocabulary, entry and exit quizzes. <p>The impact on pupil performance is:</p> <ol style="list-style-type: none"> a) Disadvantaged pupils, who have attended the school for the entire key stage, demonstrate better long term retention which translates to improvements in standardised assessments.
To increase the proportion of pupils achieving age appropriate standards in reading	Internal and external assessment measures will show closing gaps in attainment so that pupils' performance is in line with national expectations. 2024 KS1 and 2 reading outcomes show that the percentage of disadvantaged	<p>Year 1 PSC:</p> <p>1% gap in the performance of PPG compared to non PPG (PPG: 59%; non PPG 60%)</p>

	<p>pupils meeting the expected standard is within 5% (or in line) with their non disadvantaged peers.</p>	<p>KS1 Reading</p> <p>Disadvantaged pupils perform significantly better than non PPG (+22% gap). Non PPG children in this cohort are more likely to have a SEND need or be an in year admission (16 pupils arrived in the period September 2023-24) who were new to English.</p> <p>KS2 Reading</p> <p>Pupils did not make the expected progress in reading at the end of KS2. 32% of the cohort were identified with an additional need; 43% with English as an additional language; 43% of pupils joined the cohort after year 4.</p> <p>Five of the nineteen Disadvantaged pupils were within 5% of reaching the scaled score in reading.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being in line (or better) than local averages and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. <p>The percentage of all pupils who are persistently absent falls below 12% the proportion of disadvantaged</p>	<p>The attendance gap between PPG and non PPG children is 2%; (89%; 91%)</p> <p>The proportion of children who are persistently absent is lower for Disadvantaged pupils than non PPG by 5% although both percentages remain stubbornly high (27%; 32%)</p> <p>The attendance team will continue to build on the</p>

	pupils who are persistently absent reduces by 10%.	robust systems and procedures in place. Introduction of Study Bugs app provides further analysis and insights.
To explicitly teach 'Academic and Elaborative' word lists across all subjects	Pupils' spoken language and written responses show evidence of taught academic and elaborative vocabulary.	The curriculum has been reviewed to ensure systematic strategies are in place to explicitly teach vocabulary: <ul style="list-style-type: none"> ▪ Vocabulary activation tasks at the start of a lesson ▪ Discrete weekly vocabulary input ▪ Vocabulary homework books ▪ 'Golden sentences' ▪ Whole school 'Word of the week' ▪ Concept maps and end of unit assessments <p>Work book scrutiny shows some evidence of taught words applied to independent writing however, this continues to be an ongoing challenge which will be built on in 2024-25</p>
To improve assessment procedures for recently arrival EAL pupils	Robust assessment practice in place for recent arrivals.	Improved assessment systems for EAL pupils ensures we have: <ol style="list-style-type: none"> 1. Accurate identification of strengths and gaps which contributes to tailored, targeted teaching input and interventions.

		<ol style="list-style-type: none"> 2. Assessment evidence through which to track progress over time 3. Inclusive planning approaches that benefit all learners through strategies such as visual aids, scaffolds, structured talk.
<p>To ensure the curriculum is inclusive and appropriate adaptations are in place for pupils who are new to English</p>	<p>Monitoring activity will evidence examples of adaptive teaching to demonstrate how pupils new to English are supported to access the curriculum.</p> <p>2023 -24 Whole school training schedule will reflect gaps/ development areas in EAL practice.</p>	<ol style="list-style-type: none"> 1. Menu of staff training has ensured that CPD from Hounslow EAL service has been cascaded to all staff. 2. Whole school approach to promoting independent writing for EAL learners. All teaching spaces have A3 posters of 12 key strategies: substitution tables; T-charts, subtlety of meaning steps... Teachers use green paper to indicate when an EAL strategy has been employed. <p>As a result, monitoring activity shows that pupils transition quickly after a brief settling period, they demonstrate improved confidence and engagement, and over time are increasingly able to complete tasks independently. Pupils rapidly improve language proficiency and are well supported to access the wider curriculum.</p>

<p>Provide increased opportunities for pupils to develop their mathematical language and reasoning skills</p>	<p>Internal and external assessment measures will show increased understanding and accuracy in pupils' responses.</p> <p>Monitoring activity will evidence opportunities pupils are given to develop reasoning skills.</p> <p>2024 KS2 maths outcomes show that the percentage of disadvantaged pupils meeting the expected standard is within 5% (or in line) with their non disadvantaged peers.</p>	<p>Book scrutiny shows increased reasoning and problem solving opportunities.</p> <p>Teachers regularly attend maths planning support surgeries and express greater confidence teaching reasoning skills.</p> <p>Pupil voice shows evidence of the retention of mathematical vocabulary.</p>
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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
Big Maths	Andrell Education

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.