



# ALL SAINTS

## CATHOLIC COLLEGE

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# Pupil Premium Strategy Statement

2023-24

# 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.

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 Catholic College
Number of pupils in school (November 2023)	828
Proportion (%) of pupil premium eligible pupils	40.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Board of Governors
Pupil premium lead	Mr Paul Walton
Governor / Trustee lead	Ms Maureen Marlowe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023-24	£353,970
Recovery premium funding allocation this academic year 2023-24	£24,826
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£378,796</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment at the end of Year 11
- Literacy
- Attendance

Alongside these, we have noticed an increase in the number of disadvantaged families requesting financial support in the form of school equipment and uniform. At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as smaller class sizes and CPD to ensure high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all as is our statutory duty.

Our strategy is integral to wider school plans for education recovery, notably through utilising the School Led Tutoring Grant for pupils that have been worst affected, including non-disadvantaged pupils. Our strategy will be driven by the needs and strengths of each young person, not assumptions or labels, and it is rooted in assessment, which allows interventions to be evaluated and the impact measured for future use. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

We aim to create a culture of early intervention for addressing need, using an evidence informed, tiered model of teaching and learning, academic intervention and wider approaches to overcome barriers to learning. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

## Challenges

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

Challenge	Detail of challenge
1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Our observations and data collection of Year 11 Pupils indicates Non-PP pupils (P8 = +0.81) are forecast to make twice as much progress as their PP peers (P8 = +0.4). The gap in attainment is predicted to be lower, with 36.7% of PP pupils not expected to achieve 5 standard passes (including Eng & Ma), compared to 27.6% of Non-PP pupils.
2	Internal data highlights slower rates of progress in reading ages for Pupil Premium students. 79% of Year 9 Pupil Premium students did not improve their reading score over the course of the previous academic year. The gap in reading levels will have been further exacerbated by the pandemic and enforced school closures.
3	Our attendance data last year indicates that attendance among disadvantaged pupils was been 3.2% lower than that of their non-disadvantaged peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and data for the current academic year shows PP pupils' attendance is 5.5% lower than non PP
4	Increasingly, more disadvantaged families across all Key Stages are asking the school for financial support to provide the correct uniform for pupils and to pay household food bills.

## 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
To improve the attainment of PP pupils in comparison to their peers.	Overall reduction between PP and non-PP attainment and Progress 8 on completion of GCSEs.
Improve reading age of disadvantaged pupils across all year groups, particularly in Year 9 and develop love of reading amongst PP students	<p>Reduce the gap in reading ages between PP and Non-PP pupils</p> <p>High % of Pupils reading at their chronological age</p> <p>High % of PP students graduating from the Thinking Reading programme enabling them to access curriculum content</p> <p>Increase in % of PP students who borrow books from LRC (currently 33%)</p>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Gap in persistent absence rates has decreased Overall in-school variation between PP and non-PP attendance will decrease
Provide new uniform for pupils in need to ensure they are socially integrated into the school community. Provide breakfast for pupils	All pupils to be wearing appropriate and presentable uniform

## 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: £193,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing across the curriculum leading to reduced class sizes of 22 in all Year 7 lessons and reduced class sizes in English & Maths at KS4. Creating additional classes (so reducing class sizes) and smaller interventions classes embedded in the timetable	The EEF highlights how when looking at class sizes, “the smaller the better” Small group classes provide support for pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1

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

Budgeted cost: £163,266

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 and small group interventions with newly appointed Academic Support Assistant’s. Additional targeted support including EAL provision	According to the findings within the EEF, one to one tuition is an “effective strategy to provide targeted support for pupils.” the EEF further states that this approach can enable pupils to make effective progress by providing	1, 2, 3

Accelerated progress in literacy skills	intensive, targeted academic support to those identified	
After school study support club (Monday-Thursday for KS3 & 4), supervised preparation work and supper (Study for all years/ classes for Y11 from January - May) and holiday intervention programmes for Year 11 pupils	The EEF claims there is some evidence that extending the school day and introducing extra classes has had a positive impact on the overall grades of schools. From our own experience, offering afterschool provision, especially for Year 11 has had a positive impact on both progress and attainment with Year 11 results. Afterschool interventions provide all pupils with the space and resources to complete homework and revision in an have access to at home. Pupils are also provided with a communal hot supper at the end of intervention.	1, 2, 3
Renewed focus on setting more rigorous/quality homework activities which amounts to 1-2 hours per evening	The EEF states that homework can have a consistently positive impact upon learning outcomes, if it is focused on the learning that takes place within the lesson. The school has purchased Class Charts a software interface that enables teachers to post homework that can be seen by pupils and parents and monitored by subject leads and SLT for quality. Schemes of work have also been re-written to ensure Homework is well planned and linked to learning	1
Online learning support KS3 – including the Bedrock literacy support programme	There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.	1, 2
50% contribution to School Led Tutoring programme	According to findings within the EEF, one to one tuition is an “effective strategy to provide targeted support for pupils.” the EEF further states that this approach can enable pupils to make effective progress by providing intensive, targeted academic support to those identified	2, 1
‘Thinking Reading’ Programme	Case studies into Thinking reading have demonstrated that this intervention assists pupils with lower reading ages, teaching pupils	1, 2,

	from the ground up and addressing decoding issues	
Staff CPD on disciplinary Literacy across the curriculum	Ensure staff understand the benefits of explicit literacy teaching across the curriculum and have the skills in which to deliver this through their subjects (timetabled lessons)	1, 2
Form Reading Programme	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. Provide opportunities for all students the chance to read for pleasure, along with their tutor, to inspire a culture of love of reading.	1, 2
Peer Mentor literacy programme	EEF findings state that studies have shown that pupils who are low attaining typically receive additional benefits from peer tutoring. Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions. Year 10 students with high reading age (seen as agents of change & proficient readers) are delivering peer literacy mentoring. 12 Year 7 students, some of which are PP, are being targeted through this programme.	1, 2

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

Budgeted cost: £22,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform	The EEF highlights that pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. With this in mind, we are keen to ensure provision can be made to cover the costs of uniform for disadvantaged pupils. We offer all parents free of charge access to used uniform and provide new uniform to families as the need arises.	2, 4

Breakfast Club	The Sutton trust highlights that schools who provide breakfast clubs provide both social and educational benefits.	4
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### Externally provided programmes

Programme	Provider
Online Support	Sparx Pinpoint Active Learning

**Total budgeted cost: £378,796**

## 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 2022 to 2023 academic year.

At the start of the academic year the school achieved its first Outstanding rating following the Ofsted inspection in November 2022. The curriculum content and delivery was highly praised and the structure of lessons was commended for ensuring all learners could access teaching material.

Members of the Senior Leadership Team and Subject Leads provided CPD to all staff where best-practice was shared for teaching and learning, to ensure consistency of the delivery of the curriculum.

Reduction in class sizes for KS4 subjects aimed at supporting pupils in their learning resulted in mixed outcomes. Whilst headline results for Year 11 were below predicted and disappointing, there were some mitigating factors (low attendance and academic performance of casual admissions enrolled post pandemic) which heavily impacted upon progress and attainment headlines:

P8 Performance of 48 PP Pupils who attended All Saints pre-pandemic = +0.06

P8 performance of 11 PP pupils who joined post pandemic (2020 onwards) = -1.04

Weekly rewards were given to pupils who maintained excellent behaviour and attendance. Although this was not necessarily targeting disadvantage pupils, this had a positive impact on all pupils. Enrichment activities featured heavily each term through the curriculum enhancement days, ensuring that every pupil attended a trip off site; with one Year 11 English theatre trip taking place with 100% of pupils attending being PP.

Measure	Impact
<p>Targeted interventions to reduce variation at Year 11</p> <p>1 to 1 and small group interventions with Learning Mentors</p> <p>25% contribution to School Led Tutoring programme</p>	<p>According to data from FFT, disadvantage pupils achieved an average grade of grade 4.5, compared to 5.06 achieved by Non-PP pupils</p> <p>On average, Non-PP pupils make positive progress of 0.3, compared to -0.1 progress of PP pupils</p> <p>P8 outcomes in English for Non-PP pupils (0.09) and PP pupils (0.08) were almost identical, whereas in Maths there was greater variation with PP pupils scoring -0.2 compared to -0.02 for Non PP pupils</p>
<p>Additional targeted support including EAL provision</p>	<p>In Year 11, EAL pupils outperformed Non-EAL pupils in English and Maths achieving positive P8 scores in both subjects:</p>

	<p>Eng P8 +0.53 (EAL)  Eng P8 0.4 (Non EAL)  Ma P8 +0.28 (EAL)  Ma P8 -0.5 (Non EAL)</p>
<p>Thinking Reading Programme  Word Wasp Intervention  Tutor-Led reading programme</p>	<p>New staff had to complete intensive training for Thinking Reading programme and the intervention could only be started in the summer term. As such only 5 students have graduated from the programme, 2 being Yr 10 PP, but both have seen significant improvements in their reading age:  12yr – 15yrs (Reading Ages)  11yr – 13yrs (Reading Ages)  Summary of Reading test assessments for 2022/23</p> <p>Year 8:  41% of PP students improved their reading age difference  41% of those who improved were Pupil Premium (38% of the year group is Pupil Premium)</p> <p>Year 9:  20% of PP students improved their reading age difference  56% of those who improved were Pupil Premium (49% of the year group is Pupil Premium)</p> <p>Year 10:  33% of PP students improved their reading age difference  42% of those who improved were Pupil Premium (34% of the year group is Pupil Premium)</p>
<p>Uniform</p>	<p>Uniform is provided for our looked-after and disadvantaged children</p> <p>45 separate pupils receiving uniform</p>
<p>Breakfast Club</p>	<p>80 pupils on average take breakfast every morning</p>