



# ALL SAINTS

## CATHOLIC COLLEGE

---

ORARE LABORARE SERVIRE

# Pupil Premium Strategy Statement

## 2024-25

### Pupil premium strategy statement

This statement details our school's use of pupil 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)	856
Proportion (%) of pupil premium eligible pupils	40.5%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
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 2024-25	£360,984
Recovery premium funding finished at the end of 2023/24	N/A

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£360,984

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our pupil premium strategy is firmly rooted in the belief that every student, regardless of socio-economic background, deserves the opportunity to experience "life in all its fullness" (John 10:10). Guided by this gospel teaching, we aim to provide an inclusive, supportive, and enriching environment that enables all students to achieve their highest academic potential. Through targeted support, we work to close achievement gaps, ensuring that every pupil can thrive academically and participate in a wide range of enrichment activities. This approach prepares our students not only for academic success but also to enter adulthood with confidence, equipped to seize the opportunities that life offers them. 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
- Cultural Capital

Alongside these, we have noticed an increase in the number of disadvantaged families requesting financial support in order to access 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. We aim to develop pupils literacy to enable them to fully access a broad, balanced and knowledge-rich 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 Academic Support Assistants, to ensure high-quality teaching and learning. Implicit in the aims 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 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 outcomes are secured by pupil premium/disadvantaged children. Our internal data analysis from the end of year 10 summer exams indicates that Year 11 PP pupils will achieve an average grade of 3.72 in their GCSE examinations, compared to non-PP students who are predicted to achieve an average grade of 5.22. In addition to this only 44% of PP pupils are currently predicted to achieve 5 standard GCSE passes (including Eng & Ma), compared to 81% 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	Attendance data last year indicates that attendance among disadvantaged pupils was 1.1% above National average. However, it remains 6.6% lower than that of their non-disadvantaged peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' attainment and progress.
4	Increasingly, more disadvantaged families across all Key Stages are asking the school for financial support to provide the correct uniform for pupils, to pay household food bills and access school trips. Families regularly tell us that access to sports/arts activities outside of school are too expensive to access on a regular basis.

## 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 on completion of GCSEs (Progress will not be used as a National benchmark measure this academic year due to the absence of KS2 data).
Improve reading age of disadvantaged pupils across all year groups, particularly in Year 10 and develop love of reading amongst PP students	Reduce the gap in reading ages between PP and Non-PP pupils, particularly for those PP students who also have SEN Increase the % of Pupils reading above their chronological age in Year 10 Double the number of PP students graduating from the Thinking Reading programme (10 in 2023/24) enabling them to better access curriculum content.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Gap in persistent absence rates has decreased Overall PP attendance will increase
Provide opportunities for widening participation in extra-curricular clubs and trips	% of PP students attending Extended Schools Provision, extra-curricular clubs and trips is equal to that of their non-PP peers.
Provide new uniform for pupils in need to ensure they are socially integrated into the school community.	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
<p><b>Smaller class sizes</b></p> <p>Further additional staffing across the curriculum has enabled us to extend the reduction in class sizes (22) to both Year 7 &amp; 8 lessons across all subjects. There has also been a reduction in class sizes for specific Science &amp; Maths groups at KS4.</p>	<p>The average impact for reducing class size is around 2 months additional progress over the course of an academic year. 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. In Year 7 &amp; 8 class sizes at All Saints have been reduced by approximately 10</p>	1

	students per class, which the EEF states is the threshold at which this strategy begins to have the most impact.	
--	--	--

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

Budgeted cost: £101,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>1 to 1 tutoring and small group interventions</b></p> <p>Provide tailored academic support interventions for pupils through deployment of Academic Support Assistants</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Small group tuition has an average impact of four months' additional progress over the course of a year. According to the findings within the EEF, one to one and small group 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</p>	1, 2, 3
<p><b>Extending School Time for targeted students</b></p> <p>After school compulsory study support (Monday-Thursday for targeted KS3 &amp; 4 pupils), supervised preparation work and academic support. Subject specific intervention for all subjects &amp; classes for Y11 from January - May) and holiday intervention programmes for targeted Year 11 pupils.</p>	<p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year 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 after school provision, especially for Year 11 has had a positive impact on both progress and attainment with Year 11 results. After school interventions provide all pupils with the space and resources to complete homework and revision in an environment that they may not have access to at home. Pupils are also provided with a communal hot supper at the end of intervention.</p>	1, 2, 3
<p><b>Homework</b></p> <p>Consolidate the move to paper-based homework, focused on providing rigorous and differentiated work which is closely linked</p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. The EEF states that homework can have a consistently positive impact upon learning outcomes, if it is</p>	1 & 3

to classroom learning and provides opportunities for feedback. On-site study facilities available for PP students to access, along with computers to complete Sparx homework & GCSE coursework.	focused on the learning that takes place within the lesson.	
<b>Mentoring</b> Academic mentoring programme re-structured. Formation of progress/pastoral panel to utilise data to identify students who will most benefit from support. Create tracking document with clear actions & follow up work recorded.	Programmes which have a clear structure and expectations, provide training and support for mentors, are associated with more successful outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1 & 3
<b>'Thinking Reading' Programme</b> Train additional staff members to deliver Thinking Reading to more students. Direct additional capacity towards improving reading scores in Year 10	Case studies into Thinking reading have demonstrated that this intervention assists pupils with lower reading ages, teaching pupils from the ground up and addressing decoding issues	1, 2,
<b>Form Reading Programme</b>	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

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

Budgeted cost: £66,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Extended Schools Programme</b> – targeting Year 7 pupils in the first half-term and in the summer	In addition to providing academic support, some (extended) school programmes aim to provide stimulating environments and activities or develop additional personal and	3 & 4

term to build a culture of community & belonging.	social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. The EEF states that creating a positive and supportive environment for all pupils means reinforcing a shared language, activity, routines and strategies throughout the school.	
<b>Extra-Curricular Opportunities</b> Utilising the new sporting facilities to increase the provision of sports clubs at lunchtime and after school to enable greater access to sport for all pupils.	The average impact of students engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Physical activity has important benefits in terms of health, wellbeing, physical development and can create a sense of belonging. Extra-curricular activities can support pupils to develop self-esteem, motivation for learning or self-efficacy and offer opportunities for pupils to encounter new experiences and settings.	3 & 4
<b>Attendance Support</b> Further develop the attendance monitoring team to support the implement of a new attendance policy focused on greater parental communication	According to the EEF Rapid Evidence Review (2022) <b>parental communication and engagement approaches</b> can have a positive impact on attendance. Approaches might include creating a team to monitor and track attendance, parental communication, and motivation systems.	3
<b>Uniform</b>	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.	3 & 4
<b>Breakfast Club</b>	The Sutton trust highlights that schools who provide breakfast clubs provide both social and educational benefits.	3

## Externally provided programmes



Programme	Provider
<p><b>Mentoring &amp; Education Engagement Programme.</b> AllChild supports the schools aim to build a culture of community and belonging by removing barriers to education and engaging those pupils at risk of low academic engagement, poor outcomes and lower than average attendance through mentoring and enrichment opportunities.</p>	<p>AllChild 1, 3 &amp; 4</p>

**Total budgeted cost: £360,984**

## 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 2023 to 2024 academic year.

Measure	Impact
<p>To improve the attainment of PP pupils in comparison to their peers.</p>	<p>GCSE outcomes for both disadvantaged and non-disadvantaged students were much improved in 2023/24. Disadvantaged pupils achieved an average grade of grade 4.8 (an increase of 0.2 compared to 2022/23), although compared to Non-PP pupils (5.7) there is a gap of 0.9 in average A8.</p> <p>On average, Non-PP pupils made positive progress of +0.39, compared to -0.1 progress in 2022/23. However, the gap in progress between PP and non-PP students has widened in 2023/24 to +0.61 (+0.47 in 2022/23) due to the exceptional performance of non-disadvantaged students (+0.98).</p> <p>P8 outcomes in English for PP pupils was +0.59 compared to +1.1 for non-PP students, leaving a gap of +0.51. The gap in Maths is smaller, standing at +0.42, with PP pupils scoring +0.28 compared to +0.7 for Non PP pupils</p>

<p>Improve reading age of disadvantaged pupils across all year groups, particularly in Year 9 and develop love of reading amongst PP students</p>	<p>Of the 10 PP students who have graduated from the Thinking Reading programme, we have seen an average improvement of 8.5 reading months from approximately 6 hours of intervention.</p> <p>Summary of Reading test assessments for 2023/24</p> <p>Year 7 PP students saw on average a 4% improvement on their reading test scores</p> <p>Year 8 PP students saw no improvement on their reading test scores</p> <p>Year 9 PP students saw on average a 2% improvement on their reading test scores</p> <p>Year 10 PP students saw no improvement on their reading test scores</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Attendance data last year indicates that attendance among disadvantaged pupils was 1.1% above National average. However, it remains 6.6% lower than that of their non-disadvantaged peers. Persistent Absenteeism highlight greater in-school variation with 40% of PP pupils being persistently absent (national average is 45%) compared to just 20% of their non-disadvantaged peers.</p>
<p>Provide new uniform for pupils in need to ensure they are socially integrated into the school community. Provide breakfast for pupils</p>	<p>£8200 spent on new uniform for PP students in 2023/24</p>