

Pupil Premium Strategy Statement

All Saints Catholic School

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 (Including Sixth Form)	1472
Proportion (%) of pupil premium eligible pupils	26.1% (308)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	31 st December 2022
Date on which it will be reviewed	31 st December 2023
Statement authorised by	Ms. C. Cattle, Headteacher
Pupil premium lead	Mr. R. Gabrasadig, Deputy Headteacher
Governor / Trustee lead	Mr. John Mudad, PP Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£294,140
Recovery premium funding allocation this academic year	£ 44,805
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
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>	£338,945

Part A: Pupil premium strategy plan

Statement of intent

In keeping with the mission statement and character of All Saints Catholic School, we are committed to ensuring that all pupils have ambitious targets and make progress towards these aspirational targets with the support of highly skilled members of staff who are committed to this vision.

Our aspirational objectives for disadvantaged pupils are:

- Pupil Premium (PP) students demonstrating good progress and high attainment across the curriculum, including SEND and those who are the most able.
- The numbers of PP students being entered for and achieving the EBacc remains above national average.
- PP students meet or exceed targets at GCSE Maths and English.
- PP students have access to places to work before and after school and during the school day in study periods. This includes the use of technology for learning, computer, hardware, and data access, for classwork, homework, and to revise.
- PP students regularly take part in enrichment activities, visits, and school trips locally and nationally (thus bridging the cultural capital gap) commensurate with all learners.
- PP students are supported to apply for places in the sixth form and at university

Key principles for use of the Pupil Premium at All Saints Catholic School.

- PP funding is identified in the budget by the school and spending is clearly allocated for specific initiatives targeted for PP students.
- The school's practice seeks to comply with the DFE's recommendations where practical and considered in the best interests of the individual.
- Recent research and reports relating to the use of PP e.g. from DFE, Ofsted and wider academic papers are read, understood and used to inform future decisions about the use of PP funding and to ensure that funding is allocated to activities that are most likely to have an impact on improving achievement.
- The school reviews this policy on a systematic basis following the publication of examination results, IDSR and termly tracking SISRA analytic data to assess the impact and relative effectiveness of initiatives and interventions on student progress.
- The school ensures the Headteacher and a designated member of the senior leadership team have a clear overview of how the funding is being allocated and review data termly to monitor the outcomes and impact. This is also monitored termly by the School Business Manager and School Data Manager.
- The school never conflates eligibility of the PP with low ability – therefore focussing acutely on supporting our disadvantaged students to achieve outstanding academic progress. The key to student success is ensuring that all teaching is carefully planned to meet the differing needs of all learners, rather than relying on interventions.
- Where more support is needed, skilled teachers are allocated to teach intervention groups to improve Mathematics and English while support teachers who have a good

record of raising attainment in those subjects are deployed to support targeted students.

- Teachers and other practitioners are aware of those students who are in receipt of the PP and play a full part in deciding which strategies and targeted interventions might be appropriate for individual students at core subject (academic) or panelling (pastoral) meetings in KS3, 4 and 5.
- The projects set up by the school are intended to tackle a range of issues, for example, attendance, behaviour, factors outside the school, professional INSET on PP pupils, effective teaching and learning, strong careers information, advice and guidance, literacy support, targeted support, good facilities for supported study, and further enrichment.

Challenges

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

Challenge number	Detail of challenge
1	English and Maths attainment at grade 5+ for disadvantaged pupils is lower than that of non-disadvantaged pupils. We note that pupils are very capable of achieving grade 4. However, pushing for the higher grades of 5 and above remains a contextual challenge and a focus of the school.
2	Our more able PP pupils achieve in line with those who are non-PP more able. However, the lower ability PP pupils achieve slightly lower than those who are not in the PP category. This remains a challenge and a focus of the school as part of our 'no child left behind' initiative and focus of the school led tuition programme.
3	PP pupils take up co-curricular activities at the same rate in KS3, however at KS4 there is a slight disparity in uptake.
4	Since the pandemic closing the gap has been a challenge and a focus of the school particularly when it comes to accessing and engaging with age appropriate literacy.
5	Access to technology has also been a pastoral focus in order to ensure that all pupils are capable of accessing digital learning using Google classroom and other learning support activities.

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
1. Increase EBACC entry and uptake of all PP pupils. Ensuring that languages are taken up by the majority of pupils.	More pupils taking up the Avila and Aquinas pathway from the PP and disadvantaged pupil groups with focussed, in-class intervention to ensure they achieve at the same rate as their non PP peers.
2. Closing the gap between lower ability PP pupil progress and attainment at Key Stage Three.	Closing to within 5% and eventually eradicating progress and attainment gaps for middle and lower ability PP pupils. Measured through termly reviews of summative assessment data for pupils who are 'Toward' their target grades.
3. Closing the gap between disadvantaged pupils and non-disadvantaged pupils at the end of KS4 for the grade 5+ measure in English and Maths.	Progress and outcomes for pupils in Maths and English at grade 5+ will be within 10% of LA data for non-disadvantaged pupils.
4. Provide all PP pupils with access to and greater uptake of co-curricular activities thus improving cultural capital.	Greater monitoring of PP pupil uptake of non-sport based co-curricular activities. Pupil data and pupil voice will reflect an increase in opportunities and uptake of PP pupils in out co-curricular activities.
5. Improving the reading ages for all pupils, particularly those from the PP and other disadvantaged categories.	Ensuring that PP and other disadvantaged pupils have reading ages commensurate with their ability levels and their non-disadvantaged peers.

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: £ 150,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school will continuously conduct departmental reviews with internal staff as well as external consultants/experts.	Reflecting on current practices will help schools to recognise what is working in the best interest of children and staff for excellent progress. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Quality_Assuranc	1-5

	e_of_Teachers_Continuing_Professiona l_Development.pdf	
The school will recruit additional exceptional teachers to ensure outstanding quality first teaching. This will enable timetabling benefits such as smaller teacher groups for low ability PP pupils in the core subjects.	Teaching and learning – Research conducted by the EEF found that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”. Quality first teaching, recruitment, retention and professional development will be part of our key focus. High standard of teaching benefits all students including pupil premium (Education Endowment Fund). DFE research 2015 – Leaders in schools that were more successful “focus on high quality teaching first rather than on bolton strategies and activities outside school hours”.	1,3,5
Employment of Lead Practitioners with a specific focus on literacy development and metacognitive skills and building subject-specific pedagogy across the school.	The school benefits from literacy rich classrooms which enable pupils to develop tier 3 literacy. This is a benefit of recruiting and maintaining the posts of lead practitioner. Further to this the next steps are to focus on the development of metacognitive skills and seek further CPD and specialisation in this to ensure that learners are activated as learning resources for one another. Flipped learning, AFL and higher order the thinking skills. (Flavell, 1976 p. 232)	2,3,5

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

Budgeted cost: £ 100,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Study support, study clubs, Saturday schools and half term revision provides learning opportunities for all.	The school makes use of extensive study support, study clubs, Saturday schools and revision sessions to provide students with appropriate areas to learn. This is not always possible at home, so use of the school facilities and staffing provides space for targeting particular needs and	2,3,5

Support staff overtime and staff costs (SEN Study club. HW and Study Support).	The school employs highly skilled staff to deliver impactful interventions. Provision such as literacy and numeracy intervention or after school interventions focus upon academic progress.	2,3,5
The Brilliant Club provides PP students with high aspirations for university study and future destinations.	The Brilliant Club works across UK schools to support less advantaged students to access the most competitive universities. To support social mobility, providing disadvantaged students, including those classified as PP, with opportunities to meet role models and access knowledge from higher education institutions is to raise aspirations. https://www.suttontrust.com/wp-content/uploads/2020/01/st-social-mobility-report.pdf	1,3
Structured Intervention through the 'No child left behind project'.	This is a focus group of pupils who are selected for an additional forty-five minute session of afterschool intervention. The focus is on removing barriers to learning for the twenty lowest performing pupils with a focus on majority PP pupils. The programme was an initiative started here at the school and as such it is closely monitored by Senior leaders and the data team to ensure the effectiveness of the programme.	2,3

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

Budgeted cost: £ 44,140.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded trips for PP students to access school experiences.	The school allocates nominal funds accordingly to enable these barriers to be overcome to have parity of experience to that of all students. That may include allocating specific resources that enable students to attend school or to access school	4

	experiences based on the principles of equality and social justice.	
Contingency fund (For example, shoes, uniform, emergency fund, revision books)	To support the day-to-day running of the school, our PP students and their families can experience varied barriers across the academic year. The school allocates nominal funds accordingly to enable these barriers to be overcome to have parity of experience to that of all students.	2,4

Total budgeted cost: £ 294,140.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

7	% on or above target	% below target
PP	76.2	21.9
non PP	78.1	21.8

8	% on or above target	% below target
PP	77.5	19.8
non PP	78.8	19.4

9	% on or above target	% below target
PP	n/a	n/a
non PP	n/a	n/a

10 summer 2	% on or above target	% below target
PP	53.2	42.8
non PP	55.2	42.6

11 exams	% on or above target	% below target
PP	37.1	62.9
non PP	49.3	50.6

A. Improve levels of attainment and progress across all curriculum areas KS3/GCSE/A Level/L3 courses results

B. Attainment gaps to close between PP and non-PP Gap closed (use of data – SISRA/data dashboard)

C. Pupil premium students to make as much or more progress as the students that are non-pupil premium No gap / PP students above non-PP (use of data – SISRA/data dashboard)

Upon review, it is evident that gaps between PP and non-PP students could be further reduced. The next steps for the school are to continue to reduce variation between progress and attainment of PP and all students. This is part of the strategy to strengthen core teaching and learning in this plan, while responding to new and emerging needs.

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
N/A	

Service pupil premium funding (optional)

*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***

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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.