

# All Saints Catholic High School - Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our three year (Sept 2021-24) 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 High School
Number of pupils in school	1023 (Y7-11)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021-2024
Date this statement was published	Oct 2021
Date on which it will be reviewed	Termly
Statement authorised by	S Pender
Pupil premium lead	R Hobkirk
Governor / Trustee lead	E Crawley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 240,660
Recovery premium funding allocation this academic year	£36,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£67,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£344,200





## Part A: Pupil premium strategy plan

### Statement of intent

The ultimate intention of our pupil premium strategy is to use the PP funding to help us raise the attainment of disadvantaged pupils in our school and close the gaps between them and their peers and nationally. We aim to eliminate inequities in academic outcomes, attendance and behaviour, cultural capital and wider school experience-between disadvantaged students and our whole school cohort.

The current three-year strategy (Sept 2021 -2024) will focus on working on specific strategies in three areas; Teaching and Learning, academic interventions and wider approaches – focusing on quality teaching, early targeted academic intervention and pastoral support, and more develop more opportunities for cultural capital. These strategies are supported by findings and recommendations from the Educational Endowment Foundation and other educational research.

### Challenges

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

Challenge number	Detail of challenge
1	Increasing literacy skills – on average disadvantaged students are 1.5-2 years behind their peers’ reading age
2	Closing the gaps for the Not Secondary Ready cohort on entry into Y7 (and Y8 due to Covid 19 closures) in both Literacy and Numeracy
3	Raising expectations and aspirations, building levels of independence and resilience in the classroom – disadvantaged students are historically and nationally less likely to move on to A-Level study and higher education provisions
4	Supporting the increased demand for behaviour support and mental health services - disadvantaged students are more likely to receive FTE or PEX both in school and nationally.
5	Enhancing parental engagement – supporting and inspiring pupil attendance and encouraging engagements with Parents’ evenings and increasing communication with school
6	Closing the gaps for the KS4 cohort linked to lost learning during Covid 19 closures - due to a lack of resources such as internet, devices, parental time and educational level.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2024**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged students progress is in line with their peers and significantly above PP national average	Positive P8 score At least +0.25 Sept 2024 At least 0 for 2022
Disadvantaged student performance continues to improve in all subjects, especially the Core	0 P8 score or better in all subjects Sept 2024 Maths 0 or better English 0.2 or better
Disadvantaged students access the full breadth of the extra-curricular provision	Provision Tool data shows proportionate engagement with extra-curricular activities
Disadvantaged students leave school with high ambitions and access to post 16 support/information as our whole school cohort	Retention of disadvantaged students into 6 <sup>th</sup> form 100% engagement with HE and Careers KS3/4 opportunities
Disadvantaged students are supported well by behaviour interventions and become less likely to receive FTE or PEX	No PP PEX Reduction in FTE for PP students Less than 30% in 2022

## 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: £ 153,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue with development and embedding of Whole School Closing the Reading and Vocabulary Gap strategies.</i>	<a href="#">Improving Literacy in Secondary Schools   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> Reading Age Testing Data	1,2,6
<i>Expansion of Teaching and Learning Community – adding coaching element to improve quality of teaching</i>	<a href="#">Effective Professional Development   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1,3,6

<i>Further development of CPD including; Subject Specific CPD, Supporting Disadvantaged students in the classroom and Assessment strategies</i>	Wellcome Trust CPD project <a href="http://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	3,6
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £77,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early intervention through the creation of Not Secondary Ready KS3 teaching groups</i>	Successful graduation programme from previous years of running the project NSR Data	1,2
<i>Y7-9 Reading Intervention – using Accelerated Reader</i>	<a href="http://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> Reading Age Testing Data	1,2
<i>Academic Tutoring in a range of subjects at KS4</i>	<a href="http://educationendowmentfoundation.org.uk">National Tutoring Programme Tuition Partners: Year 1 (2020-21) ...   EEF (educationendowmentfoundation.org.uk)</a> DFE School Led Tutoring guidance	6

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

Budgeted cost: £113,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The All Saints Way – visible consistencies, behaviour interventions and communication with parents</i>	<a href="http://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a> <a href="http://educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	3, 4,5
<i>Relaunch and development of PSHE programme</i>	<a href="http://www.gov.uk">Personal, social, health and economic (PSHE) education - GOV.UK (www.gov.uk)</a>	3, 4

	Internal school student voice and analysis of BFL incident data identified	
<i>Development of internal Student Support facilities and Alternative Provision opportunities including a focus on mental health provision</i>	<a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	4,5
<i>Raising Aspirations projects – a range of strategies and initiatives to inspire and increase students ambitions</i>	Previous successful Aspirations projects <a href="https://www.educationendowmentfoundation.org.uk/aspiration-interventions">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	3

**Total budgeted cost: £ 344,200**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

TAG data

Filter Value	Stu Count	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
All	210	0.45	0.15	0.47	0.49	0.42
Disadvantaged	57	0.22	-0.35	0.21	0.11	0.13
Not Disadvantaged	153	0.54	0.34	0.57	0.63	0.53

Last year marked the end of a previous pupil premium strategy plan and there was a positive impact seen for the majority of strategies in the Teaching element of our strategy. Some wider strategies and targets interventions were unable to run/be completed due to Covid 19 closures so evaluation of impact is limited. Our new three year strategy includes the initiatives we feel would have had most impact if they had progressed fully and a range of new projects based on the EEF guidance reports.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Accelerated Reader	Renaissance