

Year 1 Review All Saints Catholic High School - Pupil Premium Strategy statement

Challenges

The key challenges faced by our disadvantaged pupils we identified at the start of the three-year plan which remain our priorities for Year 2.

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 by 2024

Intended outcome	Success criteria	Year 1 Review	Target for Year 2:
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	Whole school P8 0 Disadvantaged P8 -0.36	Positive Disadvantaged P8 score - at least 0
Disadvantaged student performance continues to	0 P8 score or better in all subjects Sept 2024 Maths 0 or better English 0.2 or better	Eng Disadvantage P8 : 0.03 Maths Disadvantage P8: - 0.47	Maths 0 or better English 0.2 or better

improve in all subjects, especially the Core			
Disadvantaged students access the full breadth of the extra-curricular provision	Provision Tool data shows proportionate engagement with extra-curricular activities	Extra-curricular activities and provisions are logged	Data analysis is a challenge that is being addressed by increased collaboration and staff training to allow for more accurate reporting
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 th form 100% engagement with HE and Careers KS3/4 opportunities	33% of retained students are PP All students received careers support and all students Y8-Y13 used Unifrog (see SDP)	Continue to retain into post 16 at least 30% from disadvantaged cohort Expand Unifrog and other careers resources across school
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	1/3 PEX was PP 56% of FTE were PP Target for Year 2: No PP PEX Reduction in FTE for PP students Less than 30% in 2022	No PP PEX Reduction in FTE for PP students Less than 30% in 2022

Activity in Year 1 2021-22

Teaching (for example, CPD, recruitment and retention)

Activity	Year 1 Review	Target for Year 2
<i>Continue with development and embedding of Whole School Closing the Reading and Vocabulary Gap strategies.</i>	Internal CPD for teaching and support staff Nov 2021 Leadership CPD with Alex Quigley – Closing the Gap specialist Departmental work on embedding strategies and QA shows high quality practice across a number of departments (further support for those departments where needed)	Development and launch of Whole School Closing the Writing Gap strategies

<i>Expansion of Teaching and Learning Community – adding coaching element to improve quality of teaching</i>	Five coaches have worked in Maths, RE, Science, Geog History, Computing – modified SoL, improved QA processes, modelling, pedagogy. Programme delivered throughout year – SLs have then followed through in depts.	Creation of Research Lead position TLC supports teacher development through appraisal process
<i>Further development of CPD including; Subject Specific CPD, Supporting Disadvantaged students in the classroom and Assessment strategies</i>	Internal CPD for teaching and support staff Oct 2021 Departmental focus in meeting time Class charts and data analysis CPD throughout year	Continue with development and embedding of best practice

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

Activity	Year 1 Review	Target for Year 2
<i>Early intervention through the creation of Not Secondary Ready KS3 teaching groups</i>	Staffing and cohorts identified Yearlong programme ran with graduation points	Monitor these students and identify new cohorts
<i>Y7-9 Reading Intervention – using Accelerated Reader</i>	AR programme successfully implemented in Y9, staff trained in Sept and when required in Term 1. Reading training for SLs, then whole staff.	Identify new cohorts
<i>Academic Tutoring in a range of subjects at KS4</i>	All disadvantaged students offered tutoring in Y10/11 with high uptake	Identify strategies to engage all

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

Activity	Year 1 Review	Target for Year 2
<i>The All Saints Way – visible consistencies, behaviour interventions and communication with parents</i>	Visible consistencies were revisited in departments –whole school visible consistencies developed and launched	Visible consistencies and a supporting curriculum is developed and embedded
<i>Relaunch and development of PSHE programme</i>	PSHE resourced and taught from September by Form Tutors. Y7-Y11 mapped and on school website. Positive student and Staff voice completed at various points throughout the year.	Audit and adapt delivery to meet the needs of the specific cohorts
<i>Development of internal Student Support facilities and Alternative Provision</i>	Creation of Aspire Hub, Alternative Provision - conversion of IT area	Identification of first cohort for Aspire Hub

<i>opportunities including a focus on mental health provision</i>	Recruitment of specialist teacher and development of a curriculum model	Launch of internal alternative provision through Aspire Curriculum
<i>Raising Aspirations projects – a range of strategies and initiatives to inspire and increase students ambitions</i>	Mental Health Nurse 6th Form Unifrog Brilliant Club VESPA Tutorials Student in crisis room Mental Health Refresher training	Continue to invest in successful projects Identify new opportunities