

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 2022-25) 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	Y7-11 1028 (1402 with Y12 + 13)
Proportion (%) of pupil premium eligible pupils	296 (28.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Oct 2022
Date on which it will be next reviewed	Oct Yearly
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	£284,025
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£284,025

Part A: Pupil premium strategy plan Statement of intent

All Saints Catholic High School is an inclusive and diverse inner-city secondary school. We are a team of dedicated, passionate, and innovative staff with an established and experienced senior leadership team. Our school ethos is inspired by Jesus' commandment to "love one another" and the community lives by the values of Respect, Understanding, Affection and Humour. Our school is a family where we support, challenge and care for one another. We have the highest expectations of students and staff alike, in every area of school. Positive behaviour and relationships and a positive approach to learning are seen as essential ingredients in ensuring wellbeing and academic success for all.

Our students come to us from across the city including some of the most significantly deprived areas in the country. We have a significant number of students (approximately one third) who enter Y7 with low KS2 scores and reading ages below the age expected level. For us, early intervention is key as the literacy gap IS the attainment gap. We are focusing on embedding literacy across the curriculum with a clear emphasis on vocabulary, reading and writing. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners. A significant number of our students also have very limited access to wider cultural capital experiences. We strongly believe our curriculum is our opportunity to redress this and we aim to provide the knowledge, skills, and opportunities to level the playing field and improve the life chances for all our most vulnerable learners.

There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils, understanding the vital part they play in addressing educational disadvantage and nurturing aspiration. Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing supportive monitoring and quality assurance and provide teacher development to all. Our Subject Leaders and Teacher Developers spend time in classrooms working with staff to provide on the spot coaching, training, feedback and the sharing of best practice to develop all.

The ultimate intention of our pupil premium strategy is to use the PP funding to help us raise the attainment of our disadvantaged pupils and close the gaps between them and their peers in school 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 2022 -2025) will focus on working on specific strategies in three areas: Teaching and Learning; academic interventions and pastoral, behaviour and inclusion interventions – focusing on quality teaching, early targeted academic intervention, increasing attendance and

developing more opportunities for the exploration of aspirations and cultural capital. These strategies are supported by findings and recommendations from the Educational Endowment Foundation and wider 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 and numeracy skills – on average disadvantaged students are 1.5-2 years behind their peers’ reading age on entry into our Y7 cohort and a significant majority of our Not Secondary ready cohort are within the disadvantaged cohort
2	Raising expectations and awareness, building levels of independence, confidence and resilience – our observations and discussions with pupils and families identify disadvantaged students are less likely to be involved in extracurricular and super curricular opportunities. In turn they are less likely to move on to A-Level study and higher education provisions despite these families having high aspirations for their children.
3	Supporting the increased demand for behaviour and emotional support and mental health services -our observations, and discussions identify increasing numbers of students requiring additional support with social and emotional needs such as 1:1 support, mentoring, counselling without which our disadvantaged students are more likely to receive FTE or PEX both in school and nationally
4	Enhancing parental engagement and communication – supporting and inspiring pupil attendance and encouraging engagement with Parents’ evenings and increasing communication with school. Our attendance data identifies that attendance among disadvantaged pupils is lower than for non- disadvantaged pupils and we believe remains a legacy impact from Covid partial closures. We know we need to do more to close this gap as absenteeism is negatively impacting disadvantaged pupils’ progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2025**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Our disadvantaged students progress is in line with their peers and significantly above PP national average, this continues to improve in all subjects, especially the Core Subjects English and Maths.	KS4 outcomes in 2025 show: A positive P8 score - at least +0.25 P8 scores of 0 or better in most subjects including Maths and at least 0.2 or better in English
Our disadvantaged students access the full breadth of the extra-curricular and super curricular provision on offer whilst with us and leave school with the confidence and knowledge to access the appropriate Post 16 opportunities	Data shows proportionate engagement with extra-curricular activities 100% engagement with HE and Careers KS3/4 opportunities Increased retention of our disadvantaged students into 6 th form
To achieve and sustain improved emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils. Ensuring that our disadvantaged students are supported well by social, emotional and behavioural interventions and become less likely to receive FTE and PEX	No PP PEX Reduction in FTE for PP students – no % difference to their peers
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from data in 2025 demonstrates: No gap in the overall absence rate between disadvantaged students and their peers The figure for persistently absent for disadvantaged students being no lower than their 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: £125,971

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with development and embedding of Whole School Teaching and Learning strategies - Closing the Literacy Gap, Questioning and Modelling.	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Reading Age Testing Data	1,2
Expansion and training of the Teacher Developers to support with the quality assurance of Teaching and Learning and sharing of best practice and support the delivery of high quality CPD	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2
Further development of CPD including; Subject Specific CPD, Supporting Disadvantaged students in the classroom and Assessment strategies	Wellcome Trust CPD project Effective Professional Development EEF (educationendowmentfoundation.org.uk) The Science of Learning – Ambition institute	1,2,3

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

Budgeted cost: £90,061

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing early intervention through the recruitment and retention of Primary and KS3 Specialist teachers, creation of Not Secondary Ready KS3 teaching groups in English and Maths	Successful graduation programme from previous years of running the project in small numbers NSR Data	1
Providing high quality Y7-9 Reading Interventions – using Accelerated Reader	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading Age Testing Data	1
Providing specific and targeted Academic Tutoring in a range of subjects at KS4 using the learning recovery to partially fund these activities	National Tutoring Programme Tuition Partners: Year 1 (2020-21) ... EEF (educationendowmentfoundation.org.uk) DFE School Led Tutoring guidance	1,2

Pastoral, Behaviour and Inclusion strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £134,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
The All Saints Way and the development of a Behaviour Curriculum – consistencies, behaviour interventions and communication with parents/carers	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	3,4
Develop and sustaining a PSHE and Careers programme including the recruitment and retention of a PSHE lead and development of high quality teaching resources and extra-curricular and super-curricular resources	Personal, social, health and economic (PSHE) education - GOV.UK (www.gov.uk) Internal school student voice and analysis of BFL incident data identified the need to improve and expand our provision	2,3,4
Development of internal Student Support facilities and Alternative Provision opportunities – the Aspire Hub. Including increase in support staffing and upskilling staff with specific roles, those who deliver provision of interventions with a specific focus on targeted mentoring including mental health provisions and interventions	Parental engagement EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Mentoring EEF (educationendowmentfoundation.org.uk) There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)	3,4
Raising Aspirations projects – a range of strategies and initiatives to inspire and increase students ambitions including the recruitment and retention of the ASAP Lead and the recruitment of Personal Development and Wellbeing Assistant Head, Extra	Previous successful Aspirations projects Aspiration interventions EEF (educationendowmentfoundation.org.uk)	2,3,4

Curricular Coordinator and the development and relaunch of our Extra Curricular provision at lunchtimes to ensure all can access		
Embed Trauma Informed Practice approach in school - focusing on a key school principle – building and maintaining positive, trusting relationships with all our children and families – understanding where they are coming from and that all behaviour is communication	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4
Embed the principles of good practice set out in the DfE's Improving school attendance advice. This involves training and release time for staff to develop and implement new procedures. Make the best use of our newly appointed Attendance and Family Liaison Officer to work with our vulnerable families to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,4
Contingency fund for acute issues and individual needs.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs of individuals that have not yet been identified.	1,2,3,4

Total budgeted cost: £ 351,011

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**.

We all hold our families in very high regard, irrespective of background and staff will continue to develop communication and increase parental engagement to ensure a sense of belonging. We continue to refine and develop our strategies in our endeavours to be a wholly inclusive school. In our recent Section 48 inspection the lead inspector wrote that *“the school places great value on the uniqueness of the individual. This was encapsulated by the comments of a student, who felt he was ‘celebrated for who he was. The head teacher, leaders and the chaplaincy coordinator are outstanding role models in promoting servant leadership. They have worked hard to establish a culture of compassion and respect within the school, which reaches into the wider community.”*

KS4 Results 2024

Cohort Disadvantage v non disadvantage data -0.67 v 0.32 (gap of 0.99) 2023 Cohort Disadvantage v non disadvantage data -0.18 v 0.42 (gap of 0.6)

English/Maths P8 Disadvantage v Non-Disadvantage English -0.71 v 0.41 (gap 1.10) Maths -0.90 v 0.04 (gap 0.94)

2023 English/Maths P8 Disadvantage v Non-Disadvantage English -0.01 v 0.50 (gap 0.51) Maths -0.36 v 0.28 (gap 0.64)

EBacc -0.60 v 0.34 (gap 0.94), Op -0.55 v 0.43 (gap 0.98)

Gap widened in overall Progress 8 score for disadvantaged students, by 0.49. The gap between Disadvantaged and non-Disadvantaged students increased.

Maths setting approach (A and B half) was not successful in closing the gaps in the way we hoped. Moved back to whole year setting of teaching groups to allow more targeted teaching and focussed interventions. Extra staffing to allow an intervention teacher to be timetabled at same time as lessons.

English - this cohort missed the NSR early interventions due to COVID. Staffing for Extra English increased this year to make groups smaller. Regrouped all intervention groups along with Humanities and MFL to ensure students are in the right groups to receive the specific support they need.

Additional strategies introduced for Sept 2024:

- EEF project on Formative Feedback

- Further CPD around Adaptive Teaching strategies – INSET day, Teach Meets
- Adaptive Teaching and Disadvantaged cohort focus during Quality Assurance activities
- Greater focus on revision and preparation for examinations through revision assemblies and core subject tutorial tasks
- Increased rigour in the assessment schedule (move away from less rigorous Teacher Assessment)
- A revised data analysis strategy at individual teacher, subject and leadership level

KS3 End of Year Data

Our Not Secondary Ready (NSR) English groups are for students in Y7 and Y8 who have not yet reached benchmark for their reading. The number of disadvantaged students in our NSR English groups 2023-24 was 13 out of a cohort of 36. This is a significantly lower number of disadvantaged students than the previous year 2022-23 when the number of disadvantaged students was 24 out of a cohort of 37.

We introduced a Y8 English NSR group for September 2023 to support students with reading ages below benchmark. This was in response to the dip in Y8 reading progress that we saw last academic year amongst the NSR cohort. This additional English teaching group has continued with 8a in 2024-25, to meet the needs of 20 Y8 students, 9 of whom are disadvantaged, with reading ages below benchmark.

Our PP funding is used to ensure All NSR English groups are taught by our transition specialist teachers. All students in Y7 and Y8 who are below benchmark for reading also have a reading session once a week with one of our transition specialist teachers, the librarian or a reading volunteer to support their reading fluency.

Our Not Secondary Ready (NSR) maths groups are for students in Y7 who have not yet reached benchmark for their maths according to SATs, CATs and our internal baseline test. The number of disadvantaged students in our NSR maths groups 2023-24 was 4 out of a cohort of 20.

Students in Y7 NSR maths groups were also assessed using the Birmingham Tool Kit in order to monitor their incremental progress.

Student progress:

- 12 students mastered Working Towards and moved up to Beginning
- 8 students remained on Working Towards (including 1 disadvantaged student)
- Birmingham Tools Kit – 1 student made 2 bands progress, 16 students made 3 bands progress (including 1 disadvantaged student), 1 student made 4 bands progress (including 1 disadvantaged student), 2 students made 5 bands progress (including 1 disadvantaged student).

Behaviour Data

2023/2024: 69 students received suspensions. Of these 36 are on the disadvantaged list = 52% There was 1 PEX student and this student was non-disadvantaged.

2022/2023: 76 students received suspensions. Of these 76, 42 are on the disadvantaged list = 55% There were also 2 PEX, 1 student was disadvantaged and the other non-disadvantaged.

Attendance data (This is validated data from Learn Sheffield)

Attendance of pupil premium was 88.9% which was 2.1% lower than their peers showing a similar pattern to the previous year but an improvement of 0.1%. The Local Authority figure for disadvantaged pupils in the same time period was 83.2% showing All Saints as being 5.6% higher attendance for disadvantaged pupils that local comparisons. Persistent absence to the end of academic year for All Saints was 32.3% and the Local Authority figure 34.7%. (-2.4%) Persistent absence of pupil premium for All Saints was 43.3% and the Local Authority figure was 49.7% (-6.4%). * (S codes are authorised absences rather than not counted.) As a comparison, cumulative persistent absence to half-term 5 was 23.3% and the Local Authority figure 27.6%. Cumulative persistent absence of pupil premium to half-term 5 for All Saints was 37.7% and the Local Authority figure was 43.5% (-5.8%).

In August the Working Together to Improve School Attendance guidance became statutory ensured compliance with these requirements and alongside other staff ensured that appropriate CPD has been undertaken in a wide range of areas. The school have in place a range of recommendations from researched attendance strategies that have helped schools reduce absent rates of pupil premium students, but we know we need to keep finding initiatives and strategies that will further reduce absenteeism as this negatively impacts pupils' progress. This remains a national challenge. Comparisons and quality assurance is undertaken at a minimum once every half term to ensure Attendance remains a priority.

Externally provided programmes

Programme	Provider	Programme	Provider
Accelerated Reader	Renaissance	Dr Frost	DFM

White Rose Maths	White Rose Education	TT Rockstars	Maths Circle Ltd
Elevate	Elevate Education	Read, Write, Inc, and Phonics	Miskins Literacy
Mighty Minds	Sheffield EP Service	Birmingham Toolkit Maths	SEND Birmingham

Further information (optional)

Our strategy for all our educationally disadvantaged pupils is routed in our ambition to be a wholly inclusive school. There are additional activities that are not being funded by pupil premium or recovery premium, but we believe will have benefit include embedding more effective practice around feedback as EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Using EEF evidence and informed research we are aiming to focus on fewer things so that what we do, we do very well to ensure effective implementation. We are constantly looking to refine and improve our current practice through cycles of planning, implementation, and evaluation, looking inwards and outwards for the next school improvement strategy backed by research and linked to our current priorities. We used the [EEF's implementation guidance](#) to help us refine our strategy and we have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

School leaders work hard to ensure that our activities focus on the controllable factors – our main focus is our teaching and learning, because we know what goes on in the classroom and in our daily interactions makes the biggest difference to the life chances of all our educationally disadvantaged pupils. At All Saints, we will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working collaboratively to improve the quality of teaching and learning and the quality of the support and interventions that we provide our students every day.