

All Saints Catholic High School - 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 three-year (Sept 2025-28) 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 1026 (1408 with Y12 + 13)
Proportion (%) of pupil premium eligible pupils	300(29.2%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	Dec 2025
Date on which it will be next reviewed	Dec Yearly
Statement authorised by	S Pender
Pupil premium lead	R Hobkirk
Governor / Trustee lead	R Webster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,400
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	£292,400
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 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. Relational practice 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, oracy 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 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 2025 -2028) 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 suspensions 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. 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 2028**, 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.	A positive progress 8 outcome of 0.25 for disadvantaged cohort. Attainment 8 significantly higher than national for disadvantaged cohort - target of 5.0 above national disadvantaged cohort (IDSR)
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 Proportionate engagement in ASAP activities 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 suspensions and PEX	No PP PEX Reduction in Suspensions for PP students – no % difference to their Non-PP peers
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. A collaborative environment is fostered which benefits student progress and wellbeing with improving parental engagement, particularly with the hardest to reach. Successful communication is maintained across all areas of school as evidenced through parental/carer voice satisfaction.	Sustained high attendance from data in 2025 demonstrates: Significant reduction in the gap in the overall absence rate between disadvantaged students and their peers The figure for persistent absence for disadvantaged students being no higher than their peers Parents/carers feel included in the school community, positively engage with school, and as a result feel empowered to support their children.

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: £69,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET day workshops, termly Teach-meets and department meetings focused on adaptive teaching strategies: Closing the Literacy Gap, Questioning and Modelling.	Quality First Teaching in the classroom is proven to have the greatest impact on improving outcomes for disadvantaged students. EEF “great teaching is the most important lever schools have to improve outcomes for their pupils.”	1,2
Internal recruitment of a Reading Lead. Leading the Secondary Literacy Hub pilot in our area alongside St Wilfrid's primary (1 of 34 national hubs).	Literacy remains a whole school priority. By closing the reading gap, which is wider for our disadvantaged cohorts, we will be closing the attainment gap. National Literacy Trust: “the transforming power of literacy.” Internal STAR reading data for KS3	1,2
Expansion and training of the Teacher Developer team whose role involves: quality assurance, sharing of best practice and delivering high quality CPD. This includes whole staff, department and 1-to-1 support.	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2
Further development of CPD to support disadvantaged (and all) students in the classroom through: a commitment to the two year	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2,3

Embedding Formative Assessment programme, subject specific CPD through external courses and department meetings, and the delivery of whole school strategies (of modelling, questioning and closing the literacy gap) in Teach-meets and INSET workshops led by expert practitioners.	The Science of Learning – Ambition institute	
Prioritisation of our most vulnerable learners during all Quality Assurance activities. CPD for Subject Leaders is refocusing department QA (such as Subject Reviews, learning walks and book looks) on vulnerable learners. Termly Inclusion team Year Group Reviews continue to focus on targeted vulnerable students.	Education inspection framework: for use from November 2025 - GOV.UK	1,2,3

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

Budgeted cost: £189,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing early intervention led by primary/KS3 specialist teachers. The creation of Not Secondary Ready and Keep Up Y7 teaching groups in English and Maths.	Positive outcomes from previous years of running the project Y6 SATs and Y7 CATs data Internal STAR reading data	1
Providing high quality reading interventions: - All Y7-Y9 students engaging with the Accelerated Reader programme weekly for homework, fortnightly in lessons.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading Age Testing Data	1

<ul style="list-style-type: none"> - Small reading groups for targeted students led by the librarian, English teachers and volunteers. - Paired reading for targeted Y8 students with Y12 students during form time twice a week. - Extra English lessons for targeted Y9-Y11 students in place of MfL. 		
Purchasing the Fresh Start phonics programme, designed to support students in their decoding, fluency and comprehension skills. Providing high-quality CPD delivered by Fresh Start so that staff who are running the interventions are confident in the content and delivery of the programme.	Literacy gap for disadvantaged students and the need to facilitate accelerated progress.	1
Targeted Easter revision sessions to provide additional academic support for students. These sessions will focus on core subjects and exam preparation, aiming to close attainment gaps and improve outcomes for disadvantaged learners.	Positive outcomes from previous years Disadvantaged students' attainment	1
Online revision toolkit with subject-specific materials, model answers and revision schedules. Disadvantaged students will receive guided introductions, printed packs where needed, and support to access materials at home. SENECA online learning tool used for online questioning and resources.	Student voice on access to revision resources. Student voice from disadvantaged students regarding preparation for examinations.	1
Peer mentoring programme. Y12 students' mentor Y11 students. Training provided, support booklets used for scripting. Deliver study skills workshops, prioritising disadvantaged students for places and follow-up coaching.	Coaching model evidence	1

Restructure of Learning Support team. Appointment of 4 Specialist Teaching Assistant roles to lead Maths, Literacy, Social Emotional Mental Health and Speech & Language intervention.	Trends on in-coming cohorts of students show the number of students requiring additional support is increasing. Increasing capacity for small group and 1:1 high quality intervention means we can meet the needs of learners at the earliest opportunity and bridge gaps in learning.	1,3
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Pastoral, Behaviour and Inclusion strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional day in Attendance Officer role for focus on Disadvantaged students – Assess, Plan, Do, Review model Increased capacity to ensure quality assurance with EHCP focus	Working Together to Improve School Attendance Inclusion and Attendance Core Offer	3, 4
CPD and liaison with Local Authority Attendance leads re: compliance and supporting and challenging attendance Communication Strategy with use of Nudge Theory	Inclusion and Attendance Core Offer Attendance and Legal Guidance, Attendance Toolkit for Schools Arranging education for children who cannot attend school because of health needs Sheffield City Policy Previous EEF research and Schoolsweek.co.uk podcast October 25	4
Inclusion Year Team Meetings – half termly meetings to discuss students and the support available through interventions through use of Assess, Plan, Do, Review model. Review of actions at each half termly meetings to monitor impact through data analysis.	Improving Behaviour in Schools - Guidance Report Recommendation 5: Use targeted approaches to meet the needs of individuals in your school	3, 4

Continue to embed the Personal Development and Careers programme including high quality curriculum and teaching resources for PSHE and tutor time as well as extra-curricular and super-curricular resources. Curriculum changes supported by expert practitioners to ensure needs are met.	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
Raising Aspirations projects – a range of strategies and initiatives to inspire and increase students ambitions including the ASAP (All Saints Aspirations Project), Brilliant Club, Extra Curricular provision, careers aspiration projects.	Previous successful Aspirations projects Aspiration interventions EEF (educationendowmentfoundation.org.uk)	2,3,4
Use Careers Impact: National System Review 2 to create a responsive, targeted and personalised careers plan for Y10/11/12 students	2039 - NSR2 Educator Guide - v8.pdf For Post 16 Navigating post-16 careers guidance: supporting learners from lower socioeconomic backgrounds - GOV.UK	1,4
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: £292,400

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 **2024 to 2025 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 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 2025

Attainment 8 for disadvantaged students improved on previous years. Disadvantaged students at All Saints performed better than disadvantaged students nationally. The gap between All Saints disadvantaged students and nation non disadvantaged students is narrowing.

WWW - Curriculum design allowing some students to have additional maths and English lessons.

Easter intervention sessions delivered for most subjects.

Mentoring of some disadvantaged students.

Next steps – Revision strategies support. Increased number of resources available for revision, online tools available for students.

Focussed intervention sessions for English and Maths. Student led peer coaching developed to increase the number of lower KS4 students who receive additional support.

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 2024-25 was 14 out of a cohort of 31. This is in line with the number of disadvantaged students in the previous year 2023-2024 when the number of disadvantaged students was 13 out of a cohort of 36.

Progress of Y7 NSR disadvantaged students in reading:

- 11 students made 12months+ reading progress
- 3 of these 11 students made 18months+ progress

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 in this 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.

Progress of Y8 NSR disadvantaged students in reading:

- All 9 disadvantaged students made 9 months+ reading progress
- 7 of these 9 students made 18months+ progress
- 4 of these 9 students made 2 years+ progress

Our PP funding us used ensure All NSR English groups are taught by our transition specialist teachers. This year all students in Y7, Y8 and Y9 who are below benchmark for reading also have extra reading intervention sessions each week 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 2024-2025 was 11 out of a cohort of 25.

Progress of Y7 NSR disadvantaged students in maths:

- All 11 students mastered Working Towards and moved up to Beginning
- 2 students that started on Working Towards left Y7 on Developing

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

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

WWW: There was a decrease in the number of Pupil Premium students receiving suspensions between 2023-24 (31 students) and 2024-25 (26 students).

The introduction of tailored behaviour interventions following suspensions has reduced the number of Pupil Premium students receiving 2+ suspensions in an academic year from 61% of Pupil Premium students in 2023-24 to 58% of Pupil Premium students in 2024-25.

The appointment of a member of staff whose sole responsibility is Damascus Lead has enabled better tracking and monitoring of student behaviour patterns.

Next Steps: Further development of the graduated response for students with 2+ suspensions is required in order to further reduce the number of students receiving 2+ suspensions.

2024/2025: 63 students in Year 7-11 received suspensions in the 2024-25 academic year. Of these, 26 students were Pupil Premium which represents 41% of all students issued with suspensions. 1 student received a Permanent Exclusion. This student was a non Pupil Premium student.

2023/2024: 85 students in Year 7-11 received suspensions in the 2023-24 academic year. Of these, 31 students were Pupil Premium which represents 36% of all students issued with suspensions. 1 student received a Permanent Exclusion. This student was a non Pupil Premium student.

Attendance data (This is validated data from Learn Sheffield)

Attendance of pupil premium was 89.1% which was 3.1% lower than their peers showing a similar pattern to the previous year but an improvement of 0.3%. The Local Authority figure for disadvantaged pupils in the same time period was 84.6% showing All Saints as being 4.5% higher attendance for disadvantaged pupils than local comparisons. Persistent absence to the end of academic year for All Saints was 22.3% (10% lower than previous year) and the Local Authority figure 26.5% (-4.2%) Persistent absence of pupil premium for All Saints was 35.5% (7.8% lower than previous year) and the Local Authority figure was 43.3% (-7.7%).

The statutory “Working Together to Improve School Attendance” guidance, and compliance with these requirements, alongside collaborative work with Local Authority partners and staff 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 for disadvantaged students and students with SEND, particularly those with EHCP. Comparisons and quality assurance is undertaken at a minimum once every half term to ensure Attendance remains a priority.

Most recent Half Term review: At HT1 All Saints overall Attendance was 94.4% (1.6% greater than national average of 92.8%. Persistent absence was 15.1% (4.2% less than national average of 19.3%). Pupils with FSM at All Saints was 92.7% (4.4% greater than national average of 88.3% but 2.3% lower than All Saints pupils with no FSM). Pupils with SEND at All Saints was 90.5% (2.9% greater than national average of 87.6% but 4.5% lower than All Saints pupils with no SEND). In national comparisons, All Saints is in decile 4 for whole school, 0.4% from decile 3. For pupils with SEN support it is decile 4, 0.1% from decile 3. For pupils with FSM it is decile 3, 0.5% from decile 2.

Externally provided programmes

Programme	Provider	Programme	Provider
Accelerated Reader	Renaissance	Dr Frost	DFM
White Rose Maths	White Rose Education	Seneca	Seneca
Elevate	Elevate Education	Read, Write, Inc, and Fresh-Start Phonics	Miskins Literacy
Everlearner	Everlearner	Unifrog	Unifrog
Mighty Minds	Sheffield EP Service	Birmingham Toolkit Maths	SEND Birmingham
Brilliant Club	Brilliant Club		

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.