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 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	810
Proportion (%) of pupil premium eligible pupils	39.4
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	1.12.25
Date on which it will be reviewed	December 2026
Statement authorised by	Ms N Gilligan
Pupil premium lead	Mr A Jones
Governor / Trustee lead	Mr N Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£339,700
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£339,700

Part A: Pupil premium strategy plan

Statement of intent

At All Saints Catholic College, our Pupil Premium Strategy is driven by a commitment to equity and for all pupils. We recognise that disadvantaged pupils face specific barriers to learning and our intent is to remove these barriers through a coherent, evidence-informed approach that ensures every child can thrive academically, socially and emotionally.

Our aim is to close the attainment gap between disadvantaged pupils and their peers, while raising aspirations and providing access to a broad, enriching curriculum. We will achieve this by:

- Prioritising high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils.
- Targeting literacy and numeracy development as foundational skills for success across the curriculum.
- Improving attendance and engagement, ensuring disadvantaged pupils have full access to learning opportunities.
- Enhancing cultural capital and enrichment, so all pupils can experience a wide range of opportunities that broaden horizons.
- Supporting mental health and wellbeing, recognising the link between emotional resilience and academic success.
- Embedding adaptive teaching strategies, ensuring lessons meet the needs of pupils with lower starting points and address misconceptions effectively.

Challenges

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

Challenge number	Detail of challenge
1	Significant proportion of pupils below expected standards in literacy at baseline. Literacy remains a key barrier across all year groups, particularly for disadvantaged pupils.
2	Significant proportion of pupils below expected standards in numeracy at baseline. Numeracy gaps hinder access to curriculum and progress.
3	Attendance of disadvantaged pupils is consistently lower than peers, reducing learning time and impacting attainment.
4	Mental health and wellbeing concerns among disadvantaged pupils, affecting readiness to learn and engage.

5	Many disadvantaged pupils start with lower prior attainment and misconceptions, requiring additional scaffolding and targeted support.
6	Limited access to enrichment opportunities outside school, impacting confidence and social development.

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. Pupils' reading ages will increase because of intervention linked to the school's literacy strategy.	Analysis from reading age tests will show an increase in reading ages for PP pupils.
2. Pupils' numeracy skills will improve.	Improvement in PP pupil's maths results.
3. To further improve the attendance of PP pupils ensuring that as a cohort they are above the National Average for secondary pupils. For pupils who are persistently absent that this cohort should remain in line with the national average or better.	Fewer PP pupils to be PA. To close the attendance gap between PP pupils and non-PP.
4. Reduction in the number of suspensions of PP pupils without lowering expectations of pupil behaviour and conduct.	Targeted mental health and pastoral interventions improving emotional regulation and engagement. Effective collaboration with external agencies to address underlying needs. Behaviour data and case studies evidencing sustained improvement and reduced repeat incidents.
5. All pupils receive high-quality feedback in lessons and actively engage with it to address misconceptions and close gaps in knowledge. This leads to improved under-standing.	Lesson observations and work scrutiny show that all pupils receive high-quality, actionable feedback consistently across subjects. Pupil work demonstrates clear evidence of responding to feedback, addressing misconceptions, and closing knowledge gaps over time. Assessment data indicates improved understanding and progress, with gaps in knowledge narrowing term-on-term. Pupil voice surveys confirm that pupils understand feedback and can articulate how it helps them improve.

6. Improved access to and engagement with cultural, personal development and enrichment experiences that broaden horizons and raise aspirations.	Increased participation of disadvantaged pupils in cultural, personal development, and enrichment experiences such as after school activities, participation in pupil council and trips and visits across the academic year.	

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ *71,540.64*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Development: Developing high quality teaching and interventions which responds to the emerging needs of pupils Base line testing KS3 and KS4 using GL Assessment to identify gaps and track progress of interventions Literacy Resources	EEF strategies: 1 Improving literacy in secondary schools	1
Numeracy Development: Developing high quality teaching and interventions which responds to the emerging needs of pupils	1. Improving mathematics at Key Stage 2 and 3 2. Mastery Learning	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Star Maths baseline testing package for KS3 and KS4 Numeracy Resources MathsWatch White Rose Maths		
Lead Practitioners employed across all core subjects: Whole School CPD SSAT Formative Assessment Programme Walkthrus Membership and tests	1. Embedding Formative Assessment 2. Homework 3. Rosenshein's Principles of Instruction	1,2,5 &6

Targeted academic support

Budgeted cost: £ *106,924.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
External tutoring and Alternate Provision	1. Making A Difference with Effective Tutoring	All
Catch up sessions and interventions for identified KS4 groups in the holidays/ weekends	1. Summer schools 2. Extended school time 3. Small group tuition	1,2&5
Appointment of a TA4 working EBSNA pupils for targeted intervention	1. Deployment of Teaching Assistants 2. Teaching Assistant Interventions	1,2&5
Food Technology resources		6

Wider strategies

Budgeted cost: £161,444.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Assistant Safeguarding Assistant	1. Supporting School Attendance	3,4&5
Inclusive reward system	1. Supporting School Attendance 2. Improving Behaviour in School	3,4&5
Mental Health Lead	1. Supporting School Attendance 2. Social and Emotional Learning	3,4,5&6
Careers Guidance	1. Careers Education 2. Supporting School Attendance	4&6
Uniform and Supplies		
Trips and Visits		
Work Experience	1. Careers Education	6
Pupil Referral Outreach	1. Social and Emotional Learning 2. Improving Behaviour in School	4&6

Total budgeted cost: £ 339,909.12

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Disadvantage gap index: 3.91 (slightly narrowed from 3.93 in 2024).

- Disadvantaged pupils: Attainment 8 gap ~15.4 points; E&M 5+ gap ~27.2 pp.

- FFT analysis: Top grades (7+) rose slightly to 23.0% (up from 22.6% in 2024); grades remain above pre-pandemic levels (21.9% in 2019).

- Gender gap narrowing: Male pupils improved at grade 7+ (20.5% vs 19.8% in 2024); female pupils steady at 25.5%.

- Persistent Absence Improvement: Reduced from 26.9% (2023/24) to 21.7% (2024/25).

- Curriculum Breadth: Maintains entries across EBacc subjects and vocational pathways, supporting pupil choice.

2024 - 2025	Overall Attendance	PP Attendance	National PP attendance

	89.6%	86.3%	86%

	PP pupils making rapid progress
Literacy	68.1%
Numeracy	62%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
The Scholars Programme	Brilliant Club
Lexonik Leap and Lexonik Advanced	Lexonik
Mental Health Support Team	NHS
BeWell	BeWell Tameside
County Lines Workshop	Respect Me
University Outreach	Manchester University
University Outreach	Oxford University
Kooth Workshops	Kooth
GMACS	GMACS
Breakfast and after school clubs	School provision
Year group retreats	Shrewsbury Youth Missionary Team
Duke of Edinburgh Award	Duke of Edinburgh
Work experience	MPloy
Careers guidance	Positive Steps
Dyslexia Support	Education Gateway
Young Carers Programme	Tameside LA
Mental Health Outreach	City in the Community
Engagement and attendance Programme	City in the Community
Military Mentors	UK Military Mentors