



All Saints Catholic College

PUPIL PREMIUM REPORT

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Pupil premium strategy statement – All Saints Catholic College

This statement details our school's use of pupil premium (and recovery 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	822
Proportion (%) of pupil premium eligible pupils	40.49%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027 (3 years)
Date this statement was published	29 th November 2024
Date on which it will be reviewed	December 2025
Statement authorised by Headteacher	N Gilligan
Pupil premium lead	A Jones
Governor / Trustee lead	A Silcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 321,300
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 321,400 (£100 contributed from revenue budget to support the strategy)

Part A: Pupil premium strategy plan

Statement of intent

All Saints Catholic College draws on research evidence (such as the Sutton Trust and EEF toolkits) and evidence from our own experience to allocate funding to activities and strategies that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following three priority areas:

Quality first teaching and staff development

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying solely on interventions to compensate. Therefore, we develop teacher standards by investing in practice and coaching through various external and internal training programmes. We share good practice collectively as a staff during morning meetings, INSET and Twilights and engineer more tailored practice during one-to-one coaching sessions. We consider the best way to ensure students make progress is to harness the power of feedback. Within lessons teachers check

on pupil understanding with the aim that no child embeds a misconception. We are using cognitive science theories in memory and retention to ensure that children retain the knowledge they learn, including essential knowledge identified by the 20 questions approach. Quality of work and feedback in books is a key tool in ensuring pupils in receipt of pupil premium funding perform well as they know exactly how to improve and are given time in lessons to upgrade their work.

Interventions and curriculum

We find out where the basic skills gaps exist among eligible students as soon as they arrive in Year 7 and deploy our best teachers to help close these gaps. We use GL assessments, Lexia and Star Maths numeracy aged testing to ensure that reading and numeracy age gaps are quickly diagnosed and closed. We use period one for numeracy and literacy intervention for all year groups. We also have discrete literacy lessons for Years 7 and 8 during English curriculum time. In numeracy we deploy key staff to work with small groups for specific skills-based intervention. This is rigorously tracked and evaluated termly. In KS4 we offer after school interventions in period 7 to target misconceptions and underperformance across all subjects.

Pupil development and support

We recognise that a number of children arrive with issues that can impact on their ability to both progress with their learning and thrive. This ranges from social issues linked to poverty, housing, and low levels of employment, through to ingrained poor attendance, and undiagnosed educational needs. Therefore, we have developed the pastoral support we offer at school to try and mitigate these circumstances impacting on pupil development.

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills for disadvantaged pupils across the school are lower than for other pupils.* which may present a barrier to them from accessing the curriculum at both key stages. Therefore, literacy catch-up interventions are in place for these pupils. * Right To Succeed Impact report 2024
2	Numeracy skills for a large number of pupils, including those who are disadvantaged, are below expected levels. Therefore, numeracy catch up interventions are in place for these pupils.
3	There is an increase of pupils in receipt of pupil premium funding in the current year 7 in the 2024-2025 cohort (47.13% - 74 pupils); over the last two years number have increased.
4	Incidents of trauma can lead to behaviour issues for groups of pupils.
5	The attendance of pupils in receipt of pupil premium funding is lower than other pupils.
6	Some of our disadvantaged pupils have lower cultural capital than their peers. Support, advice and guidance is in place to support these pupils and their families.
7	Mental health and wellbeing of pupils in receipt of pupil premium funding is a priority.

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
Literacy skills for disadvantaged pupils across the school are lower than for other pupils.* which may present a barrier to them from accessing the curriculum at both key stages. Therefore, literacy catch-up interventions are in place for these pupils. * Right To Succeed Impact report 2024	Pupils in receipt of pupil premium funding will make good or better progress in line with other pupils. Evidence: termly monitoring and reporting on interventions that have taken place and the progress made by individuals and groups.
Numeracy skills for a large number of pupils, including those who are disadvantaged, are below expected levels. Therefore, numeracy catch up interventions are in place for these pupils.	Pupils in receipt of pupil premium funding will make good or better progress in line with other pupils. Evidence: termly monitoring and reporting on interventions that have taken place and the progress made by individuals and groups.
There is an increase of pupils in receipt of pupil premium funding in the current year 7 2024-2025 (47.13% - 74 pupils); over the last two years number have increased.	Increased opportunities for trips and visits and other experiences within the wider curriculum offer. Qualitative data from quality assurance such as pupil voice, parent surveys and lesson visits will outline: <ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Evidence: Provision Map/Extra Curricular reporting. Pupil volunteering and leadership opportunities. Young carers who are in receipt of pupil premium will have wider opportunities.
Incidents of trauma can lead to behaviour issues for groups of pupils.	Whole school training, leadership diploma in trauma informed practice along with leadership team enhanced training to continue to support pupils. Pastoral training as mental health lead and continuous partnership with external agencies. <ul style="list-style-type: none"> Teacher reports and quality assurance will result in disadvantaged pupils are more able to monitor and regulate their own learning. Evidence: CPD tracker, qualifications, attendance records at CPD as well as the monitoring of pupil behaviour on Class Charts.
The attendance of pupils in receipt of pupil Premium funding is lower than other pupils.	Pupils attendance should be in line with national averages with proactive identification, reward and support put into place: Current: PP 88.48% Non PP 95.52% (September to November 2024) (total pupil numbers 822) Previous: PP 85.07% Non PP 92.47% (September to November 2023) (total pupil numbers 803)

Some of our disadvantaged pupils have lower cultural capital than their peers. Support, advice and guidance is in place to support these pupils and their families.	Pupils have equitable access to all areas of school life, including uniform, food vouchers, revision materials, trips, extra-curricular options, travel, work experience, competitions, pastoral interventions. Evidence – tracking and monitoring of internal data on Sims/Class Charts/Sisra/Provision map
Mental health and wellbeing of pupils in receipt of Pupil Premium funding is a priority.	Caring Catholic community where pupils feel safe and valued within the school environment. <ul style="list-style-type: none"> Qualitative data from quality assurance such as pupil voice, parent surveys and lesson visits will outline: a significant increase in participation in enrichment activities, particularly among disadvantaged pupils Evidence: Pupil, staff and parent surveys, CPOMS records and Class Charts analysis.

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: **£71,540.64**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy Development: Developing high quality teaching and interventions which responds to the emerging needs of pupils</p> <p>Technology and other resources that support high quality teaching, for example software to support diagnostic assessment:</p> <p>Actions Appointment of whole school literacy lead to ensure coordination of support, and the tracking</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Reading comprehension strategies 2. Teaching assistant high quality intervention 3. Oral language intervention 4. Mastery learning 5. Small group tuition <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,3

Maths Sparx software Package to enhance curriculum content £2400	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3	2,3
Teaching and Learning Mentoring and coaching for teachers: Actions Use of the instructional coaching model to monitor consistency of application and implementation of high quality Teaching and Learning X2 staff coaches= £6782 Whole School CPD £25,000	EEF strategies: 1. Metacognition and self-regulation 2. Feedback https://educationendowmentfoundation.org.uk/education https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation evidence/teaching-learning-toolkit/metacognition-and-self-regulation self-regulation https://educationendowmentfoundation.org.uk/education https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback evidence/teaching-learning-toolkit/feedback	1,2 and 3

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

Budgeted cost: £103,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic Support Targeted interventions and resources to meet the specific needs of disadvantaged pupils</p> <p>One to one, small group or peer academic tuition:</p> <p>Food Technology resources £4680</p> <p>External tutoring and Alternate Provision: £64,729</p> <p>Catch up sessions and interventions for identified KS4 groups in the holidays/ weekends £2400.00</p> <p>Appointment of a TA4 working EBSNA pupils for targeted intervention £32,115</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Small group tuition 2. One to one tuition 3. Teaching Assistant High quality intervention 4. Metacognition and Self-regulation 5. Mastery curriculum 6. Extended school time <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	1,2,3,4,5,6 and 7

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

Budgeted cost: **£145,935.36**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider Strategies Supporting pupils' social, emotional and behavioural needs Supporting attendance: Education Welfare Officer employed to monitor pupils and follow up quickly on truancy and punctuality and absence. First day response provision. £43,274 Additional Safeguarding assistant £32,115 Councillor Service £5,700	EEF strategies: 1. Mentoring 2. Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 4,5,6 and 7

Wider Strategies Supporting pupils' social, emotional and behavioural needs: Give targeted pastoral and academic support to the identified vulnerable pupils in all years. Continue to develop an inclusive reward system £4,000 Uniform support for Year 7 Pupil Premium pupils £3700 Uniform and equipment support for Year 8-Year 11 £500	EEF strategies: 1. Mentoring 2. Parental Engagement 3. Teaching Assistant High quality intervention 4. Metacognition and Self-regulation 5. Uniform https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3, 4,5,6 and 7
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<p>Class Charts £6935</p> <p>External Speakers/ Mentors (1 day per half term) £948.00</p>	<p>learning-toolkit/metacognition-and-self https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions evidence/teaching-learning-toolkit/teaching-assistant-interventions interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	
<p>Wider Strategies Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Social and emotional learning 2. Aspiration interventions 3. Physical Activity 	3, 4,5,6 and 7
<p>Providing additional support, opportunities and interventions for pupils and their families</p> <p>Extend the careers advice and guidance for all. £5,000</p> <p>Work experience £2348.40</p> <p>Pupil referral outreach service £5000.00</p> <p>Referral Service £6,000</p> <p>Trips and visits £10,000</p> <p>Mental Health Co-ordinator £8,483.70</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3, 6 and 7

Part-time Mentor for SEMH £11,931.26		
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Total budgeted cost: £321,400.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of pupils in receipt of pupil premium funding from the academic year 2023-2024, drawing on national assessment data and our own internal summative and formative data.

The data for 2024 GCSE outcomes demonstrated that the school's pupil premium pupils underperformed compared to non-pupil premium pupils. The progress figure was -0.99 compared with non-pupil premium of -0.3. To help us gauge the performance of our pupils we compared the 2024 actual results to those for pupil premium and non-pupil premium pupils at national level. The data demonstrates that the 2024 actual results were below the national average for progress (-0.99 compared with 0.01).

The non-pupil premium girls gained a progress score of -0.50 and performed slightly better compared to girls in receipt of pupil premium funding girls, with a progress score of -0.66. Boys in receipt of pupil premium funding gained a progress score of -1.37. This was heavily affected by pupils which were persistently absent and did not sit their examination. The boys not in receipt of pupil premium funding performed well and received a positive 0.10 progress score.

During September 2023 we tested all students with regards to literacy and numeracy with the intention to identify any students that may require additional support or intervention. For literacy, there were initially 140 pupil premium pupils that were identified as requiring urgent intervention. Pupils were retested in February 2024; 53% of the pupils placed on an intervention made progress with 88% of the progress made being rapid progress. From the February 2024 testing, pupils were identified for additional support or intervention and tested again in June 2024. 70 % of the pupils made progress with 49% of the progress made being rapid progress.

For numeracy, there were initially 66 pupil premium pupils that were identified as requiring urgent intervention. Pupils were retested in February 2024; 78 % of the pupils placed on an intervention made progress. From the February 2024 testing, pupils were identified for additional support or intervention and tested again in June 2024 with 47% of the pupils had made progress.

In 2023-2024, the attendance of our pupil premium pupils compared with non-pupil premium pupils highlighted a gap and one that widened from Year 7- Year 11.

- In year 7, the difference was 2.4% (94% Non PP vs 91.6% PP):
- Year 8 the gap is 3.8%
- Year 9 the gap is 4.5%
- Year 10 the gap is 5.3%
- Year 11 the ap is 5.7%

It is clear that strategies are needed to continue to be embedded to tackle this particular outcome and the school has invested (as per the plan above) to continue to improve on this.

Our evaluation of the approaches delivered last academic year indicates that for the 2024 leavers, the progress of the pupil premium students reduced compared to the leavers of 2023. However, the internal data from the current year 11 cohort suggests that pupil premium pupils will improve in most key performance indicators.

Externally provided programmes 2024-2025

Programme	Provider
Lexia Star Maths GL Assessment SPARX Maths	Power Up Renaissance GL Assessment SPARX Learning