

Pupil premium strategy statement 2021-22

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 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 College
Number of pupils in school	763
Proportion (%) of pupil premium eligible pupils	42
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	26 May 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Governors
Pupil premium lead	Natalie Gilligan
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 292,545
Recovery premium funding allocation this academic year	£ 39,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ TBC
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	£ 331,985

Part A: Pupil premium strategy plan

Statement of intent

How are we spending the PGP?

All Saints Catholic College draws on research evidence (such as the Sutton Trust and EEF toolkits – see Appendix 2) and evidence from our own experience to allocate funding to activities 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 four priority areas:

Quality first teaching and harnessing the power of feedback

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. The best way to ensure students make progress is to harness the power of feedback. Each lesson has feedback time built into it where the class teacher works with children either one-to-one or in small groups with the aim that no child goes home with a misconception. We embed cognitive science theories in memory and retention to ensure that children retain the knowledge they learn. Quality of work and feedback in books is a key tool in ensuring DP pupils perform well as they know exactly how to improve and are given time in lessons to upgrade their work.

Highly tailored interventions and adjusted 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 Star Reading, Accelerated Reader, Lexia and numeracy aged testing to ensure that reading and numeracy age gaps are quickly diagnosed and closed. We harness the expertise of English and Modern Foreign Languages to target specific literacy interventions in years 7-9. We use tutor time intervention for numeracy and literacy intervention at KS3 and closing knowledge gaps in core subjects at KS4. We also have discrete literacy lessons in the library for Years 7 and 8 during English curriculum time with targeted 1:1 withdrawal. In numeracy we deploy key staff to work with small groups for specific skills based intervention. This is rigorously tracked and evaluated regularly. In KS4 we offer after school interventions in period 6 to target misconceptions and underperformance across all subjects.

Challenges

Minimising barriers to achievement

We have thought carefully about what barriers to learning our KS3 pupils are experiencing. For example, we have:

- Lexia club in the library afterschool for pupils
- Latin Club for KS3
- Performing Arts club
- Art club
- STEM club
- Various extra-curricular PE activities

We insist on good learning habits with the highest of expectations and no excuses. Our KS4 pupils are offered period 6 interventions and 1:1 mentoring session and careers advice.

Raising aspirations and broadening experiences

All Saints serves communities in the 10% most deprived areas according to the IMD 2015. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress onto higher level education and apprenticeships. The message at All Saints is that we are dedicated to providing an excellent education to all of our pupils so that they fulfil their ambitions and exceed their expectations. Pupils must be ready to be inspired, be excellent and succeed. We encourage and support pupils to attend cultural events through trips and visits. We also ensure that the PSHE and CIAG curriculum is broad and offers unique experiences to pupils in areas most needed.

Challenge number	Detail of challenge
Internal Barriers	
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 literacy-heavier GCSE examinations at the end of year 11. Therefore, literacy catch-up interventions are in place for these pupils.
2	There is a gap, between boys and girls and PP and non-PP pupils. Whilst this gap has reduced over time there are continued reasons for this. PP pupils make up a significant proportion of our persistently absent pupils. Similarly, there is a high and continued proportion of pupils who, on arrival, have literacy and numeracy skills which prevent their ability to initially access the curriculum. A large proportion of these pupils are PP.
3	Undiagnosed SEND and disruptive homelives can lead to behaviour issues for a small group pupils is having detrimental effect on their academic progress.
External Barriers	
4	Attendance rates for pupils eligible for PP are increasing but still below national averages and below attendance for non-PP children. That being said, the attendance of pupil premium children is on a 3-year improving trend.
5	Some of our disadvantaged pupils have lower cultural capital than their peers. This means that they do not necessarily see the benefit of their education as much as their peers would. Careers advice and guidance is in place to support these pupils.
6	Impact of COVID including self-isolation and potential lockdown on progress and mental wellbeing.

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
High levels of progress in literacy and numeracy for pupils eligible for PP across the school.	Pupils eligible for PP make progress in their literacy and numeracy in line with non-PP pupils. This will be evidenced using accelerated reader, reading age assessments, numeracy age testing and English/maths assessments every half term.
Improved rates of progress across all subjects and years for disadvantaged pupils.	Pupils eligible for PP make as much progress as 'other' pupils. Where pupils are not on target, leaders create bespoke interventions this is tracked half termly and the impact measured.
Behavioural and pastoral issues of targeted PP pupils addressed so that they are able to access and make progress in their lessons.	Diminished on calls, behaviour incidents and exclusions remain low for PP pupils on the school system (without changing recording practices or standards).
Increased attendance rates for pupils eligible for PP in line with or above national averages. PA remains low.	Overall attendance among pupils eligible for PP improves to 95.08% in line with 'other' pupils and PA remains low for DP pupils (below 8%)
Wider Strategies	
Aspirations for disadvantaged pupils improve so that NEET remains low, there is difference in the workbooks of disadvantaged pupils (DP) and their peers of similar ability across all subject areas, classes and year groups.	Behaviour incidences for DP are low. There is no difference between the workbooks for DP and their peers across the school. NEET figures remain lower than national averages.
To close the gap for middle ability pupils and the gap between boys and girls	The gap between boys and girls will reduce at KS4. The gap between 'middle' ability and other pupils will reduce at KS4
Impact of COVID including self-isolation and potential lockdown	All pupils can access remote. Pupils can access a full, broad and balanced curriculum Pupils receive support pastorally through any periods of isolation. No greater gap between pupils who are PP and non PP due to COVID

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)

1. Planned expenditure					
Academic year		<ul style="list-style-type: none"> 2021/22 			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Teaching Priorities/ Targeted Academic Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so Far
A. Improved literacy across the school.	Targeted interventions in all groups: Base line testing KS3 using Accelerated Reader and Lexia to identify pupils.	EEF strategies: <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 	Tracked half termly and key pupils monitored. Interventions types tracked for efficacy and evaluated on an individual basis.	NGI/DBI	Majority of pupils who have access the programme have seen literacy rates improve Data allows for targeted intervention at those still at literacy levels

	<p>KS4 identifying knowledge gaps in all subject areas:</p> <p>Base line testing assessment pieces/progress 8 score.</p> <p>Purchase revision guides workbooks for pupils along with key texts.</p> <p>Ensure equipment available for KS3 and 4 pupils.</p>		<p>SLT will monitor the full provision and ensure subject leaders are monitoring key tools available.</p>		<p>below where they should be</p>
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<p>A. Improved numeracy across the school.</p>	<p>Appointment of whole school numeracy lead to ensure consistent teaching of numeracy.</p> <p>Small group intervention using additional capacity in maths department – targeted on specific maths skills.</p> <p>Implementation of Sumdog and Numeracy Ninja for KS3</p> <p>Hegarty maths for KS4</p> <p>Purchase calculators exam workbooks and equipment.</p> <p>Small group tutoring with external tutor</p> <p>Numeracy Ninja form time years 7-9</p> <p>Additional capacity in Maths and Science to support with small group work.</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Mastery Learning 2. Small Group Tuition 3. Teaching assistant High quality intervention 4. Extending school time 	<p>Half termly monitoring.</p> <p>Monitoring of the teaching of numeracy through the monitoring for achievement programme.</p> <p>Small group interventions will be tracked each half term.</p> <p>Pupils experience interventions will make greater progress.</p>	<p>Part fund Additional maths capacity £25715*</p> <p>Hegarty Maths £2000</p> <p>Slumdog £130</p> <p>Numeracy age tests £600</p> <p>Part funded Associate Assistant Headteacher salary L8 £50,151*</p> <p>Equipment £2000</p> <p>Workbooks £1500</p>	<p>Numeracy Ninja has been rolled out to all form groups in years 7,8,9.</p> <p>Numeracy ages have improved</p> <p>KS4 predicted data for maths shows improvement on 2019</p> <p>Links successfully made between maths and science on teaching of numeracy</p>
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<p>B. Improved progress for PP pupils across all key stages</p> <p>Consistent use of the science of learning strategies</p> <p>Consistent approach to formative assessment to identify gaps</p>	<p>Use of the instructional coaching model to monitor consistency of application.</p> <p>Regular research based CPD to ensure strategies remain key focus.</p> <p>Revision materials purchased for KS4</p> <p>Training for staff on whole school revision strategies</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Metacognition and self-regulation 2. Feedback 	<p>Evaluating teachers who have been coached.</p> <p>Leaders monitoring consistency through the monitoring for achievement programme.</p>	<p>Teacher Coaches x3</p> <p>£7500*</p> <p>£15,000 aspects of teaching and learning SLT salaries.</p> <p>Purchased revision materials for all subjects.</p> <p>£500</p> <p>Training time in the CPD calendar</p> <p>£2000</p>	
Quality first teaching and harnessing the power of feedback Total budgeted cost					£107096*
ii. Teaching Priorities/ Targeted Academic: Support Highly tailored interventions and adjusted curriculum					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact So Far

<p>D. Increased attendance rates for DP pupils and PA remains low.</p>	<p>Attendance Officer employed to monitor pupils and follow up quickly on truancies. First day response provision.</p> <p>AHT Safeguarding and attendance to develop systems to target the improved attendance of PP pupils.</p> <p>Caritas – working with hard to reach families across the school.</p> <p>Additional support from Tameside via the EWM service.</p> <p>Increased parental engagement.</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Mentoring 2. Parental Engagement 	<p>Regular monitoring of impact of EWM by AHT</p> <p>Overall school attendance above national average including PP</p> <p>Reduction in PA, PP PA absence.</p>	<p>Att. officer £17,600</p> <p>Caritas £7000</p> <p>EWM £8000</p>	<p>School attendance regularly above national average</p> <p>Large number of families supported with family matters</p> <p>Identified immediate support for mental health concerns rather than lengthy wait for HYM</p> <p>P Ex's have fallen from 7 (2018-19) to 5 (2019-2020) to 2 (2021-22)</p>
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<p>C. Behavioural issues for PP pupils addressed</p> <p>Reduce external exclusion through the supportive internal exclusion and alternative provision so PP pupils remain within education.</p> <p>Early identification of SEND pupils and timely referrals.</p> <p>PP Pupils gain resilience and emotional maturity to support meta cognition and self-regulation.</p>	<p>Give targeted pastoral and academic support to the identified vulnerable DP in all years.</p> <p>Develop an inclusive reward system that encompasses all.</p> <p>Working with external agencies to support vulnerable PP pupils.</p> <p>Expansion of pastoral support personnel</p> <p>Training in restorative behaviour and whole staff training.</p> <p>Additional SEND staff.</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Mentoring 2. Parental Engagement 3. Teaching Assistant High quality intervention 4. Metacognition and Self-regulation 	<p>Monitoring of behaviour data daily to ensure prompt parental engagement and allow any support to be given.</p> <p>Monitor pupils' achievement awards and ensure a fair distribution and make rewards achievable for all.</p> <p>Monitor the impact of pupils referred to external agencies.</p> <p>Additional member employed.</p> <p>AHT for behaviour to role out training.</p> <p>Appointment of additional staff in the SEND department.</p>	<p>Alternative Provision</p> <p>£1000</p> <p>Pastoral Staff salary</p> <p>£18000</p> <p>Counsellor</p> <p>£9000</p>	
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Highly tailored interventions and adjusted curriculum Total budgeted cost	£69,000*
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*Funding for salaries has also come from the school funding and budget and is part funded from PP funding identified above

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

Budgeted cost: £ [insert amount]

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so Far
F. Reduce gap in middle ability pupils and reduce the gap between boys and girls	Funded catch up lessons for identified KS4 groups in the holidays/ weekends and extended school day.	EEF strategies: <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 	To be reviewed each half term and interventions tracked.	NGI/DBI/JDE Staffing of additional catch up session in holidays £5000	Predicted data shows improvement in P8/A8 from 2019

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

i. Wider Strategies: Raising aspirations and broadening experiences					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so Far
E. Aspirations of all pupils, particularly DP across the school, are raised so NEET is low and progress increases across all subjects and year groups.	<p>Extend the careers advice and guidance for all.</p> <p>Develop Collective Worship and form time to promote aspirations using The All Saints' Way/The image of The Risen Christ and the school saints to promote the key messages.</p> <p>Increase key speakers, including current staff, about employment and aspirations.</p> <p>For an identified group of pupils to</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Social and emotional learning 2. Aspiration interventions 	<p>NEET figures will be low.</p> <p>Monitoring of form time and Catholic life.</p> <p>RSE curriculum.</p> <p>PSHE days and feedback.</p> <p>Monitoring of pupil engagement with external programmes.</p>	<p>Chaplain TLR £2500*</p> <p>Careers advice £4000</p> <p>Access to the Brilliant club £2000</p> <p>Access to extra curricula £4000</p>	<p>Number of trips/ educational experiences has increased including:</p> <p>Brilliant Club</p> <p>D of E</p> <p>London Performing Arts Trip</p> <p>STEM activities</p> <p>Retreats</p>

	<p>access the Brilliant Club</p> <p>Improve links with industry.</p> <p>Ensure Literature of an aspirational nature is available to all pupils.</p>				
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Part B: Review of outcomes in the previous academic year

Attainment including Year 11 GCSE Headlines 2018/19							
	<i>National Averages all pupils 2018</i>	<i>National Averages all pupils 2019</i>	<i>2016/17 Gap</i>	<i>2017/18 Gap</i>	<i>2018/19 Gap</i>	<i>2019/20 Gap (using 2019 Nat)</i>	<i>Year 11 Gap vs national all 2018/19</i>
• % achieving 9-4 in English and Maths	63.9	64	-42.8	-20.7	-14	-15.2	6
% achieving 9-5 in English and Maths	39.9	43	-37.3	-19.7	-28.7	-8.8	-5.5
% achieving 9-4 English	(2017) 75.5	76	-33.4	-15.5	-16.5	-15	11.5
% achieving 9-5 English	(2017) 60.5	60	-36.8	-13.8	-24.3	-8.8	7.5
% achieving 9-4 Maths	70.9	70	-43	-21.2	-15.2	-18.8	0
% achieving 9-5 Maths	50.4	49	-35.4	-23.7	-29.9	-12.4	-11.5

Pupil premium strategy outcomes

Review of expenditure – deployment from previous academic year 2020/21		
Previous Academic Year	In academic year 2020-2021, the school received £241,304 of funding. The impact of its deployment is detailed below.	
i. Quality of teaching for all		
Impact	Lesson learned	Cost
<ul style="list-style-type: none"> • Reading age intervention is in place for years 7-9. Library lessons also in place for year 7 currently due to COVID restrictions • Lexia has been introduced in school. • 32 pupils when they came to All Saints have made an improvement in their reading ages by an average of 9 months across all pupils. • The gap between disadvantaged pupils and their peers has reduced. There is little gap in life after levels between catch-up pupils and their peers. • Levels of literacy have improved through the use of modelling and science of learning teaching techniques • Pupils' attainment in English at the termly data drops shows a significant improvement from the start of year 7 to the end. The proportion of children now accessing the curriculum is greater • In top set, there has been a significant increase in pupils well above chronological reading age which will help them to access challenging curriculum content. • Progress of disadvantaged pupils has not increased for the past three years • Overall English and maths progress is increasing with gaps between DP and all pupils diminishing • Tracking data shows that the difference between disadvantaged pupils and their peers is diminishing in the vast majority of subjects and across year groups. Significant impact has been made in this area due to the improved quality of teaching across all subjects. • Tracking data shows that overall attainment is increasing in line with national averages. • The overall quality of teaching, learning and assessment is good. 	<ul style="list-style-type: none"> • There are still pupils who, although they have caught up are still below chronological reading age • Improve links with primary schools to embed required skills for KS3 • Establish more effective data tracking throughout years 7-9 to identify gaps in attainment and progress earlier. Share performance data with key stakeholders. • Revisit the science of learning strategies for 21/22 	<p>£96,800</p>
ii. Attendance Interventions		
Impact	Lesson learned	Cost
<ul style="list-style-type: none"> • Attendance for disadvantaged pupils is improving. • Attendance is regularly reviewed to improve attendance of DP pupils. This is monitored weekly at SLT so we expect the rate of improvement to continue • There is now no difference between on calls, internal exclusion referrals and external exclusions between disadvantaged pupils and their peers. Behaviour data is low and behaviour in the school is significantly improved. 	<ul style="list-style-type: none"> • Utilise the EWM service from Tameside Local Authority • AHT attendance to utilise Six Into Seven to look for trends in attendance from KS2-KS4. Target intervention where it is most needed. 	<p>£85,115</p>

iii. Raising Aspirations for DP		
Impact	Lesson learned	Cost
<ul style="list-style-type: none"> Careers offer is significantly strengthened. Pupils are articulating what they want to do when they leave school. All pupils have had a careers meeting with priority given to DP pupils. Pupil voice indicates that CIAG has improved considerably. Tracking of pupil destinations is rigorous and linked to individual pupil progress and attainment. Work in books has improved significantly and work layout shows much more care. Tracking data shows pupil progress is increasing in line with national averages. Established a broad and balanced curriculum which all pupils have accessed despite the challenges of COVID. 	<ul style="list-style-type: none"> Strengthen our vision for the curriculum so that pupils' aspirations are raised and they can make further rapid and sustained progress in their learning. KS3 will be extended from 2022 with a bridging term for the current year 8 planned in all core subjects 	£15,300
Grand total of budgeted cost		= £197,215

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme		Provider