

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	803
Proportion (%) of pupil premium eligible pupils	34.75%
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)	2021-2024 (3 years)
Date this statement was published	7 February 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Governors
Pupil premium lead	Andrew Jones / Natalie Gilligan
Governor / Trustee lead	Mrs Ann Silcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 300,668
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>	£ 81,340
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>	£ 382,008

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) 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 three 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. Within lessons teachers check on pupil understanding with the aim that no child goes home with a misconception. We are embedding 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 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 regularly. In KS4 we offer after school interventions in period 6 to target misconceptions and underperformance across all subjects.

Pupil Development and Support

We recognise that a number of our 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 and have employed a counsellor, family support worker and work closely with the Tameside Education Welfare Team.

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 literacy-heavier GCSE examinations at the end of year 11. Therefore, literacy catch-up interventions are in place for these pupils.
2	Numeracy skills for a large number of pupils, including those who are disadvantaged, are lower than for other pupils and has an impact on their confidence in maths.

3	There is a gap, between boys and girls and PP and non-PP pupils. These gaps have closed significantly since 2022 (based on 2023 data) but they are still a focus for the school. PP pupils make up a 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 proportion of these pupils are PP.
4	Undiagnosed SEND and disruptive homelives can lead to behaviour issues for a small group of pupils is having detrimental effect on their academic progress.
5	Whole school attendance has been affected by Covid and whilst we remain above the national average, PP attendance is below the whole school attendance.
6	Some of our disadvantaged pupils have lower cultural capital than their peers. This is of greater concern with the cost of living crisis when family budgets may not stretch to afford their child these opportunities. Support, advice and guidance is in place to support these pupils and their families.
7	Impact of COVID including self-isolation and the 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
Challenge 1 and 2 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.
Challenge 3 Improved rates of progress across all subjects and years for disadvantaged pupils. To close the gap for DP 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. The gap between disadvantaged pupils who are: SEND Higher Ability Boys
Challenge 4 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).
Challenge 5 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 at least 96% in line with 'other' pupils and PA remains low for DP pupils (below 8%)
Challenge 6 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 incidents for DP are reduced year by year. There is no difference between the workbooks for DP and their peers across the school. NEET figures remain lower than national averages.

<p>Challenge 7 To ensure we have mitigated the continuing Impact of COVID.</p>	<p>All pupils can access remote education where needed Pupils can access a full, broad and balanced curriculum – despite absences. Pupils receive support pastorally through any periods of isolation. No greater gap between pupils who are PP and non-PP due to COVID</p>
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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: 72,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy: Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p> <p>and</p> <p>Technology and other resources that support high quality teaching, for example software to support diagnostic assessment:</p> <p>Base line testing KS3 and KS4 using Accelerated Reader to identify gaps. £5394</p> <p>KS4- identifying knowledge gaps in all subject areas. Base line testing assessment pieces in English for literacy targets to then be shared whole school £1296.00</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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1 and 4</p>

<p>Purchase revision guides workbooks for pupils along with key texts-ensure equipment available for all pupils £789.00</p> <p>Vocabulous software to support low literacy levels £450.00</p> <p>Literacy Resources £11,000</p> <p>18,929</p>		
<p>Numeracy Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p> <p>and</p> <p>Technology and other resources that support high quality teaching, for example software to support diagnostic assessment:</p> <p>Appointment of whole school numeracy lead to ensure consistent teaching of numeracy.</p> <p>£5349.00</p> <p>Star Maths baseline testing package for KS3 and KS4 to identify gaps £4308</p> <p>Small group intervention using additional capacity in maths department – targeted on specific maths skills.</p> <p>£3169.00</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</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/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2 and 4</p>

<p>Hegarty Maths and Sparx software packages</p> <p>£2500</p> <p>Resources (books and equipment) £659.00</p> <p>Tute £10,130.00</p> <p>26,115</p>		
<p>Teaching and Learning</p> <p>Mentoring and coaching for teachers:</p> <p>Use of the instructional coaching model to monitor consistency of application. £5352.00</p> <p>Whole School CPD 22,000</p> <p>27,352</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Metacognition and self-regulation 2. Feedback <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/feedback</p>	<p>3</p>

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

Budgeted cost: £63,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic Support</p> <p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>and</p> <p>One to one, small group or peer academic tuition:</p> <p>Lexia Software Package £3670</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/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 2, 3 and 7</p>

Satchel One £744.00	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Dynamo Maths £507.00	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Food Technology re- sources £5040		
Small group tutoring with external tutor: £43,092	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
EdClass tutoring £10,905	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
£63,958		

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

Budgeted cost: £254,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider Strategies Supporting pupils' social, emotional and behavioural needs</p> <p>and</p> <p>Supporting attendance:</p> <p>Attendance Officer employed to monitor pupils and follow up quickly on truancy. First day response provision. £ 30,428 £26,515</p> <p>Additional Safeguarding assistant £29,046</p> <p>Councillor Service £7350</p> <p>£93,339</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Mentoring 2. Parental Engagement <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5
<p>Extended school time, including for summer schools:</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Extended school time 2. Summer Schools 	1,2 and 3

<p>Funded catch up lessons for identified KS4 groups in the holidays/ weekends and extended school day £2400.00</p> <p>2400</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>	
<p>Wider Strategies Supporting pupils' social, emotional and behavioural needs:</p> <p>Give targeted pastoral and academic support to the identified vulnerable DP in all years.</p> <p>Active Tameside £30,000</p> <p>Mentoring £5732.00</p> <p>Mental Health Lead £5732.00</p> <p>Develop internal nurture provision: £29,658.00 staffing £3238 building</p> <p>Continue to develop an inclusive reward system £1434</p> <p>Employ additional SEND support staff 2x TA4 £32,328</p> <p>Uniform Support £3000</p> <p>111,122</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 5. Uniform <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</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/school-uniform</p>	<p>4 and 7</p>
<p>Wider Strategies Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</p> <p>and</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Social and emotional learning 2. Aspiration interventions 3. Physical Activity <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>6</p>

Communicating with and supporting parents	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	
Extend the careers advice and guidance for all. £10,000 £4400.00	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Work experience £6000.00		
Pupil referral outreach service £5000.00		
Referral Service £6,000		
The Brilliant Club £5124.00		
Trips/Duke of Edinburgh £1199.00 £10,000		
47,723,		

Total budgeted cost: 72,396+ £63,958 + £254,584= 390,938

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the previous academic year, 28% of students (36 students) were entered on to EBACC. Whereas only 16 % of pupil premium students were entered to EBACC. In the current academic year, we have increased the entries for EBACC in both PP (25%) and overall (32%).

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.

The literacy interventions we put into place led to rapid progress from September to July. Furthermore, the number of pupil premium students that were identified as below the expected literacy age reduced in year 10, year 8 and year 7 from Autumn to Summer.

English KS4 results:

Headlines

4+

PP – 51% Non-PP 68%

5+

PP 38% Non-PP 51%

7+

PP 9% Non-PP 14%

P8 score

PP -0.43 Non-PP -0.45

PP below in each metric, however PP have a higher P8 score. The higher P8 score suggests PP students are achieving well compared to their prior knowledge and we are meeting the targets in the intended outcomes. However, we aim to close the gap in attainment between PP and Non-PP by continued intervention.

2. Numeracy skills for a large number of pupils, including those who are disadvantaged, are lower than for other pupils and has an impact on their confidence in maths.

Maths KS4 results

Headlines

4+

PP – 42% Non-PP 68%

5+

PP 27% Non-PP 37%

7+

PP 2% Non-PP 9%

P8 score

PP -0.46 Non-PP -0.55

PP below in each metric, however PP have a higher P8 score. Similarly, to English, the higher P8 score for PP students show we are on track to close the gap between PP and Non-students. We aim to close the gap in attainment between PP and Non-PP by continued intervention.

3. There is a gap, between boys and girls and PP and non-PP pupils. These gaps have closed significantly since 2022 (based on 2023 data) but they are still a focus for the school. PP pupils make up a 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 proportion of these pupils are PP.

The GCSE results this year fell from 2022, the progress figure dropped from -0.25 to -0.46 and the attainment 8 figure dropped from 44.28 to 39.1. Although the results were disappointing the gaps between the key groups did not increase. The gap for Disadvantaged pupils has decreased marginally from (-0.46

to – 0.45). For pupil in receipt of pupil premium funding, the attainment gap reduced significantly from -0.69 to -0.27. Pupil premium students performed very similar to the cohort of 2022 (-0.69 in 2023 compared with -0.63 in 2022). The gap between the outcomes of boys and girls are narrowed to: boys -0.6 and girls -0.47 (the boys performing very similar to the cohort of 2022).

As stated in the intent, one of the most effective ways of ensuring progress of PP (and non-PP) students is quality first teaching. Therefore, we develop teacher standards by investing in practice and coaching through various external and internal training programmes. The following departments received 6-9 weeks of coaching in 2022-2023:

- English-3
- Maths-4
- Science-4
- Humanities-3
- MFL-4
- Tech-2

4. Undiagnosed SEND and disruptive homelives can lead to behaviour issues for a small group pupil is having detrimental effect on their academic progress.

Pupil behaviour, wellbeing and mental health were impacted last year. We believe that a significant number of pupils struggled with their mental health and wellbeing ranging from low level mental health needs to those of significant concern. We used pupil premium funding to provide wellbeing support for pupils who are disadvantaged and targeted interventions where required.

Although exclusion rates are above national, the gap between pupil premium and non-premium is 5% compared with 12% nationally.

	PP	Non-PP
All Saints	23%	28%
National	16%	4.26%

Last academic year we had 6 pupils who were awarded an EHCP- 3 were PP and 3 were not PP.

5. Whole school attendance has been affected by Covid and whilst we remain above the national average, PP attendance is below the whole school attendance.

Although overall attendance in 2022/23 was slightly lower than the previous year (91% compared with 90.8%) it was higher than the National Average. Attendance at the end of the Academic year was 90.8%, which is above the National Average of 90.7%. The attendance of pupil premium students was also higher than the national average (85.9% compared with 85.3%). Attendance remains a significant focus of our current plan.

6. Some of our disadvantaged pupils have lower cultural capital than their peers. This is of greater concern with the cost of living crisis when family budgets may not stretch to afford their child these opportunities. Support, advice and guidance is in place to support these pupils and their families.

	number of PP pupils	Number of PP with zero V-codes	Total attendance sessions	Average attendance sessions per PP pupil
Year 7	72	0	206	2.9
Year 8	71	0	183	2.6
Year 9	56	0	201	3.6
Year 10	75	0	321	4.3
Year 11	51	0	180	3.5
Total	325	0	1091	3.4

The above table showed that all PP students attended a school trip during the last academic year. The average PP student attended 3.4 trips over the year.

	All Saints Catholic College	
	Overall	Pupil Premium
Baseline assignment mark average	53	47
Final assignment mark average	68	67
Average progress between baseline and final assignment	29 %	43 %
% 1st/2.1 final assignment grades	92 %	100 %
% Final assignment submission rate	93 %	100 %
% Tutorial attendance	94 %	95 %

The above shows the impact data from The Brilliant club ran to challenge our high ability students. It shows that our pupil premium students had the lowest baseline data but at the end of the program they had made significant progress (43% PP compared with 29% Overall). The final assignment mark was a 1% difference (PP compared to overall).

7. Impact of COVID including self-isolation and the lockdown on progress and mental wellbeing

There was a need to increase access to the school counsellor in order to meet the needs of pupils requiring support. There was also a 'triage' afternoon for pupils to have access to advice and guidance without appointment. Training was provided for our Mental Health Lead so that she could work alongside NHS professionals to ensure the needs of pupils were effectively met. There were also mentoring programmes to work on self esteem and respect/ respecting others. As a result, there was an increase in attendance from our most vulnerable pupils and stronger relationships built between staff and pupils.

Externally provided programmes

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

Programme	Provider
Lexia	Power Up
Accelerated Reader	Renaissance
Seneca	Seneca
PiXI	PIXL
Kerboodle	Kerboodle