

Pupil Premium Strategy Statement

All Saints Catholic College

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		271		
Proportion (%) of pupil premium eligible pupils				
Year 7 - 54 30.34%	Year 8 - 50 27.62%	Year 9 - 60 33.15%	Year 10 - 47 26.26%	Year 11 - 60 33.15%
Years plan covered		24 / 25 25 / 26 26 / 27		
Date this statement was published		May		
Date on which it will be reviewed		Sept 2025		
Statement authorised by		Karen Colligan		
Pupil premium lead		Sean Carragher		
Governor / Trustee lead		Helen Gaunt		

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 280,085
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
Total budget for this academic year <i>There has been no pooling of the resources in the school across previous years.</i>	£ 280,085

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. We want to ensure that all are challenged to be the best version of themselves and have opportunities beyond the classroom building their cultural capital and enriching their lives.

The focus of our statement is to support disadvantaged pupils to achieve their targets [including high attainers]. We will consider the challenges that they face, including those that are vulnerable, those with a social worker and young carers, and address these challenges in all aspects of the curriculum.

High-quality teaching is at the heart of our approach, teachers know their pupils, data is used to inform planning to ensure that those aspects of the curriculum that disadvantaged pupils struggle with are supported. The EEF Summary Pupil Premium Report identifies the importance of high-quality teaching as key for impact on disadvantaged pupils. This strategy will impact all, it is intended that non-disadvantaged outcomes will also rise as sustained improvements are made.

We will also provide high quality literacy intervention and support for cohorts of pupils to ensure they develop their confidence and fluency. It is essential that they develop basic skills helping to make wider aspects of the curriculum more accessible and preparing them for life beyond school.

We have a whole school approach in which all staff take responsibility for their disadvantaged pupils' outcomes. Our expectation is for all teachers and support staff to:

- Have high expectations of all, with a focus on disadvantaged pupils.
- Ensure disadvantaged pupils are challenged in all lessons with appropriate work.
- Act early and intervene when a need is identified.
- Adopt a whole school approach in which all staff take responsibility for their disadvantaged pupils' outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Continue to ensure that across all subjects the progress gap between disadvantaged and non-disadvantaged is reduced with a focus on key school groups [relevant to each cohort].
2	Assessments, observations, and discussion with KS3 indicate that disadvantaged pupils have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Reading ages of disadvantaged pupils tend to have a greater gap between chronological than their non disadvantaged peers.
3	Many of our disadvantaged students spoken skills are underdeveloped and they are not being given opportunities to express themselves.
4	Our observations suggest many lower attaining disadvantaged pupils lack self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.
5	Historical attendance data highlight a gap between disadvantaged and non-disadvantaged. At the end of the Academic year 2023 – 2024 there was a gap of 5% Steps to success and quality assurance of student work would indicate that absenteeism negatively impacts disadvantaged pupils. Work scrutiny highlights that some disadvantaged student's presentation is not in-line with peers. In addition, presentation of work needs improvement, and answers lack detail and development. This is particularly evident for disadvantaged students in English.
6	Our assessments, observations and discussions with pupils highlight that many of our disadvantaged pupils struggle with their presentation of work and ensuring their work is consistent and in-line with school expectations.
7	More disadvantaged pupils struggle to follow school expectations and consequently miss time through inclusion and suspensions.
8	A number of disadvantaged students have low expectations and lack aspirations / ambitions for their future and progress into post-16.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2027 we hope to have continued to reduce the gap, so it is in-line with national expectations.
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons, outcomes in assessments and scrutiny of student work.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged are more able to monitor and regulate their own learning.</p> <p>Students are able to access Challenge Zone.</p> <p>There is a reduction of exclusions, inclusions.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Students able to recognise support in place.</p> <p>Consistent participation in enrichment activities, particularly among disadvantaged pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>The overall absence rate for all pupils being in-line with national expectation, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so there is minimal gap.</p> <p>The percentage of all pupils who are persistently absent being in line with national expectation and the figure among disadvantaged pupils in line with their peers.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £22,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of National College Training platform / TES CPD to support independent staff CPD.	<p>Use of high-quality training resources to help develop staff CPD and understanding of relevant and appropriate strategies. Colleagues will need to demonstrate engagement in materials and impact as part of appraisal.</p> <p>Links to EEF toolkit through effective implementation of strategies in the classroom.</p>	1, 2, 3
Staff continue to use Seating plans as part of high-quality teaching strategies in the classroom.	<p>EEF states that the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Having access to data / contextual information ensures staff can plan learning to meet the needs of students in their classes.</p>	1
Continuous Professional Development and training <ul style="list-style-type: none">• Bespoke CPD appropriate to the school context and School Improvement Priorities.• Calendar of faculty time with a focus on CPD and improving staff at a faculty level.	<p>We invest in our staff and train them to become effective classroom practitioners. We use the latest evidence-based research to inform our methods of teaching to ensure learning is maximised. Our work and methodologies are supported by the:</p> <p>EEF and the Sutton Trust. EEF Professional Development Guidance Report</p> <p>The two programmes below will be implemented next year to further</p>	All

<ul style="list-style-type: none"> Exam board training is completed in each department with online webinars or face to face CPD Our appraisal structure holds staff to account for the quality of their teaching over time. Identified staff attend / access external training relevant to their roles including national qualifications. Bespoke targeted support to work with subjects indicated by Quality Assurance. Where appropriate external colleagues utilized to support e.g. SLEs. 	<p>develop key areas of focus from the SIP:</p> <ul style="list-style-type: none"> -Thinking Classrooms Programme -Teaching and learning Excellence Programme 	
<p>Provide Leadership opportunities to support key aspects of school improvement impacting disadvantaged; these will include Literacy and improving teachers through instructional coaching.</p>	<p>Leader for Literacy will work alongside Assistant Principal teaching and learning to implement key aspects of EEF literacy report.</p> <p><u>Improving Literacy in Secondary Schools EEF</u></p>	<p>2 – 3</p>

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

Budgeted cost: £32,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Individual and small group intervention to raise attainment in literacy and numeracy</p>	<p>Use of a specialist teacher to carry out 1-2-1 or small group tuition with students who have been identified needing catchup.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Inclusion staffing to support disadvantaged students.</p>	<p>Use of a specialist teacher to carry out 1-2-1 or small group tuition with students who have been identified needing catch-up.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Continue to use Lucid Exact to ensure all who require additional support for exams are flagged.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Continue to implement accelerated reader.</p>	<p>Reading intervention programme that helps to encourage to read for pleasure.</p> <p>EEF – Accelerated Reader</p>	<p>2</p>
<p>Continue to implement Read, Write Inc Phonics</p>	<p>Phonics-based intervention to help develop approaches to reading and writing. High impact with SEND and disadvantaged.</p> <p>EEF – Read Write Inc</p>	<p>2</p>
<p>Catch-up teaching / support</p>	<p>Use of an educational teaching assistant to carry out 1-2-1 or small group tuition with students who have been identified needing catchup.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>

	<p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
Purchase Reading Pens for students in Set 4 / 3 who may benefit from using this resource as a normal way of working.	<p>Reading pens can improve access to reading materials impacting emotional wellbeing and overall outcomes.</p> <p>https://researchschool.org.uk/nor-folk/news/the-impact-of-reader-pens-in-exams-for-students-with-eal-sen-or-low-reading-ages</p>	1,2

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

Budgeted cost: £224,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support and intervention</p> <p>Through the increased capacity provided within the inclusion team, we will reduce the behaviours that lead to students who are in receipt of Pupil Premium funding receiving Fixed Term Exclusions.</p> <p>This will result in the proportion of disadvantaged students receiving a Fixed Term Exclusion being reduced.</p>	<p>Promoting positive attitudes to learning allows our pupils to develop the skills and knowledge required for success in later life.</p>	4, 7
<p>Attendance tracking</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5

Attendance staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.		
Targeted cohort access The Brilliant Club	Programme targeting disadvantaged students to raise aspirations	1
Social and emotional support Recruitment of additional capacity for SEMH needs. Use of Catholic care to work with key students and support needs.	Offering social and emotional support to those that need it the most will ensure all our most disadvantaged pupils are able to access the full curriculum and maximise their potential.	7
Raising the aspirations and ambitions of disadvantaged students CEIAG support developed across KS3 and KS4 through use of the START programme, and participation in the Teach First Careers Leader programme.	We know from research and experience that disadvantaged pupils are more likely to be NEET and do not always have the support networks at home to ensure that students are thinking about their future as well as raising their ambitions about their future. Therefore, we make it a priority that our disadvantaged pupils are able to take part in a wide range of enrichment activities and are prioritised by our Careers team. <u>Click here to access the EEF research into careers education as a means of raising pupil outcomes.</u>	8
Deployment of additional staff to ensure a tiered system with a graduated approach can be implemented to enhance the personalised SEND provision.	Our work is supported by the research completed by the EEF on the use Teaching Assistants and high-quality provision for SEND students. <u>Click here to access the EEF research into the use of teaching assistant.</u> <u>Click here to access the EEF research into SEND provision in mainstream schools.</u>	As appropriate to student needs.
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have	All

	identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 280,085

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

External data shows the gap has reduced, overall progress is 0.11, with disadvantaged Students at 0, this is just below the National Average of 0.16. This has improved from previous years with a low of -0.82 in 2019. This addresses challenge 1, we had a 3-year gap of -0.49. focus has been shifted to ensure all staff are to:

Our expectations of all teachers and support staff are to:

- Have high expectations of all, with a focus on disadvantaged pupils.
- Ensure disadvantaged pupils are challenged in all lessons with appropriate work.
- Act early and intervene when a need is identified.
- Adopt a whole school approach in which all staff take responsibility for their disadvantaged pupils' outcomes.

A number of subjects have improvements and closed the gap, the following subjects are positive progress for disadvantaged Geography [1.18] French [0.40], Drama [0.73], Food [0.03], Music [1.21], Sports Studies [1.11], Photography [0.02], Religious Studies [0.29].

To ensure there is a focus on High Quality Teaching we are using the 'Teaching and Learning Excellence Programme', this programme is designed to extend and embed knowledge and skills for middle leaders. The aim is for all middle leaders to complete at least one module based on their self-evaluation of strengths and areas for development. We have a number of colleagues at this level that are looking to develop their leadership skills that will also benefit from the modules in this course. The majority of the content is focused on curriculum content and leadership, and this will support our refocus of the curriculum considering the new Ofsted Toolkit.

We are also implementing the 'Thinking Classrooms Programme' This course is designed for classroom teachers, it can be completed in full, or staff can dip into the relevant chapters for their own areas of development. The aim is that, through the programme, we are increasing student independence and transferrable skills.

All staff have participated in training on the questioning unit. Throughout the year, there are pockets of directed time that will be used for staff to select units to complete, in some cases, they will be directed to modules of study based on quality assurance data.

Attendance has been a focus, our disadvantaged students [90.2%] were above national average of 89% [+4.7%]. There is still a gap between disadvantaged [90.2%] and non-disadvantaged [94.4%]. This will continue to be a priority and area of focus in the next plan.

Reading data for disadvantaged shows progress of greater than chronological in years 7 and 9. Use of Accelerated Reader will continue alongside use of the Learning Resource centre in years 7 and 8.

There were more disadvantaged students who were consequence-4-free [removal from lesson], at the end of last academic year. There is a 9% gap to non-disadvantaged students [61%]. In Years 7 and 8 more disadvantaged students had more consequence-4 sanctions. Implementation of Positive Discipline will close this gap further.

There continues to be a gap between disadvantaged students and non-disadvantaged for suspensions on all indicators. Implementation of Positive Discipline will aim to impact and close the gap

We continue to offer a high-quality support through CK careers, 93.02% of these students are meeting the duty to participate in Education, Training or Employment. 53.49% of disadvantaged students went on to A-Levels / Level 3 programmes [lower than non-disadvantaged students 67.65%. 20.93% of the disadvantaged students enrolled on Level 1 courses, compared to 6.62% of non-disadvantaged.