



Pupil premium deployment and impact statement: All Saints Catholic College

1. Summary information					
School	All Saints Catholic College				
Academic Year	2017/2018	Total PP budget	£190,000	Date of most recent PP Review	December 2017
Total number of pupils	617	Number of pupils eligible for PP	167+year 7	Date for next internal review of this strategy	Jan 2018

2. Current attainment year 11 – the 2017 data against national other pupils in 2017 is wide due to the historic inadequate teaching and poor pastoral support for this year group. Therefore, the in-school gap has been given for terminal results 2017.

	National Averages all pupils	2017 Gap	Year 11 Projected Gap vs national all	Year 10 Projected Gap vs national all	Year 9 Projected Gap vs national all	Y8 Flightpath Gap	Year 7 Flightpath Gap
% achieving 9-4 in English and Maths	63%	19% internal	16%	4%	3%	-	-
% achieving 9-5 in English and Maths	39%	17% internal	13%	2%	15%	-	-
% achieving 9-4 English	75%	19% internal	-13%	-11%	-13%	-2%	-2%
% achieving 9-5 English	60%	16% internal	3%	6%	30%	-	-
% achieving 9-4 Maths	69%	13% internal	3%	0%	-10%	-2%	6%
% achieving 9-5 Maths	48%	8% internal	18%	7%	3%	-	-

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	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.
B.	Pupils who are eligible for PP, particularly boys, are making less progress than other pupils across in some subjects in year 9. Historic underperformance at in their year 7 prevents sustained high achievement and they still require rapid catchup from the improved teaching.
C.	Behaviour issues for a very small group of year 9 and 10 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance rates for pupils eligible for PP are below national averages and below attendance for non-PP children of 95.08%
E.	Our disadvantaged pupils, particularly boys, have lower aspirations than their peers. This means that they do not necessarily see the benefit of their education as much as their peers would.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy and numeracy for pupils eligible for PP across the school.	Pupils eligible for PP make progress in their reading and maths in line with non-PP pupils. This will be evidenced using accelerated reader reading age assessments and the 6 English/maths assessments every half term.
B.	Improved rates of progress across all years and in particular PP in year 9, DP boys and for high attaining pupils eligible for PP	Pupils eligible for PP make as much progress as 'other' pupils, including those identified as high attaining at key stage 2. Where pupils are not on target, departments are putting in place wave 1 interventions detailed on class personalisation plans, monitored by heads of departments (HOD), head of year (HOY) and senior team.
C.	Behavioural 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).
D.	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%)
E.	Aspirations for disadvantaged pupils improve so that NEET remains low, there is difference in the workbooks of DP and their peers 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.

5. Planned expenditure	
Academic year	2017/2018
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. Quality of teaching for all					
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.	<p>Increased teaching capacity within the English department to run reading interventions and support literacy development in other departments.</p> <p>Increase capacity in the coaching programme to support other departments.</p> <p>Staff training on extended writing, supporting literacy across the curriculum and key department specific terms.</p>	<p>We want to offer high quality teaching to targeted pupils in order to improve their outcomes. The English department will be able to share their excellent teaching across the school. The coaching team will add capacity to support this. Quality teaching is said to be effective in the Teacher Development Trust research review on professional development.</p> <p>Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. Accelerated Reader mentioned in a best practice part of Sutton Trust Teacher Toolkit and was shown to have a positive impact in another partner school.</p>	<p>Clear scheme of learning for all to follow. Learning walks, clear assessment of progress and data tracking.</p> <p>Head of English to oversee resources and scheme development with other HODs, KS3 lead for English and SENCO/DHT/Librarian</p>	<p>Head of English £23,000</p> <p>Second in English £4400</p> <p>Accelerated Reader £1800</p> <p>Coaching TLRs £10,000</p>	
B. Improved numeracy across the school.	<p>Staff training on developing numeracy in form times to be led with whole staff. This will be monitored by lead teacher in maths.</p> <p>Small group intervention using additional capacity in maths department – targeted on specific maths skills.</p> <p>Implementation of maths watch and numeracy ninja.</p>	<p>Pupils need to practice their numeracy skills on a regular basis with an emphasis on problem solving and application in difference scenarios. Pupils need to develop their confidence. Extraction at other times in the curriculum means that pupils will not miss out on their main maths lessons.</p>	<p>Use INSET days to deliver training. Clear use of form time over the year. Monitor maths aspects of form time. Monitor usage of maths watch. Consistent approach to problem solving within the maths department using the rapid improvement plans.</p>	<p>Lead Teacher Maths £23,000</p> <p>Maths Watch £600</p> <p>Additional Capacity £5000</p>	

<p>C. Improved progress for PP pupils across all key stages</p> <p>Consistent marking for learning across the school to give clear and specific guidance to PP pupils.</p>	<p>Continuation of coaching model in operation from DHT T&L in order to embed work done on planning for provision tailored to PP pupils within lessons.</p> <p>Added capacity to T&L leadership team.</p> <p>Coaching with a focus on sub groups/.</p>	<p>Feedback is mentioned in Sutton Trust toolkit as having high impact, and utilising tailored feedback for teachers as to how to address the needs of PP pupils within lessons will provide day to day in-class intervention.</p>	<p>Coaching notes will detail exact strategies for PP pupils with precise ways to address their needs and a deadline for implementation. Subsequent observation, work scrutiny, learning walks will ascertain interim impact before final impact in tracking data.</p> <p>Training followed by learning walks and work scrutiny. Triangulation of books with assessment data input into SIMs.</p>	<p>ADHT T&L £3000 Future Leaders training and</p> <p>£15,000 aspects of AHT and ADHT salaries. Coaching as per above.</p>	
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Quality of Teaching for All Total budgeted cost **£85,800**

ii. Attendance Interventions

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>A. Increased attendance rates for DP pupils and PA remains low.</p>	<p>Attendance Officer employed to monitor pupils and follow up quickly on trancies. First day response provision. AHT Behaviour and attendance to develop systems to target the improved attendance of PP pupils</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of Caritas support worker about existing absence issues.</p> <p>Use NISAI learning for targeted long term absent pupils or those DP who are PA.</p>	<p>CARITAS £7000</p> <p>And att. officer £17,615</p> <p>AHT £15,000</p> <p>NISAI £5000</p>	
<p>B. Problem behaviour for specific year 9 and year 10 PP pupils addressed</p> <p>PP Pupils gain resilience and emotional maturity to support them in accessing their</p>	<p>Give targeted support to the identified vulnerable DP in years 9 and 10 behaviour intervention for identified students.</p> <p>Pastoral support worker employed to support pupils with their social and emotional learning.</p>	<p>The Sutton Trust T&L Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, and produce large improvements in academic performance. Higher impact with older pupils.</p> <p>Pupils' social and emotional vulnerabilities at All Saints are a barrier to their learning and to us building a positive ethos where our</p>	<p>Ensure identification of pupils is fair, transparent and properly recorded. Use support worker to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Through training of key staff in counselling and supporting pupils with social and emotional wellbeing. Implementation of a</p>	<p>Deputy Head AHT Behaviour £22,500</p> <p>Reward badges £1000</p> <p>Pastoral</p>	

learning. Reduce external exclusion through the development of internal exclusion and alternative provision so PP pupils remain within education and exclusion is a deterrent to poor behaviour	Use work of Teach First participant on DP boys to strengthen teaching methods across the school to engage particular pupils. Continue rewards system for all pupils ensuring equity for DP	most vulnerable pupils can engage in their learning.	proactive programme of appointments to support key pupils. Appointment of additional pastoral support officer 1 yr contract for specific PP support. Through identification of key vulnerabilities by AHT PP coordinator, support worker, pastoral team. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors, leading to raised achievement points.	Support £18,000	
Attendance/Behaviour Interventions Total budgeted cost					£85,115
iii. Raising Aspirations for DP					
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
Aspirations of all pupils, particularly DP across the school, are raised so NEET is low and progress increases across all subjects and year groups.	Implement and embed 'How High Can I Fly' with all year groups. Extend the careers advice and guidance for all. Develop Collective Worship and form time to promote aspirations using 'Caravaggio' as the driver – that it can be anyone who does a particular course or job. Increase university links and visits, especially Cambridge. Increase key speakers, including current staff, about employment and aspirations.	Research from various sources detailed by Ambition School Leadership training shows the aspirations gap that exists between DP and their peers from a very young age. At All Saints in particular, historically over a long period of time the culture has been of low aspirations and this had become engrained. This is now less so, but we want to ensure all of our pupils, regardless of background, know they can achieve what any other more fortunate young person can.	Leadership through strong HOD in RE monitored by DHT and HT. External validation of careers advice.	KCO TLR £5,000 Chaplain TLR £2500 £4,000 Careers advice Raising Participation fund £2000 Keynote speakers £1800	
Aspirations Total of Budgeted Cost					£15,300
Grand Total of budgeted cost					£186,215

6. Review of expenditure – deployment from previous academic year.				
Previous Academic Year		In academic year 2016-2017, the school received £199,959 of funding. The impact of its deployment is detailed below.		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Literacy	Staff training Coaching Capacity in English	<p>Reading ages for year 7 have increased by an average 10 months for targeted group – see reading age impact report. Interventions have widened and continued. Impact now evident in years 7 and 8. Tracking y9 and 10 but impact evident in their lessons and in the quality of work.</p> <p>In year 7 there is no significant gap between the progress of DP and their peers.</p> <p>The attainment gap between DP and their peers halved in year 11 due to targeted interventions on a large scale.</p>	We are pleased with the impact so far, in particular with our most vulnerable year group (year 11). We will embed the practice next year to ensure staff continue to use pupil data so as to rapidly improve progress of PP pupils. Because of stability within the school, we anticipate the impact being even greater this year.	£32,463

Improved progress for PP pupils across all key stages and subjects	Consistent marking for learning across the school to give clear and specific guidance to PP pupils. Continuation of coaching model in operation from AHT T&L in order to embed work done on planning for provision tailored to PP pupils within lessons. Implementation of small group extraction and tutoring in mathematics	See data sheets. Teachers now aware of the individual pupils to target. - gaps diminishing in 3 out of 4 year groups: Y7 – no sig gap in the core subjects on expected/aspirational progress Y8 – historic teaching has meant a gap remains in the core Y9 – No gap in the core. Gap in History. Y10 – No significant gaps within school and pupils making progress to catch up against all pupils nationally. Y11 - Progress slower in year 11 however impact is still evident in work and attainment data. Gap exists also against all pupils nationally but has halved.	We will focus on consistency in marking for learning and the use of 'golden' reflection time. The coaching model has been expanded through the use of 5 TLR payments.	£47,120
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ii. Attendance Interventions

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance particularly for DP and also improved behaviour.	Attendance Officer employed to monitor pupils and follow up quickly on trancies. First day response provision. AHT Behaviour and attendance to develop systems to target the improved attendance of PP pupils Identify a targeted behaviour intervention for identified students.	Attendance overall increased broadly in line with national averages however more work needs to be done to improve the attendance of PP children (although this has a 3 year upward trend) . PA of DP pupils has significantly decreased as has overall PA. There is no significant difference between on calls/IEB referrals for DP/non-DP children. Behaviour has significantly improved in lessons and around schools which will have a positive impact on the learning of all but in particular disadvantaged pupils. See full behaviour data profile	Having our own internal attendance officer had a much bigger impact than outsourcing. It gave us the capacity to produce data, analyse it quickly and target interventions within a day. It also allowed us to hold parents to account on a first day of absence and also for subsequent absences. To strengthen this, we would like to develop the use of Nisai learning as a tool to support pupils with a long term absence. The targeted work on behaviour has had a significant impact on reducing exclusions and keeping pupils within school. DP attendance has a 3 year upward trend towards national averages and DP PA has decreased significantly and is well below national averages.	£61,715

iii. Behavioural Support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>PP Pupils gain resilience and emotional maturity to support them in accessing their learning.</p> <p>Reduce external exclusion through the development of internal exclusion and alternative provision so PP pupils remain within education and exclusion is a deterrent to poor behaviour</p>	<p>Pastoral support worker employed to support pupils with their social and emotional learning.</p> <p>Identify a targeted behaviour intervention for identified students</p>	<p>On calls for truancy have decreased significantly, including for DP pupils.</p> <p>Exclusions are decreasing and IEB is helping all pupils remain in education.</p> <p>Exclusions remain lower and permanent exclusions decreased significantly. On calls and IEB referrals decreased.</p> <p>As a result, teachers are now able to target their teaching to better support disadvantaged pupils. This is evident in the improved quality</p>	<p>We will continue to embed the work we have done to ensure consistency across subjects and year groups. This will be done through work scrutiny, tracking data and assessments.</p>	<p>£58,661</p>

7. Additional detail

Deployment of the pupil premium in academic year 2016-2017 was well targeted and had significant impact on behaviour and attendance. This is the first year in which the deployment of funds has been utilised properly and tracked throughout the year. With further stability and strong leadership, we expect greater impact again in academic year 2017-2018.