



Pupil premium interim impact statement: All Saints Catholic College

1. Summary information					
School	All Saints Catholic College				
Academic Year	2016/17	Total PP budget	£200,000	Date of most recent PP Review	Due July 2017
Total number of pupils	633	Number of pupils eligible for PP	229	Date for next internal review of this strategy	Jan 2017

2. Current attainment year 11							
	National Averages	2016 Gap	Year 11 Projected Gap	Year 10 Gap	Year 9 Gap	Y8 Flightpath Gap	Year 7 Flightpath Gap
% achieving 9-4 in English and Maths	62% A*-C	20%	22%	17%	5%		
% achieving 9-4 English	74% A*-C	16%	19.4%	-1.8%	3%	24%	5%
% achieving 9-4 in Maths	68% A*-C	16%	25%	1%	3%	11%	0%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B.	Pupils who are eligible for PP, particularly boys, are making less progress than other pupils across all year groups and many subject areas in both key stages. Underperformance at KS3 prevents sustained high achievement through KS4.
C.	Behaviour issues for a small group of pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Attendance rates for pupils eligible for PP are 90.20% (below attendance for non-PP children of 95.08%). This reduces their school hours and causes them to fall behind on average.
E.	Persistent absence for pupils eligible for PP is significantly higher than other pupils.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make progress in line with non-PP pupils. This will be evidenced using accelerated reader reading age assessments and the 6 English assessments every half term.
B.	Improved rates of progress across KS3 and KS4 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 pastoral (HOY) and senior team.
C.	Behavioural issues of PP pupils addressed.	Fewer on calls, behaviour incidents and exclusions recorded for PP pupils on the school system (without changing recording practices or standards).
D.	Increased attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves from 90.20% to 95.08% in line with 'other' pupils (based on data in May 2016)
E.	Decreased persistent absence for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 7% or below.

5. Planned expenditure

Academic year	2016/17
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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
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A. Improved Year 7 literacy progress	Increased teaching capacity within the English department through the recruitment of Teach First	We want to offer high quality teaching to targeted pupils in order to improve their outcomes. Teach First participants will be able to use their teaching training and external support to provide high quality intervention. Quality teaching is said to be effective in the Teacher Development Trust research review on professional development. 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.	Clear scheme of learning for all to follow. Learning walks, clear assessment of progress and data tracking.	Head of English £23,000	January 2017 Reading ages for year 7 have increased by an average 10 months for targeted group – see reading age impact report
A. Improved Year 7 literacy progress	CPD for all English staff on using Accelerated Reader, NESSY effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language. Ensure clear time for AR to happen.	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.	HOD to oversee resources and scheme development with KS3 lead for English and SENCO/DHT/Librarian	Second in English £4353 + £2245 accelerated reader, books, Toe by Toe £600	Jan 17: Reading programmes in place and happening regularly. Pupils read regularly in class. Library usage high. Toe by Toe having positive impact along with Accelerated Reader
A. Improved Year 7 literacy progress B. Improved progress for PP pupils	Staff training on extended writing to be delivered by Head of English and Teacher responsible for y7 catchup	Pupils need to master extended writing skills from an earlier age and working on this from y7 will help pupils embed skills earlier across the school. This will focus specifically on effective self and teacher assessment of extended writing with the use of modelling and clear frameworks.	Use INSET days to deliver training. Peer observation of attendees' classes after the course to embed good practice. Use work scrutiny to ascertain impact. Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and tracking points.	Assistant Headteacher KS3 and Assistant Headteacher T&L £2,265	March 17: In year 7 there is no significant gap between the progress of DP and their peers in all subjects.

Quality of Teaching for All Total budgeted cost					£32,463
ii. High Quality Teaching					
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 progress for PP pupils across all key stages	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.	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.	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.	SGA £18,320	March 17: See data at top of sheets
B. Consistent marking for learning across the school to give clear and specific guidance to PP pupils.	Conduct training with staff and subsequent coaching to embed high quality marking across the school	The Sutton Trust T&L Toolkit suggests high quality feedback is an effective way to improve attainment for all pupils. This will have significant impact for PP pupils when specifically targeted.	Training followed by learning walks and work scrutiny. Triangulation of books with assessment data input into SIMs.	SGA	Jan 17: Marking for learning has improved so that pupils, including pupil premium pupils, are beginning to receive and use comments to aid learning.

C. Improve outcomes for PP pupils, particularly boys, in mathematics	Implementation of small group extraction and tutoring in mathematics	The Sutton Trust states that this will add 5 months' learning for pupils in conjunction with normal teaching. This will be delivered by teachers and also tutors from The Tutor Trust – a not for profit organisation and will focus mainly on Y11, Y10 and catchup in Y7	Analysis of group data on each tracking point along with work scrutiny to ensure PP pupils making rapid progress.	MLI £10,800 £18,000 targeted intervention tutor	March 17 – 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
High Quality Teaching Total budgeted cost					£47,120
iii. 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
D. Increased attendance rates	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	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.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP.	AHT Behaviour proportion £21,600 And att. officer £17,615	Jan 17 – attendance overall is increasing and broadly in line with national averages however more work needs to be done to improve the attendance of PP children (although this is increasing) and reduce the PA of PP children.

			Attendance and progress discussed at least fortnightly with PP Coordinator and mentor. Letters about attendance and support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers		See full attendance data. Need to continue drive on PA and overall attendance.
C. Problem behaviour for PP pupils addressed	Identify a targeted behaviour intervention for identified students.	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.	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. 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.	Deputy Head AHT Behaviour £22,500	Jan 17: 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.

Attendance Interventions Total budgeted cost **£61,715**

iv. Positive Behaviour

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
PP Pupils gain resilience and emotional maturity to support them in accessing their learning.	Pastoral support worker employed to support pupils with their social and emotional learning.	Pupils' social and emotional vulnerabilities at All Saints are a barrier to their learning and to us building a positive ethos where our most vulnerable pupils can engage in their learning.	Through training of key staff in counselling and supporting pupils with social and emotional wellbeing. Implementation of a 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.	Deputy Headteacher £27,515 plus cost of counselling course £450 year 1	Dec 16 – On calls for truancy have decreased significantly, including for DP pupils. April 17 July 17
Reduce external exclusion through the development of internal exclusion and alternative provision so PP pupils remain within	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use support worker to engage with parents before IER or off site intervention begins.	Deputy Head £10,696 plus resources	Exclusions are decreasing and IEB is helping all pupils remain in education.

education and exclusion is a deterrent to poor behaviour			Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. 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.	IER £20,000 Tameside College	Assess again Jun 17
Positive Behaviour Total of Budgeted Cost					£58,661
Grand Total of budgeted cost					£199,959

6. Review of expenditure – deployment from previous academic year.				
Previous Academic Year		In academic year 2015-2016, the school received £200,000 pupil premium funding. The exact deployment information relating to academic year 2015-2016 is unavailable. Elements that are known are 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
Improve attainment across the curriculum	Staff training on use of data to deliver lessons and associated coaching	Mixed: training has informed approach to building aspiration in school and use of data to inform learning. However, level of supply and teaching quality means that impact is not yet evidence. Progress 8 data shows that PP students did not make expected progress.	Embed the practice next year to ensure staff continue to use pupil data so as to rapidly improve progress of PP pupils	SLE cost x 6 days £1500 Time for coaching approx. 20 teacher days £3600 INSET x 1 day for 45 staff £10,000 See impact at top of sheet.

ii. Targeted 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
Improved attendance	Additional payment to pastoral support officer	Some. Attendance increased overall but poor leadership of pastoral team and reduced capacity resulted in an approach which was not sufficiently targeted to those pupils who needed it. EWO support from LA was not robust enough in engaging with key families.	We will appoint attendance officer with specific role in improving attendance across the school. Cost will be similar. Will be led by new senior leaders.	£18,000 EWO provision. 32% of PSO/attendance officer salary £8,600
Improved behaviour	Use of Local Authority BLIS provision	Very little. Coaching/intervention for key pupils did not have a positive impact on their behaviour or engagement in school. Permanent exclusions remained high. Exclusions remained high.	We will create our own in school provision through pastoral support, counselling, internal exclusion in order to change the behaviour of pupils.	£12,000 BLIS SLA.
iii. Literacy 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
Improved Year 7 literacy results	Accelerated Reader Toe by Toe	Medium-low: implementation was variable due to leadership issues within the English department. Positive impact for students who attended but many did not. Success criteria: not met. Had some success with weakest readers but some more disengaged pupils did not attend sessions.	More structured implementation required with clear staff training and structure to sessions. An intervention menu for each underperforming PP child is required.	Accelerated reader Toe by Toe £600 Staffing 1 day per week per class y7 Proportion of JCA time £5000

7. Additional detail

Deployment of the pupil premium in academic year 2015-2016 was not specific enough and hindered the monitoring of impact. As a result, this document was utilised by the new leadership team to ensure targeted deployment.