

Pupil premium strategy statement 2022-23

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	791
Proportion (%) of pupil premium eligible pupils	40.23
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governors
Pupil premium lead	Natalie Gilligan
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 70,000
Recovery premium funding allocation this academic year	£ 140,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 49,265
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	£ 259,265

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 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. 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

Minimising barriers to achievement

We have thought carefully about what barriers to learning our KS3 pupils are experiencing.

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. Some of our families have ingrained poor attendance with parents who may not always see the importance of daily attendance for their children or have historic negative experiences linked to their own education. 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 as part of a family. Pupils must be ready to be inspired, be excellent and succeed. We encourage and support pupils to attend cultural events through trips and visits and fund those who may not be able to afford them. These wider experiences are mapped and part of a tailored curriculum. We also ensure that the PSHE/ RSE and the CIAG curricula are broad and offer 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	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 since 2019 (based on 2022 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 home lives can lead to behaviour issues for a small group pupils and is having detrimental effect on their academic progress.
External Barriers	
1	Whole school attendance has been affected by Covid and whilst we remain above the national average, PP attendance is below the whole school attendance.
2	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.
3	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
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 96% 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 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.
To close the gap for DP pupils	The gap between disadvantaged pupils who are: SEND Higher Ability Boys
To ensure we have mitigated the continuing Impact of COVID.	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

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"> 2022/23 			
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 year groups. Base line testing KS3 and KS4 using Accelerated Reader and Lexia to identify gaps.	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 termly and key pupils monitored. Interventions types tracked for efficacy and evaluated on an individual basis.	NGI/ SMG	

	<p>KS4 identifying knowledge gaps in all subject areas:</p> <p>Base line testing assessment pieces in English for literacy targets to then be shared whole school</p> <p>Purchase revision guides workbooks for pupils along with key texts.</p> <p>Ensure equipment available for all pupils</p>		<p>SLT will monitor the full provision and ensure subject leaders are monitoring key tools available.</p>		
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<p>B. 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>Sparx Maths</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</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>JDE/KEV</p>	
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<p>C. 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>DBI/JDE/NGI</p> <p>Teacher Coaches</p>	
Quality first teaching and harnessing the power of feedback Total budgeted cost					£80000
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>A. 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>Family Support Worker</p> <p>Additional support from Tameside via the EWM service.</p> <p>Events to increase 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>Measure overall school attendance against the National Average including PP to ensure it remains at least in line.</p> <p>Reduction in PA, PP PA absence</p> <p>Regular, strategic discussion about attendance at SLT meetings</p> <p>Family support worker will target and engage with 'hard to reach families'</p>	<p>SSC/CCL</p>	
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<p>B. 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 internal, Alternative Provision facilities</p> <p>Continue to develop an inclusive reward system</p> <p>Work with external agencies to support vulnerable PP pupils.</p> <p>Expansion of pastoral support personnel</p> <p>Continue to train staff in restorative behaviour and whole staff training.</p> <p>Employ additional SEND support 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>Reduction in the number of pupils accessing external Alternative Provision.</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>Pastoral Staff salary</p> <p>Counsellor</p> <p>Mentor</p>	
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	Provide appropriate and targeted mental health support				
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Highly tailored interventions and adjusted curriculum Total budgeted cost	£80000
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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)

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. To close the gap for DP pupils	Funded catch up lessons for identified KS4 groups in the holidays/ weekends and extended school day. Targeted intervention for identified pupils Tutoring	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 	Regular review of performance via internal data Regular review each term and interventions tracked. Annual strategic review of strategies	NGI/DBI/JDE	

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
<p>A. 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>	<p>Extend the careers advice and guidance for all.</p> <p>Continue to embed the high expectations and the school value of excellence</p> <p>To review the curriculum and wider offer so that the school values permeate all aspects of school life</p> <p>Develop assemblies and Form Time to promote aspirations using The All Saints' Way/The image of</p>	<p>EEF strategies:</p> <ol style="list-style-type: none"> 1. Social and emotional learning 2. Aspiration interventions 	<p>Annual review NEET figures continue to be below local and national levels.</p> <p>Regular review of careers provision and development of the careers strategy</p> <p>Monitoring of form time and Catholic life.</p> <p>Annual review of the whole school curriculum</p> <p>Mapping of RSE across subjects and an annual review of that provision so that it continues to meet pupils' needs</p> <p>Review of the efficacy of Citizenship</p>	<p>SSC/DBI/DAL/ Chaplain/ NGI/GDI</p>	

	<p>The Risen Christ and the school saints to promote the key messages.</p> <p>Increase the wider experiences for pupils with both the reward structure linked to the values and trips and experiences</p> <p>For an identified group of pupils to access the Brilliant Club</p> <p>Improve links with industry.</p> <p>To have Citizenship as a discreet subject on the curriculum from September 2022</p>		<p>Monitoring of pupil engagement with external programmes.</p>		
Wider Curriculum strategies Budgeted cost					£80000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Results:

The GCSE results this year are a significant improvement from 2019 (the last set of external examination results). Overall P8 was -0.09 (an increase from -0.25 in 2019). Attainment 8 was 44.79 (an increase from 43.01 in 2019). The gap for Disadvantaged pupils closed from -0.99 to -0.42. For pupil in receipt of Pupil Premium funding, the attainment gap halved compared with 2019. The gap between the outcomes of boys and girls also narrowed to: boys -0.51 and girls +0.09. Attainment for SEND pupils increased. At Key Stage Three the literacy and numeracy interventions we put into place led to rapid progress in all year groups from September to July:

Year	Literacy average progress made per child (in months)	Numeracy average progress made per child (in months)
7	11.3	13.4
8	14.3	14.3
9	24.8	24.2

Impact of key strategies:

Pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. We believe that at least 1:3 of our 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.

Attendance:

Although overall attendance in 2020/21 was lower than in the preceding years it was higher than the National Average. Attendance at the end of the Academic year was 91%, which is above the National Average of 86%. The attendance of our Disadvantaged Pupils was 87.1%, which is below the school attendance figure: attendance remains a significant focus of our current plan. Last year 21% of our pupils were absent due to Covid in the first half term. Year 11 were the hardest hit with 24% absent during this term. During the second half term, absences began to decrease; however, 14% of year 11 had to isolate due to Covid. In the third half term, whole school attendance was at its lowest figure. On average, 25% of the school had to isolate due to Covid.

Whilst the outcomes are an improvement on 2019, the college continues to focus on ensuring that we continue to improve outcomes at both Key Stages. Our assessment of the reasons for these outcomes are due to lower starting points our children face in literacy and numeracy, absence due to covid and wider issues; staffing attendance issues (during the pandemic) and the overall impact of the last 18 months on the attitudes and wellbeing of our pupils. This is why we firmly believe that the strategies linked to personal development, pupil wellbeing and attendance need to continue if not expand into 2022-23 along with a constant focus on the needs of our pupils and the quality of Teaching and learning in all lessons in every subject area.

Further information (optional)

Additional activity

Reviewed the Key Stage Three Curriculum and reviewed our assessment model.

Moved to a three-year Key Stage Three

Staff training and CPD centred on the science of learning and the importance of memory

Focused on whole school revision strategies

Linked with Local Health Authority (mental health)

Made significant to the school buildings and resources

Launched rewards strategy aligned to curriculum values and school intent

Embedded Instructional coaching to improve teaching and learning

Planning, implementation, and evaluation

Continue to focus on the science of learning in staff training and CPD

Embed the rewards strategy

Strengthen links with local Health Authority

Continue to improve building and resources

