

Pupil premium strategy statement – All Saints’ Catholic Voluntary Academy

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	1132
Proportion (%) of pupil premium eligible pupils	217
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	1/11/2025
Date on which it will be reviewed	Each term: January 2026 April 2026 September 2026
Statement authorised by	CCO (Head Teacher)
Pupil premium lead	Helen Flint (Assistant Head Teacher)
Governor / Trustee lead	Chris Dwan (LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222, 524.64
Recovery premium funding allocation this academic year	NA
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	NA
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>	£222, 524.64

Part A: Pupil premium strategy plan

Statement of intent

Objectives

The pupil premium is a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children, whether by income or by family upheaval. For each pupil who is eligible for free school meals, their school receives £1,515 (if a primary school) or £1075 (if a secondary school). Pupils previously or currently looked after by a local authority or other state care, the school receives £2630.

Our intent at All Saints' is to enrich the lives of all our students, irrelevant of student background or prior attainment. We aim to raise the achievement of all our learners, as well as ensuring that we close the gap between our student groups. At All Saints, we must ensure that most of the needs of our Pupil premium students are increasingly met through high quality universal provision. Our model to achieve success with these students is to follow 3 Key Principles, as explained by the Education Endowment Foundation (EEF) - [Education Endowment Foundation | EEF](#)

[The EEF Guide to the Pupil Premium | Education Endowment Foundation](#)

The EEF suggest a tiered approach to pupil premium spending, which is how are funding is allocated.

- Teaching
- Targeted academic support
- Wider strategies

Our current pupil premium strategy plan works towards achieving the above objectives using a 'five point plan to sustain an effective Pupil Premium strategy'. 1. Diagnosing our pupils needs, 2. Using strong evidence to support our strategy, 3. Developing our strategy, 4. Deliver and monitor our strategy and 5. Evaluating and sustaining our strategy.

As we diagnose our pupils needs, we ensure each challenge (page 5) has been specifically considered through use of research documents which encapsulate the national picture and school quality assurance process such as data analysis, student voice, work scrutiny, learning walks and liaison with parents. The results from research and data, have guided each intended outcome.

2024-2025 results:

For progress – The progress for students does display a gap between PP and Non-PP students, the figures linked to the progress 8 score are similar to the results from 2023-2024 and 2022-2023. A gap in achievement is

evident between the PP and Non-PP students. However, the school PPG v National other is a positive figure in comparison to the last 2 academic year.

The attainment data, when considering School PPG vs National Other (Grade 4) is close to the target, with a reduced figure in comparison to 2023-2024 data. Overall highlighting that a gap does exist between PP and Non-PP student' but gain have been made within the grade 4 for English and Maths data.

	2024-2025 – Final results	2023-2024 – Final results	2022-2023 – Final results
P8 in school gap	-0.8	-0.9	-0.8
P8 in school gap target	-0.5	-0.3	-0.3
In school gap v national gap (P8)	-0.1	-0.2	-0.2
In school gap v national gap (P8) target	0.2	0.4	0.3
School PPG vs National Other (P8)	0.2	-0.5	-0.4
School PPG vs National Other (P8) target	0.3	0.3	0.2

Grade 4 in English and Maths	2024-2025 – Final results	2023-2024 – Final results	2022-2023 – Final results
Grade 4 in school gap	-28.8	-30.5	-27
Grade 4 in school gap target	-29.8	-11.7	-14.2
In school gap v national gap (Grade 4)	1.2	-3.5	0
In school gap v national gap (Grade 4) target	0.2	15.3	12.8
School PPG vs National Other (Grade 4)	-20.2	-26.8	-16.7
School PPG vs National Other (Grade 4) target	-17.4	-1	4.3

Key Principles

The EEF suggest a tiered approach to pupil premium spending, which is how are funding is allocated.

- Teaching

- Targeted academic support
- Wider strategies

Challenges

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

Challenge number	Detail of challenge
1	In some areas pupils identified as 'Pupil Premium' do not make the same progress as those identified as 'Non-Pupil Premium'.
2	Some students find it difficult to develop and apply knowledge within normal classroom settings, linked to low literacy and numeracy skills.
3	Some students have a lack of equipment and resources to engage in learning, including technology such as laptops and Scientific calculators.
4	Some students' have low aspirations and do not access in school opportunities to develop their cultural capital.
5	Attendance rates for pupils identified as 'Pupil Premium' are lower than those identified as 'Non-Pupil Premium'.
6	Some students have behavioural, emotional, social and mental difficulties.
7	Parent engagement in supporting their child progress is inconsistent

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
1. High quality teaching: By developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils, the All Saints' PP gap is reduced. To include timely reviews of curriculum sequencing and assessment methods for Year 7 through to 13 to enable students to access and embed declarative and procedural knowledge to perform at their academic target.	Reduce the gap between PP and Non-PP for P8 and A8, with particular focus on reducing the gap at Grade 5 for English and Maths, aiming for 65% of PP students being on or above target.
2. High quality teaching: Mentoring and coaching for teachers to embed high expectations with regards to Behaviour and Culture – students are taught explicitly what good behaviour looks like.	Reduce the average behaviour points and specific points for equipment and homework for PP students by 10%.

	Maintain the increase in achievement points for PP students to 12.5% increase.
3. High quality teaching: Professional development to support the implementation of evidence-based approaches, linked to adaptive teaching, for example, through the focus of teacher development sessions e.g. How can we adapt lessons to support the progress of all students and use a variety of feedback approaches to support PP students.	Reduce the gap between PP and Non-PP for P8 and A8 in Year 9-11.
4. Targeted intervention: Provide bespoke groups to support the language development, literacy and numeracy , enabling students to access the knowledge curriculum at KS3-5.	Increase the reading age of all PP students, to fall in line with their expected level.
5. Wider strategies: To provide suitable provision to support students with behavioural, emotional, social and mental difficulties, to link in with supporting the attendance of identified students, through the All saints attendance framework.	Reduce the average behaviour points and specific points for equipment and homework for PP students by 10%. Maintain the increase in achievement points for PP students to 12.5% increase. Through student voice, demonstrate evidence of how tutoring sessions can benefit both their academic progress and personal development.
6. Wider strategies: To address individual barriers where financial, parental or any other individual barriers exist.	Aim for PP students to achieve the whole school attendance target of 95%. Reduce the average behaviour points and specific points for equipment and homework for PP students by 10%.
7. Wider strategies: To increase the number of PP students developing their personal development, to raise their aspirations thus enhancing their appreciation and understanding of cultural capital activities. Teach students powerful and culturally rich knowledge that they might not otherwise access.	Continue to increase the percentage of PP students accessing: <ul style="list-style-type: none"> - Leadership opportunities - Extra-curricular clubs - Day trips - Residential trips

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: £ 33 546

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school CPD to support 'High quality' teaching, training teachers to feel confident in the links between Teacher Standards' and All Saints' direct instruction approach.</p> <p>Model and share best practice</p> <p>To support the progress of all students (low, middle and high ability) through the 'Adaptive teaching' model. Including stretch and challenge for high-attaining PP students.</p>	<p>School-based data:</p> <ul style="list-style-type: none"> - 2024-2025 data shows that there is a gap between the progress and attainment of PP v non-pp students. - The EEF Guide to the Pupil Premium Published 10 September, 2025 – School data shows a need through quality assurance activities such as student voice, learning walks and work scrutiny. - Content of teacher CPD sessions link to the School Development Plan (SDP) <p>Research evidence:</p> <ul style="list-style-type: none"> - Using pupil premium: guidance for school leaders (updated March 2025) – an approach linked to high-quality teaching: Professional development to support implementation of approaches - The school CPD programme is based around securing effective professional development, following the 4 key groups to make a balanced approach: <ul style="list-style-type: none"> • Building knowledge • Motivating teachers • Developing teacher techniques • Embedding practice <p>EEF-Effective-PD-Recommendations-Poster.pdf</p>	<p>1, 2, 5 and 6.</p>
<p>Whole staff training to improve literacy outcomes. To include use of reciprocal reading and All Saints' Long Term Reading 3-year programme.</p>	<p>School-based data:</p> <ul style="list-style-type: none"> - Data from Y7/8 accelerated reader in half-term 1 for 2025-2026 demonstrates that 19% in year 7 and 30% in Year 8 are below the expected reading age for their age. <p>Research evidence:</p> <ul style="list-style-type: none"> - Moving forwards making a difference: A planning guide for schools 2022-23, by the EEF, page 12. These essential skills can unlock access to the entire curriculum. 	<p>1, 2, 5 and 6.</p>
<p>Mentoring and coaching for teachers, to embed high quality teaching to include high expectations with regards to Behaviour and Culture – teaching students explicitly what good behaviour looks like.</p> <p><i>Through the John Paul Centre, The Francis Centre and Pastoral teams</i></p>	<p>School-based data:</p> <ul style="list-style-type: none"> - Termly data reviews show that PP students receive more behaviour, homework and equipment points than non-PP students. <p>Research evidence:</p> <ul style="list-style-type: none"> - Research shows that behaviour is a stronger predictor of student success. Teachers' impact on motivation, behaviour and self-restraint was ten times more likely to impact on long-term success than test scores. (North Carolina Education research Data Centre). - EEF Guide to the Pupil Premium 'Menu of approaches': evidence brief and supporting 	<p>1, 2, 5 and 6.</p>

	resources: Mentoring and coaching can be an important source of support, particularly for early career teachers	
--	---	--

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

Budgeted cost: £ 87 203.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional English and Maths lessons to support students needing to develop their language, literacy and/or numeracy.	<p>School-based evidence: Data from 2024-2025 shows that there is a gap between PP and Non-PP students in both progress and attainment.</p> <p>Research evidence:</p> <ul style="list-style-type: none"> - The EEF menu of approaches suggests that: Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum. 	1 and 2
Accelerated reader and Think reading used with students across a range of year groups to develop literacy. <i>Linked to activity above.</i>	<p>School-based evidence:</p> <ul style="list-style-type: none"> - Data from Y7/8 accelerated reader in half-term 1 for 2025-2026 demonstrates that 19% in year 7 and 30% in Year 8 are below the expected reading age for their age. <p>Research evidence:</p> <ul style="list-style-type: none"> - Research shows that: Students who are behind in their reading make far less progress than students with similar general ability do. (Taken from Action research presentation by Mike Griffin, from The Beckett, secondary school within the OLOL Trust, March 2020) - EEF toolkit has shown an improvement in reading and literacy skills can have a huge impact on progress. 	1 and 2
One to one and group support through The John	<p>School based evidence Student wellbeing directly relates to attendance, behaviour and achievement points, and</p>	1, 2, 3, 4 and 5

<p>Paul Centre, bespoke to each year group, to include:</p> <ul style="list-style-type: none"> - Exam anxiety - Aspirations - Organisation 	<p>data shows that PP figures are lower than non-PP students for all factors and the PA figures for PP students are higher than non-PP students.</p> <p>Research evidence: The EEF 'Five-a-day' principle states to have flexible groupings and to allocate groups temporarily, based on current level of mastery. Bespoke support for students will aim to improve attendance in lessons.</p>	
---	---	--

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

Budgeted cost: £ 101 775.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Menu of tiered support for student wellbeing, utilising the wellbeing links, school counsellor, Anna Freud Centre Schools Support Package and pastoral team.</p> <p>Support from the Progress careers advisor.</p>	<p>School-based evidence: Student wellbeing directly relates to attendance, behaviour and achievement points, and data shows that PP figures are lower than non-PP students for all factors and the PA figures for PP students are higher than non-PP students.</p> <p>Research evidence:</p> <ul style="list-style-type: none"> - The EEF tiered approach suggests that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. - The EEF 'menu of approaches' states: Social and emotional skills support effective learning and are linked to positive outcomes later in life. 	<p>1, 5 and 6</p>
<p>Funding made available to support parents with the cost involved for school trips, resources and uniform.</p>	<p>School-based data: During 2024-2025 on average 25% of students attending trips are PP students. During 2023-2024, between 8-21% of students attending enrichment activities during lunchtime or after-school are PP students.</p> <p>Research evidence:</p> <ul style="list-style-type: none"> - The EEF tiered approach suggests that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school 	<p>4, 5 and 6</p>

	<p>serves will affect spending in this category.</p> <ul style="list-style-type: none"> - Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved outcomes. (Pupil-Premium-resource-evidence-brief.pdf) 	
<p>Termly communication with parents via the parent bulletin, signposting parent/carers' to support with homework, attendance and wellbeing.</p> <p><i>Individual emails to parent/carers of PP eligible students to share key resources and support available to students and families.</i></p>	<p>School-based evidence:</p> <ul style="list-style-type: none"> - Attendance at parent sessions for support in homework, revision and wellbeing were poorly attended. - Parent evening attendance monitored <p>Research evidence:</p> <ul style="list-style-type: none"> - The EEF 'Menu of approaches' refer to poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. - Levels of parental engagement are consistently associated with improved academic outcomes 	1, 3, 5, 6 and 7
<p>Offer a comprehensive Careers programme to Year 7-13. Including work experience and mock interviews at Year 10 and one to one careers advisor interview from Year 9 onwards.</p>	<p>School-based evidence:</p> <ul style="list-style-type: none"> - The majority of students and parent/carers' feel clear about how to find information about Careers to support future choices. This is still an area to develop on the SDP. <p>Research evidence:</p> <p>The EEF menu of approaches states that: Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. The Careers package falls within this support package.</p>	4, 5 and 6

Total budgeted cost: £222, 524.64

Part B: Review of the previous academic year

Outcomes for disadvantaged 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
Accelerated Reader	Renaissance Learning
Reading eggs	Think reading

Pupil Premium Spending plan 2024-2025

Review summary

- The school PPG vs National Other (Grade 4) target is 0.3 and 0.2 has been achieved by students. However, the Grade 4 English and Maths is 28.8% and at Grade 5 English and Maths is 40.9%
- 80-81% of Year 7 and Year 8 students have either improved or maintained their reading age between the October and February assessment dates. through accelerated reader.
- Thinking reading worked with 4 x Year 7 students, they all increased their reading ages by 2 or 3.5 years following the exit assessment.
- Behavior points: A gap does exist between the behavior points of all pupil premium eligible students in comparison to non-pupil premium students, however, overall, the average gap has been reduced by 7%.
- Achievement points: A gap does exist between the achievement points of all pupil premium eligible students in comparison to non-pupil premium students. The greatest gap is for the Year 8 cohort and the smallest gap is for Year 11.
- Homework points: There is a gap between pupil premium (pp) and non- pupil premium eligible. In Year 7–9 PP points are higher but in Year 10-11 the points for homework have reduced by 35%.
- Equipment points: There is a gap between pupil premium (pp) and non- pupil premium eligible. In Year 7–9 PP points are higher but in Year 11 the points for equipment have reduced by 38%.
- PP attendance in comparison to FFT national details all positive.
- Student voice shows that targeted intervention for Year 9-11 is deemed as effective and useful in student progress.
- A gap exists between the number of pupil premium against non-pupil premium students that attend extra-curricular clubs. In comparison to 2023-2024 the gaps have slightly increased, with the exception of Year 11 where figures have remained consistent. Increases are between 1-14%.
- There has been a slight increase from 2023-2024 in the number of pupil premium eligible accessing both day and residential trips, the numbers are generally above the proportion of PP students attending All Saints’.
-

Summary of review

Intended outcome	Success criteria
<p>1. High quality teaching: By developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils, the All Saints' PP gap is reduced. To include timely reviews of curriculum sequencing and assessment methods for Year 7 through to 13 to enable students to access and embed declarative and procedural knowledge to perform at their academic target.</p>	<p>Reduce the gap between PP and Non-PP for P8 and A8.</p> <p>Year 11 GCSE results in 2024-25 demonstrate no more than a gap between PP and non-pp students of:</p> <ul style="list-style-type: none"> 10% for Grade 5 in English, Maths and EBACC in relation to FFT20 Targets: <p>English and Maths: -49</p> <p>EBACC: -21.1</p> <ul style="list-style-type: none"> 15% for Grade 4 in English, Maths and EBACC in relation to FFT20 Targets: <p>English and Maths: -28.8</p> <p>EBACC: -21.7</p>
<p>2. High quality teaching: Mentoring and coaching for teachers to embed high expectations with regards to Behaviour and Culture – students are taught explicitly what good behaviour looks like.</p>	<p>Reduce the behaviour points for PP students by 10%.</p> <p>Maintain the increase in conduct points for PP students to 12.5% increase.</p> <ul style="list-style-type: none"> Increase the attendance of all PP students to fall in line with the whole school target of 97%: The attendance is 86.1%. Reduction in behaviour points by 10% Overall, the average gap has been reduced by 7%. Increased number of PP students accessing rewards by 10%: The average achievement points for PP students in all year groups, except Year 11, has increased by over 10%

<p>3. High quality teaching: Professional development to support the implementation of evidence-based approaches, linked to effective modelling, checking for understanding and adaptive teaching, for example, through All Saints' Scholar and focus of teacher development sessions e.g. How can we model and structure lessons to support the progress of all students?</p>	<p>Reduce the gap between PP and Non-PP for P8 and A8 in Year 9-11.</p> <p>Y7-11 PP students achieve in line with non-PP students in assessments during whole school assessment points: Data shows that a gap does exist between PP and Non-PP students.</p>
<p>4. Targeted intervention: Provide one to one tutoring for identified students to develop their independent study skills; language development, literacy and numeracy, enabling students to access the knowledge curriculum at KS3-5.</p>	<p>Increase the reading age of all PP students, to fall in line with their expected level.</p> <p>4 x Year 7 have increased reading age by 2-3.5 years through Thinking reading.</p> <p>80-81% of Year 7 and Year 8 students have either improved or maintained their reading age through Accelerated Reader.</p> <p>Through student voice, demonstrate evidence of how tutoring sessions can benefit both their academic progress and Personal development. Student voice highlights the benefits students gain from academic mentoring in Year 9, 10 and 11.</p> <p>Data shows that a gap does exist between PP and Non-PP students.</p>
<p>5. Wider strategies: To provide suitable provision to support students with behavioural, emotional, social and mental difficulties, to link in with supporting the attendance of identified students, through the All Saints' attendance framework.</p>	<p>Reduce the behaviour points for PP students by 10%.</p> <p>Overall, the average gap has been reduced by 7%.</p> <p>Maintain the increase in conduct points for PP students to 12.5% increase.</p> <p>The average achievement points for PP students in all year groups, except Year 11, has increased by over 10%</p> <p>Through student voice, demonstrate evidence of how tutoring sessions can benefit both their academic progress and personal development.</p>

	<p>Aim for PP students to achieve the whole school attendance target of 95%.</p> <p>Student voice demonstrates a positive response to all aspects of school life (rewards, behaviour, T&L, MH and Wellbeing).</p> <p>Whole school student voice results show:</p> <p>BfL: I behave well in my lessons 2021 was 90% all or most. 2022-23: shows an increase to 98%, 2023-2024: Y7-8 92%, Y9-10: 97% - average 95%. 2024-2025: 98% said yes to all or most of the time.</p> <p>Rewards: Do you feel that you are rewarded for your efforts in and out of lessons? (Achievement points, praise postcards, certificates, well done in class, phone calls home?)</p> <p>2022-2023: All or most of the time 26%</p> <p>2023-2024: All or Most of the time: 34% (Y7/8), 28% (Y9/10)</p> <p>2024-2025: 65% agreed that they were.</p> <p>T&L: Students are able to articulate how to revise, the subjects they learn well in and that staff use modelling through the visualiser to aid their learning.</p> <p>MH and WB:</p> <p>2022-2023: 46% said yes and 37% said sometimes they do feel that we support their MH and WB.</p> <p>2023-2024: Y7-8, 82% could articulate where to go for support in school, Y9-10 75% could articulate where to go for support in school.</p> <p>2024-2025: 80% could articulate where to go for support in school</p>
<p>6. Wider strategies: To address individual barriers where financial, parental or any other individual barriers exist.</p>	<p>Reduce the number of behaviour points for homework and equipment by 10%.</p> <p>In Year 7–9 PP points are higher but in Year 10-11 the points for homework have reduced by 35%.</p>

	There is a gap between pupil premium (pp) and non- pupil premium eligible. In Year 7–9 PP points are higher but in Year 11 the points for equipment have reduced by 38%.
7. Wider strategies: To increase the number of PP students developing their personal development, to raise their aspirations thus enhancing their appreciation and understanding of cultural capital activities. Teach students powerful and culturally rich knowledge that they might not otherwise access.	<p>Continue to increase the percentage of PP students accessing:</p> <p>Leadership opportunities, Extra-curricular clubs, Day trips and Residential trips</p> <ul style="list-style-type: none"> • NEET figures for PP students are in line with non-PP students <p>Engagement with extra-curricular activities is the same from PP and non-PP students:</p> <p>A gap exists between the number of pupil premium against non-pupil premium students that attend extra-curricular clubs.</p> <p>PP students access rewards trips</p> <p>There has been a slight increase from 2023-2024 in the number of pupil premium eligible accessing both day and residential trips.</p>

Intended outcome:

1. High quality teaching: By developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils, the All Saints' PP gap is reduced. To include timely reviews of curriculum sequencing and assessment methods for Year 7 through to 13 to enable students to access and embed declarative and procedural knowledge to perform at their academic target.

Success criteria: Reduce the gap between PP and Non-PP for P8 and A8.

The data used to inform the impact of this outcome is the data collection for each year group calendared throughout the school year. Pupil premium funds staff that plan and deliver high quality lessons in line with the whole school teaching & learning and marking & assessment policies. Progress and attainment are being used as evaluation tools and tabulated to show results as a 3-year trend.

Year 11

	2024-2025 – Final results	2023-2024 – Final results	2022-2023 – Final results
P8 in school gap	-0.8	-0.9	-0.8
P8 in school gap <i>target</i>	-0.5	-0.3	-0.3
In school gap v national gap (P8)	-0.1	-0.2	-0.2
In school gap v national gap (P8) <i>target</i>	0.2	0.4	0.3
School PPG vs National Other (P8)	0.2	-0.5	-0.4
School PPG vs National Other (P8) <i>target</i>	0.3	0.3	0.2

Grade 4 in English and Maths	2024-2025 – Final results	2023-2024 – Final results	2022-2023 – Final results
Grade 4 in school gap	-28.8	-30.5	-27
Grade 4 in school gap <i>target</i>	-29.8	-11.7	-14.2
In school gap v national gap (Grade 4)	1.2	-3.5	0
In school gap v national gap (Grade 4) <i>target</i>	0.2	15.3	12.8

School PPG vs National Other (Grade 4)	-20.2	-26.8	-16.7
School PPG vs National Other (Grade 4) <i>target</i>	-17.4	-1	4.3

Year 10

	Year 10 Summer term 2024/25	Year 10 Summer term 2024	Year 10 Summer Term 2023
A8 in school gap	-1.00	-1.2	-0.9
A8 target	-0.7	-1	-0.2
In school gap v national gap (A8)	0.5	0.3	-0.1
In school gap v national gap (A8) TARGET	0.8	0.5	0.3
School PPG vs National Other (A8)	-0.8	-1.2	-1.1
School PPG vs National Other (A8) TARGET	-0.5	-0.8	-0.1

Year 9

	Year 9 Summer term 2024/5	Year 9 Summer term 2024	Year 9 Summer term 2023
A8 in school gap	0.4	-1.1	-1
A8 target	-0.1	-0.8	-1
In school gap v national gap (A8)	1.9	0.5	0.4
In school gap v national gap (A8) TARGET	1.4	0.7	0.3
School PPG vs National Other (A8)	0.2	-1.0	-1.1
School PPG vs National Other (A8) TARGET	0.4	-0.6	-0.9
	Year 9 Summer term 2024/25		
P8 in school gap	0.6		
P8 in school gap <i>target</i>	0.1		
In school gap v national gap (P8)	1.3		
In school gap v national gap (P8) <i>target</i>	0.8		

School PPG vs National Other (P8)	0.5
School PPG vs National Other (P8) <i>target</i>	0.8

Year 8

% G4 in English and Maths	Year 8	Year 8	Year 8
	Summer term 2024/5	Summer term 2024	Summer term 2023
In school gap	-34.3	-26.9	-26.1
Target	-21.3	-9.8	-26.8
In school gap v national gap	-4.3	3.1	0.9
In school gap v national gap TARGET	8.7	20.2	0.2
School PPG vs National Other	-35.5	-36.4	-19.8
School PPG vs National Other TARGET	-6.3	5.0	-13.3

Year 7

% G4 in English and Maths	Year 7 Summer term 2024/5	Year 7 Summer term 2024	Year 7 Summer term 2023
In school gap	-23.1	-34.9	-21.9
Target	-18.1	-24.2	-11.4
In school gap v national gap	6.9	-4.9	5.1
In school gap v national gap TARGET	16.2	5.8	15.6
School PPG vs National Other	-26.8	-43.2	-20.8
School PPG vs National Other TARGET	-1.2	-9.2	4.7

Final review:

Year 11: For progress – The progress for students does display a gap between PP and Non-PP students, the figures linked to the progress 8 score are similar to the results from 2023-2024 and 2022-2023. A gap in achievement is evident between the PP and Non-PP students. However, the school PPG v National other is a positive figure in comparison to the last 2 academic year.

The attainment data, when considering School PPG vs National Other (Grade 4) is close to the target, with a reduced figure in comparison to 2023-2024 data. Overall highlighting that a gap does exist between PP and Non-PP student' but gain have been made within the grade 4 for English and Maths data.

Year 10-7: A similar picture can be seen where a gap exists between PP and non-PP students, with the exception of Year 9.

2. High quality teaching: Mentoring and coaching for teachers to embed high expectations with regards to Behaviour and Culture – students are taught explicitly what good behaviour looks like.

Success criteria: Reduce the behaviour points for PP students by 10%. Maintain the increase in conduct points for PP students to 12.5% increase.

The data used to inform the impact of this outcome are the exclusion figures and behavior and achievement points awarded to PP and Non-PP students. Pupil premium funds staff with the responsibility to support behavior and attitudes of students, including pupil premium students.

Behavior points for Pupil premium students are compared to the behavior points for non-pupil premium students.

	Year on year comparisons		
Behavior points	2024-2025 PP v Non-PP average (gap)	2023-2024 PP v Non-PP average (gap)	2022-2023 PP v Non-PP average (gap)
Year 7	43 v 24 (19)	48 v 27 (21)	43 v 23 (20)
Year 8	53 v 31 (22)	73 v 35 (38)	43 v 21 (22)
Year 9	49 v 35 (14)	38 v 25 (13)	45 v 22 (23)
Year 10	25 v 19 (6)	42 v 25 (17)	50 v 30 (20)
Year 11	25 v 14 (11)	23 v 7 (16)	36 v 20 (16)
Total	39 v 25 (14)	45 v 24 (21)	43 v 23 (20)

Achievement points for Pupil premium students are compared to the Achievement points for non-pupil premium students.

Final review: A gap does exist between the behavior points of all pupil premium eligible students in comparison to non-pupil premium students, overall the average gap has been reduced by 7%. The greatest gap is for the Year 8 cohort, though has fallen significantly compared to 2023-2024, and the smallest gap is for Year 10, which has decreased by over 10% compared to 2023-2024 figures.

	Year on year comparisons		
Achievement points	2024-2025 PP v Non-PP average (gap)	2023-2024 PP v Non-PP average (gap)	2022-2023 PP v Non-PP average (gap)
Year 7	250 v 327 (77)	192 v 235 (43)	120 v 149 (29)
Year 8	199 v 309 (110)	216 v 251 (35)	136 v 152 (16)
Year 9	260 v 318 (58)	197 v 200 (3)	147 v 158 (11)
Year 10	262 v 293 (31)	208 v 232 (24)	107 v 144 (37)
Year 11	206 v 233 (27)	122 v 156 (34)	73 v 99 (26)
Total	235 v 296 (61)	187 v 215 (28)	119 v 140 (21)

Final review: A gap does exist between the achievement points of all pupil premium eligible students in comparison to non-pupil premium students. The greatest gap is for the Year 8 cohort and the smallest gap is for Year 11.

Suspension figures

	2024/25	2023/24	2022/23	2021/22
Girl	12	8	6	8
Boy	31	23	13	16
SEND	24	16	8	7
PPG	21	22	6	13
National				

Final review: The suspension figures are similar to the 2023-2024 figures

Homework and equipment points

	Year on year comparisons		
Homework points	2024-2025 PP v Non-PP average (gap)	2023-2024 PP v Non-PP average (gap)	Comments
Year 7	8 v 4.3	8.2 v 5.8	There is a gap between pupil premium (pp) and non- pupil premium eligible. In Year 7–9 PP points are higher but in Year 10-11 the points for homework have reduced by 35%.
Year 8	8 v 5.6	6.8 v 4.5	
Year 9	6.6 v 5.4	6.4 v 5	
Year 10	5.7 v 4.6	8.7 v 4.1	
Year 11	5.2 v 3.5	8.1 v 4.3	

Final review: There is a gap between pupil premium (pp) and non- pupil premium eligible. In Year 7–9 PP points are higher but in Year 10-11 the points for homework have reduced by 35%.

	Year on year comparisons		
Equipment points	2024-2025 PP v Non-PP average (gap)	2023-2024 PP v Non-PP average (gap)	Comments
Year 7	2.6 v 1.9	2.3-1.4	

Year 8	2.1 v 1.4	1.5 v 0.6	There is a gap between pupil premium (pp) and non- pupil premium eligible. In Year 7–9 PP points are higher but in Year 11 the points for equipment have reduced by 38%.
Year 9	1.5 v 1	0.7 v 0.8	
Year 10	0.9 v 0.7	0.8 v 0.6	
Year 11	0.5 v 0.5	0.8 v 0.6	

Final review: There is a gap between pupil premium (pp) and non- pupil premium eligible. In Year 7–9 PP points are higher but in Year 11 the points for equipment have reduced by 38%.

3. High quality teaching: Professional development to support the implementation of evidence-based approaches, linked to effective modelling, checking for understanding and adaptive teaching, for example, through All Saints' Scholar and focus of teacher development sessions e.g. How can we model and structure lessons to support the progress of all students?

Success criteria: Reduce the gap between PP and Non-PP for P8 and A8 in Year 9-11.

The data used to inform the impact of this outcome is the data collection for each year group calendared throughout the school year. As per target 1.

4. Targeted intervention: Provide one to one tutoring for identified students to develop their independent study skills; language development, literacy and numeracy, enabling students to access the knowledge curriculum at KS3-5.

Success criteria: Increase the reading age of all PP students, to fall in line with their expected level.

Through student voice, demonstrate evidence of how tutoring sessions can benefit both their academic progress and Personal development.

For year 7-8, accelerated reader will be evaluated for students reading ages. Additionally, the data used to review this target will be a combination of academic data shown through outcome 1 and 3. In addition student voice will be evaluated, to assess the effectiveness of the individual intervention.

Accelerated reading data

	Reading age improved October 2024 to February 2025	Reading age stayed the same October 2024 to February 2025	Reading age decreased October 2024 to February 2025
Year 7	19/41 = 46%	14/41 = 34%	8/41 = 20%
Year 8	19/40 = 48%	13/40 = 33%	8/40 = 20%

Final review: 80-81% of Year 7 and Year 8 students have either improved or maintained their reading age between the October and February assessment dates.

Thinking Reading data:

4 students were seen during 2024-2025 academic year, they all made progress with their reading ages all increasing between 2 to 3.5 years following the weekly intervention.

Key Stage 4 intervention for Year 9 to 11.

	Number of students seen
Year 9	12

Year 10	12
Year 11	50

Student voice

Data:

Do you have a better understanding on effective revision strategies and how you can apply them to your revision?

100% said Yes

Do you have a better understanding of how to create an effective revision timetable?

100% of those who did the revision timetable session said Yes

Do you have a better understanding of which revision techniques are ineffective and should be avoided?

100% said Yes

Student voice comments:

Effective revision strategies please give an example of how this has helped you in a lesson, homework or assessment.

History- Cornell Notes. Maths - Dr Frost. Independent learning- mostly LSCWC

LSCWC (majority of homework) and sometimes flash cards (does these for independent revision)

English and Maths - Seneca and Dr Frost. Other subjects – LSCWC. Structure page - most subjects

Flash cards and LSCWC.

LSCWC - for the majority of subjects. Will do extra revision for summative assessments if she doesn't feel confident.

Not sure how to revise for PE.

LCSWC for most subjects. Maths - Dr Frost.

Flash cards and LCSWC for most subjects. Maths - Dr Frost. English - Seneca

What have you found useful about the sessions?

Cornell Notes.

Aspirations Pixl PowerPoint, specifically the university section.

Cornell Notes

Revision timetable.

Session on FE options and ineffective revision techniques which should be avoided.

College course for zoology

Revision advice and behaviour checks & strategies.

5. Wider strategies: To provide suitable provision to support students with behavioural, emotional, social and mental difficulties, to link in with supporting the attendance of identified students, through the All Saints' attendance framework.

Success criteria: Reduce the behaviour points for PP students by 10%. Maintain the increase in conduct points for PP students to 12.5% increase. Through student voice, demonstrate evidence of how tutoring sessions can benefit both their academic progress and personal development. Aim for PP students to achieve the whole school attendance target of 95%.

The data used to inform the impact of this outcome are attendance figures for both PP and Non-PP students, to include persistent absenteeism (below 90% attendance). Data will be shown as a 3-year trend.

Year Group	3-year trend	2024-2025					2023-2024					2022-2023			
		PP-Students	PP Attendance %	All Attendance %	PP PA figures %	All PA figures %	Students on-roll	PP-Students	PP Attendance %	All Attendance %	PP PA figures %	All PA figures %	Students on-roll	PP-Students	PP Attendance %
Year 7	Increased each year	47	92.4%	95.8	17.9%	7.8	199	51	91.3%	94.3%	27.1%	12.2%	196	46	90.6%

			FFT national: 89.8%						FFT National = 90.9%						
Year 8	Above national	41	89% FFT national: 87%	93.7	26.5%	14.6	196	43	90.2% FFT National = 87.2%	93.3%	32.6%	20.3%	199	49	91.1%
Year 9	Increased from previous academic year	42	87.4% FFT national: 85.2%	92.7	37.8%	22.5	201	47	85.9% FFT National = 85.4%	91.4%	31.1%	21.4%	191	39	91.9%
Year 10	Above national	34	84.9% FFT national: 84,2%	91.9	31.1%	18.8	192	36	90% FFT National = 84.1%	93.3%	36.1%	19.3%	188	40	88.1%

Year 11	Increased each academic year	38	88.3%	83.6%	93.4%	14.0	187	39	71.5%	76.9%	83.7%	189	31	
Total		202					975	216	86.1%	89.84%	43.8%	963	205	90.4%

Final review: PP attendance in comparison to FFT national details all positive.

Link to target 2

6. Wider strategies: To address individual barriers where financial, parental or any other individual barriers exist.

Success criteria: Reduce the number of behaviour points for homework and equipment by 10%.

The data used to inform the impact of this outcome are behaviour points awarded for inadequate or no homework and lack of/no equipment (see page 8). Data can also be used from target 2.

7. Wider strategies: To increase the number of PP students developing their personal development, to raise their aspirations thus enhancing their appreciation and understanding of cultural capital activities. Teach students powerful and culturally rich knowledge that they might not otherwise access.

Success criteria: Continue to increase the percentage of PP students accessing:

- Leadership opportunities

- Extra-curricular clubs
- Day trips
- Residential trips

The data used to evaluate this outcome will include figures for PP and non-PP students attending opportunities listed above.

Extra-curricular data

Extra-curricular participation						
	2022-2023 based on Autumn term		2023-2024 based on Autumn term		2024-2025 based on Spring term	
	PP students	Non-PP students	PP students	Non-PP students	PP students	Non-PP students
Year 7	43.2%	42% (1.2% gap)	22/50 (44%)	78/149(52%) (8% gap)	8%	30% (22% gap)
Year 8	57.8%	51% (6.8% gap)	17 (38%)	96 (62%) (24% gap)	11%	44% (33% gap)
Year 9	52.63%	32% (20.6% gap)	40/57 (70%)	123/144 (85%) (15% gap)	9%	32% (23% gap)
Year 10	9.75%	18% (8.25% gap)	19/34 (56%)	62/158 (39%) (17% gap)	21%	47% (26% gap)
Year 11			7/39 (18%)	37/147 = (25%) (7% gap)	7%	13% (6% gap)

Final review: A gap exists between the number of pupil premium against non-pupil premium students that attend extra-curricular clubs. In comparison to 2023-2024 the gaps have slightly increased, with the exception of Year 11 where figures have remained consistent. Increases are between 1-14%.

	Trip in 2023-2024		Trip in 2024-2025	
	Total students	Total PP students	Total students	Total PP students
National Space Centre – Year 7	36	5 (14%)	25	
YSP – Art – Year 10			39	9 (23%)
The Deep – Art – Year 11	20	5 (25%)	32	8 (25%)
Thackery Museum – Year 9	45	8 (18%)	61	11 (18%)
IWM – Year 8	60	12 (20%)	117	23 (20%)
Lincoln Castle/Cathedral – Year 8 and 9	48	7 (15%)		
De Montfort university – Year 10	24	3 (13%)		
Italy – Year 10 / Berlin - Y10	30	4 (13%)	35	5 (14%)
Lockerbrook – Year 7	28	7 (25%)	30	6 (20%)

Dordogne – Year 8	45	5 (11%)	45	7 (16%)
Paris – Year 9/10	40	2 (5%)		
Y9 Theatre	24	9 (38%)	21	5 (24%)
Y7 Manor Lodge – History			90	9 (10%)
Nottingham Trent University campus Visit – Y8/9	60	50 (83%)	50	50 (100%)
Rewards trips (Y7-10)	449	81 (18%)	659	84 (13%)
Museum of Making – Technology – Y7/8			64	7 (11%)
Average		298/13 = 23%		294/12 = 25%

Final review: There has been a slight increase from 2023-2024 in the number of pupil premium eligible accessing both day and residential trips. This now sits at 25% of total number of students accessing trips, which is above the proportion of PP students attending All Saints’.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.