

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	Matt Coope (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 £1,455 (if a primary school) or £1035 (if a secondary school). Pupils previously or currently looked after by a local authority or other state care, the school receives £2530.

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:

Our disadvantaged students outperform disadvantaged students nationally for attainment 8. Over the past 2 years, the attainment gap has been narrowing between

disadvantaged and non-disadvantaged students. This data reflects the high quality teaching all students receive and targeted intervention where needed. Our ongoing strategy will focus on reducing the gap further through continuing to embed our adaptive teaching strategy, targeted intervention at a subject level and attendance.

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'. Evidence taken from data collections.
2	Some students find it difficult to develop and apply knowledge within normal classroom settings, linked to low literacy and numeracy skills. Evidence taken from KS2 SATs results and school baseline data.
3	Some students have a lack of equipment and resources to engage in learning, including technology such as laptops and Scientific calculators. Evidence taken from audit with students.
4	Some students' have low aspirations and do not access in school opportunities in order to develop their cultural capital. Evidence shows there is a gap between representation of disadvantaged and non-disadvantaged, for leadership opportunities, after-school clubs and trips.
5	Attendance rates for pupils identified as 'Pupil Premium' are lower than those identified as 'Non-Pupil Premium'. Evidence taken from IDSR and internal data.
6	Some students have Social, Emotional and Mental Health (SEMH) needs. Evidence taken from internal data for attendance, behaviour and wellbeing referrals.
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
<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, 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.</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 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.</p>
<p>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.</p>	<p>Reduce the gap between PP and Non-PP for P8 and A8 in Year 9-11.</p>
<p>4. Targeted intervention: Provide bespoke groups to support their language development, literacy and numeracy skills, 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>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 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.</p> <p>Through student voice, demonstrate evidence of how tutoring sessions can benefit both</p>

	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 at least the national average. 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 - Enrichment activities - 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 and how impact is measured	Evidence that supports this approach	Challenge number(s) addressed
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 and Adaptive teaching – All Saints' 8. Model and share best practice to support the progress of all	<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 for CPD 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: 	1, 2, 5 and 6.

<p>students (low, middle and high ability) through the 'Adaptive teaching' model. Including stretch and challenge for high-attaining PP students.</p> <p>Measuring impact: Quality assurance activities (learning walks, work scrutiny, student voice, data collections)</p>	<p>Professional development to support implementation of approaches</p> <ul style="list-style-type: none"> - 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>Whole staff training to improve literacy outcomes. To include use of reciprocal reading and All Saints' Long Term Reading 3-year programme.</p> <p>Measuring impact: Data collections and accelerated reader report in October 2025, February and June 2026.)</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>Measuring impact: Quality assurance activities (learning</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 resources: Mentoring and coaching can be an important source of support, particularly for early career teachers. 	<p>1, 2, 5 and 6.</p>

walks) and pastoral reporting on behaviour and attendance.		
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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
<p>Additional English and Maths lessons to support students needing to develop their language, literacy and/or numeracy.</p> <p>Measuring impact: Data collections, student voice.</p>	<p>School-based evidence:</p> <ul style="list-style-type: none"> Data from 2024-2025 shows that there is a gap between PP and Non-PP students in both progress and attainment. <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
<p>Accelerated reader and Think reading used with students across a range of year groups to develop literacy. Mathletics used to support with the development of numeracy.</p> <p><i>Linked to activity above.</i></p> <p>Measuring impact:</p>	<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. Data in Maths would indicate that this remains an area of focus. <p>Research evidence:</p> <ul style="list-style-type: none"> Research shows that: Students who are behind in their reading make far less progress 	1 and 2

<p>Data collections and accelerated reader report in October 2025, February and June 2026.)</p>	<p>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)</p> <ul style="list-style-type: none"> • EEF toolkit has shown an improvement in reading and literacy skills can have a huge impact on progress. • EEF Guidance report - 'IMPROVING MATHEMATICS IN KEY STAGES 2 AND 3' One of the recommendations is to: Use structured interventions to provide additional support. 	
<p>One to one and group support through The John Paul Centre, bespoke to each year group, to include:</p> <ul style="list-style-type: none"> - Exam anxiety - Aspirations - Organisation <p>Measuring impact: Quality assurance activities (learning walks) and pastoral reporting on behaviour and attendance. Student voice following interventions.</p>	<p>School based evidence</p> <ul style="list-style-type: none"> • 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>Research evidence:</p> <ul style="list-style-type: none"> • 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>1, 2, 3, 4 and 5</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</p>	<p>School-based evidence:</p> <ul style="list-style-type: none"> • Student wellbeing directly relates to attendance, behaviour 	<p>1, 5 and 6</p>

<p>wellbeing links, school counsellor, Anna Freud Centre Schools Support Package and pastoral team.</p> <p>Support from the Progress careers advisor.</p> <p>Measuring impact: Quality assurance activities (learning walks) and pastoral reporting on behaviour and attendance. Student voice following interventions.</p>	<p>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>Funding made available to support parents with the cost involved for school trips, resources and uniform.</p> <p>Measuring impact: Audit of number of students accessing leadership, enrichment and trip opportunities.</p>	<p>School-based data:</p> <ul style="list-style-type: none"> • 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 lunch-time or after-school are PP students. <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. • Extracurricular activities are an important part of education in 	<p>4, 5 and 6</p>

	<p>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>	
<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>Measuring impact: NEET figures. Feedback from careers events.</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> <ul style="list-style-type: none"> - 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. 	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

- 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.
- Student voice shows that targeted intervention for Year 9-11 is deemed as effective and useful in student progress.
- 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’.

GCSE outcomes

Table 1: IDSR All pupils – Overall A8 (2023-2025)

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2025	190	51.6	45.9	Above (sig+)	No sig change	-
2024	186	50.9	45.9	Above (sig+)	No sig change	-
2023	188	49.7	46.3	Close to average (sig+)	Not available	-

Table 2: IDSR Disadvantaged pupils – Overall A8 (2023-2025)

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	34	40.7	34.9	Above (sig+)	50.3	-9.6	Narrowing	-
2024	33	40.0	34.6	Above (non-sig)	50.0	-10.0	Narrowing	-
2023	31	39.8	35.0	Close to average (non-sig)	50.3	-10.5	Not available	-

Our disadvantaged students outperform disadvantaged students nationally for attainment 8. Over the past 2 years, the attainment gap has been narrowing between disadvantaged and non-disadvantaged students. This data reflects the high quality teaching all students receive and targeted intervention where needed. Our ongoing strategy will focus on reducing the gap further through continuing to embed our adaptive teaching strategy, targeted intervention at a subject level and attendance.

Table 3: IDSR Disadvantaged pupils – English and mathematics 4 plus (2023 2025)

Disadvantaged pupils - English and mathematics grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	34	55.9%	43.5%	Above (non-sig)	72.7%	-16.8	Narrowing	-
2024	33	48.5%	43.4%	Close to average (non-sig)	72.8%	-24.3	Widening	-
2023	31	51.6%	43.4%	Close to average (non-sig)	72.8%	-21.2	Not available	-

Table 4: IDSR Disadvantaged pupils – English and Mathematics 5 plus (2023 2025)

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	34	14.7%	25.6%	Below (non-sig)	52.8%	-38.1	Widening	-
2024	33	24.2%	25.8%	Close to average (non-sig)	53.1%	-28.9	Widening	-
2023	31	32.3%	25.2%	Close to average (non-sig)	52.4%	-20.2	Not available	-

Disadvantaged pupils' attainment in English and Mathematics has improved significantly at Grade 4+, with 55.9% achieving both subjects in 2025 and significantly outperforming disadvantaged pupils nationally. In addition, the gap between advantaged and disadvantaged narrowed. While performance at Grade 5+ is an area for development as a school, the gap trend is widening for our disadvantaged students, highlighting the need for targeted support and stretch for middle and higher attaining disadvantaged learners. Our strategy will prioritise strengthening progress from Grade 4 to Grade 5 through focused intervention, high-quality teaching and curriculum access.

Table 5 and 6: IDSR Disadvantaged pupils – English Grade 4 plus and 5 plus (2023 2025)

Disadvantaged pupils - English grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	34	70.6%	56.2%	Above (non-sig)	81.1%	-10.5	Narrowing	-
2024	33	69.7%	55.9%	Above (non-sig)	81.2%	-11.5	Narrowing	-
2023	31	67.7%	56.0%	Above (non-sig)	81.3%	-13.6	Not available	-

Disadvantaged pupils - English grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	34	47.1%	41.2%	Close to average (non-sig)	67.7%	-20.6	Widening	-
2024	33	48.5%	40.6%	Close to average (non-sig)	67.4%	-18.9	Narrowing	-
2023	31	48.4%	40.4%	Close to average (non-sig)	67.7%	-19.3	Not available	-

Disadvantaged pupils' outcomes in English have remained strong at Grade 4+ and are above the national disadvantaged figure. At Grade 5+ results have improved from 2023 to 2025 and are close to the national average, this continues to be an area of development through high-quality teaching and learning, accelerated reader, think reading and introduction to the whole school reading programme in September 2026.

Table 7 and 8: IDSR Disadvantaged pupils – Mathematics Grade 4 plus and 5 plus (2023 2025)

Disadvantaged pupils - Mathematics grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	34	61.8%	49.5%	Above (non-sig)	77.4%	-15.6	Narrowing	-
2024	33	51.5%	49.4%	Close to average (non-sig)	77.4%	-25.9	Widening	-
2023	31	61.3%	49.6%	Above (non-sig)	77.5%	-16.2	Not available	-

Disadvantaged pupils - Mathematics grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	34	23.5%	30.7%	Close to average (non-sig)	58.9%	-35.3	Widening	-
2024	33	27.3%	31.0%	Close to average (non-sig)	59.2%	-31.9	Widening	-
2023	31	32.3%	30.3%	Close to average (non-sig)	58.1%	-25.9	Not available	-

Disadvantaged pupils' attainment in mathematics has remained consistently above and close to national at both Grade 4+ and Grade 5+, with 2025 outcomes now demonstrating that the gap is narrowing, indicating strong impact of our mathematics intervention and curriculum strategy. However, a gap remains between disadvantaged and non-disadvantaged pupils', and this will be addressed through targeted intervention at key stage 3 and 4 and high-quality teaching.

Attendance data

Table 9: IDSR FSM Attendance Data (2022/23–2024/25)

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	199	88.7%	87.3%	Close to average	Relative decline	-
2023/24 (3 term)	186	88.0%	86.0%	Close to average	Relative decline	-
2022/23 (3 term)	184	89.3%	86.0%	Above	Relative improvement	-
2018/19 (3 term)	187	93.7%	91.8%	Above	Not available	-

Table 10: IDSR FSM Persistent absence (2022/23–2024/25)

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	199	29.1%	36.8%	Below (sig-)	No sig change	-
2023/24 (3 term)	186	37.6%	42.5%	Close to average (non-sig)	No sig change	-
2022/23 (3 term)	184	34.2%	43.8%	Below (sig-)	Sig increase	-
2018/19 (3 term)	187	15.5%	24.7%	Below (sig-)	Not available	-

FSM attendance data has consistently been above the national average, despite a relative decline, attendance is a high priority for All Saint', the strategy allows for early identification and interventions. Persistent absence among disadvantaged pupils has decreased significantly over three years, from 34.2% in 2022/23 to 29.1% in 2024/25.

The school is now performing better than national FSM6 figures, with persistent absence rates significantly below national banding trends. Improvements have been maintained, demonstrating that attendance and pastoral interventions for disadvantaged pupils are embedded and increasingly effective.

Behaviour data

Table 11 – IDSR FSM6 - 1 or more suspensions (2021-2024)

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	186	8.06%	16.57%	Below (sig-)	No sig change	-
2022/23	184	2.17%	15.16%	Below (sig-)	No sig change	-
2021/22	187	5.35%	13.01%	Below (sig-)	Not available	-

Table 12 – IDSR FSM6 - 2 or more suspensions (2021-2024)

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	186	2.15%	9.40%	Below (sig-)	No sig change	-
2022/23	184	0.00%	8.31%	Below (sig-)	No sig change	-
2021/22	187	1.60%	6.56%	Below (sig-)	Not available	-

Suspension rates for disadvantaged pupils have increased over the past three years, in line with a national upward trend, but remain significantly below national. In 2023/24, 8.06% of FSM6 pupils received one or more suspensions, compared to 16.57% nationally, and 2.15% received two or more suspensions, 7.25% above national levels. These figures demonstrate the success of pastoral support targeted interventions for SEMH needs and a tiered structured programme of wellbeing support, reconciliation

approaches following incidents, and enhance multi-agency working with families. These actions are specifically focused on reducing repeat behaviour incident and suspension for disadvantaged pupils, while maintaining consistently high expectations for behaviour.

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.