

## Pupil premium strategy statement

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 Academy
Number of pupils in school	1114
Proportion (%) of pupil premium eligible pupils	218
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2021: 1 year 2021-2022 onwards: 3 year
Date this statement was published	1.11.2021
Date on which it will be reviewed	31.3.2022
Statement authorised by	C Cuomo
Pupil premium lead	H Flint
Governor / Trustee lead	Peter Tatton and Chris Dwan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185 988
Recovery premium funding allocation this academic year	£145 per FSM student x 177 = £25 665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£211 653

# 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 £1,320 (if a primary school) or £935 (if a secondary school).

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) - [Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk).

They 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, but overcoming the challenges identified. Each challenge 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.

### 2020-21 results:

Data	PP	Non-PP	Gap	Schools PP v National	In school gap v national
P8	0.02	0.57	-0.5	-0.1	0
A8	4.40	5.40	-1	-0.6	0.4
% Grade 5+ in En & Ma	28.9	49.3	-20.4	-21.1	4.6

<b>% Grade 4+ in En &amp; Ma</b>	<b>50</b>	<b>72.3</b>	<b>-22.3</b>	<b>-22</b>	<b>4.7</b>
<b>% EBacc - Grade 5+</b>	<b>18.4</b>	<b>33.8</b>	<b>-15.4</b>	<b>-2.6</b>	<b>-1.4</b>
<b>% EBacc - Grade 4+</b>	<b>31.6</b>	<b>59.5</b>	<b>-27.9</b>	<b>2.6</b>	<b>-11.9</b>

## Key Principles

The EEF ([Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk))

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.

<b>Challenge number</b>	<b>Detail of challenge</b>
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 have behavioural, emotional, social and mental difficulties
3	Some students lack knowledge of knowing what and how to revise and have a lack of equipment and resources to engage in learning
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	Poor parental engagement from some parents of pupils identified as 'Pupil Premium'
7	Lack of technology such as Laptops causing a loss in learning during COVID related lockdown due to not being able to access teams

## 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
<b>Teaching:</b> Through high quality direct instruction and an 'ambitious knowledge curriculum', All Saints' PP gap is reduced.	Year 11 GCSE results in 2022 demonstrate no more than a 15% gap between PP and non-pp students for: <ul style="list-style-type: none"> <li>- Grade 4 and 5 in English and Maths in relation to FFT20 Targets</li> <li>- Reduce the gap between PP and non-pp for P8 score 8 to -0.2</li> </ul>
<b>Teaching:</b> Embed high expectations with regards to Behaviour and Culture – students are taught explicitly what good behaviour looks like. Good habits shaped and bad ones challenged.	<ul style="list-style-type: none"> <li>- Increase the attendance of all PP students to fall in line with the whole school target of 97%</li> <li>- Reduction in behaviour points by 10%</li> <li>- Increase in conduct points by 10%</li> <li>- Increased number of PP students accessing rewards by 10%</li> </ul>
<b>Targeted academic support:</b> To develop fluent literacy and numeracy skills to ensure key stage 3 students are examination ready and enable them to access the KS4 and KS5 curriculum. Through targeted intervention.	<ul style="list-style-type: none"> <li>- Y7-11 PP students achieve in line with non-PP students in assessments during whole school assessment points.</li> </ul>
<b>Targeted intervention:</b> To provide suitable provision to support students with behavioural, emotional, social and mental difficulties	<ul style="list-style-type: none"> <li>- Student voice demonstrates a positive response to all aspects of school life (rewards, behaviour, T&amp;L, MH and Wellbeing)</li> </ul>
<b>Wider strategies:</b> To address individual barriers where financial, parental or any other individual barriers exist.	<ul style="list-style-type: none"> <li>- PP students are all able to access every Cultural Capital opportunity</li> <li>- All Students have the correct level of equipment to support their learning.</li> <li>- All students wear the correct uniform.</li> <li>- All students can use school or public transportation.</li> </ul>
<b>Wider strategies:</b> 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.	<ul style="list-style-type: none"> <li>- NEET figures for PP students are in line with non-PP students</li> <li>- Reduction in behaviour points by 10%</li> <li>- Engagement with extra-curricular activities is the same from PP and non-PP students</li> <li>- PP students access rewards trips</li> </ul>
<b>Wider strategies:</b> parental support (via teams to support with attendance)	<ul style="list-style-type: none"> <li>- Online support sessions</li> </ul>

## 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: £ 12 390

Activity	Evidence that supports this approach (research e.g. EEF)	Challenge number(s) addressed
Staff training through twilight, teacher development sessions and departmental time on high quality direct instruction and embedding an 'ambitious knowledge curriculum'.	EEF state that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Key principle 3 of the "Quality teaching helps every child" taken from: THE EEF GUIDE TO THE PUPIL PREMIUM	1, 3 and 5
Staff training to embed high expectations with regards to Behaviour and Culture – teaching students explicitly what good behaviour looks like.	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). <a href="#">Look at school data from 2020-2021 academic year.</a>	2 and 5

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

Budgeted cost: £ 151 543 + £25 665 (recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention to develop fluent literacy and numeracy skills to ensure key stage 3 students are examination ready and enable them to access the key stage 4 curriculum and key stage 4 can make achieve options and core subjects.	The EEF report that: There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.  EEF toolkit has shown that small group tuition can greatly accelerate the progress of disadvantaged students	1, 3 and 5.
To provide suitable provision to support students with behavioural, emotional, social and mental difficulties, to include Individual 1 to 1	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	1, 2 5 and 6

support (school counsellor and John Paul Centre provision)	likely that the specific features of the community each school serves will affect spending in this category.	
Appoint a 0.6 FTE Year 6 Primary school teacher	EEF state that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Key principle 3 of the “Quality teaching helps every child” taken from: THE EEF GUIDE TO THE PUPIL PREMIUM	1, 2 and 3

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

Budgeted cost: £ 22 05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of accelerated reader to develop fluent literacy skills to ensure key stage 3 students are examination ready and enable them to access the key stage 4 curriculum.	Research shows that: Students who 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 3
To address individual barriers where financial, parental or any other individual barriers exist: Purchase of equipment and uniform	As a Catholic school we support all students to achieve. The EEF report that some forms of targeted academic support or wider strategies will benefit other children, that may be in greater need due to family circumstances including children with Special Educational Needs and Children in Need.	1, 3, 5, 6 and 7
Parental support (via teams to support with attendance)	Parental support is vital at All Saints', to ensure students have the support to complete independent study and understand the importance of attending school every day. Through supporting parent/carers' we are supporting the students to make progress too. This follows the tiered approach as outlined by the EEF (Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support)	3, 5, 6 and 7
Funding academic trips, to increase the number of PP students developing their personal development, through attending enrichment activities during and after the school timetable.	At All Saints' Catholic Voluntary Academy our mission statement is: Through Catholic values and principles, every person at All Saints' will achieve their full potential: spiritually, academically, socially, morally and physically. Disadvantaged students should have the opportunity to develop skill they enjoy as well as the skill they need to succeed in their exams.	4

**Total budgeted cost: £ £211 653**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Review of targets from 2020-2021, page 7 onwards

**i. Quality of teaching for all**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?																																			
<p>Embed high expectations with regards to Behaviour and Culture – students are taught explicitly what good behaviour looks like. Good habits shaped and bad ones challenged.</p>	<ul style="list-style-type: none"> <li>- Monitor behaviour points for PP students and provide pastoral support</li> <li>- Provide additional support for students facing any B, E, S or M difficulties through the schools 3 staged support structure</li> <li>- Peer mentoring (when appropriate to start)</li> <li>- Think for the future (TFTF) mentor for individual students</li> <li>- Whole school interventions</li> </ul> <p><b>£15009</b></p>	<p>Targeted high-profile students with behavioural needs, receive mentoring from pastoral staff.</p> <p><b>2019-2020 data:</b>  <u>Conduct points for PP student's v non-pp up to 31/7/2020</u>                      Non-PP – highest conduct points = 318 v PP = 185</p> <p><b>2020-2021 up to 1/12/2020:</b>                      PP = 30.1 average per student                      Non-PP = 39.6 average per student</p> <p><b>Exclusions for PP student's v non-pp</b></p> <table border="1" data-bbox="745 660 1261 788"> <thead> <tr> <th></th> <th>2015/16</th> <th>2016/17</th> <th>2017/18</th> <th>2018/19</th> <th>2019/20</th> <th>2020/21</th> </tr> </thead> <tbody> <tr> <td>Girl</td> <td>14</td> <td>12</td> <td>6</td> <td>8</td> <td>8</td> <td>3</td> </tr> <tr> <td>Boy</td> <td>37</td> <td>48</td> <td>40</td> <td>36</td> <td>18</td> <td>3</td> </tr> <tr> <td>SEND</td> <td>3</td> <td>13</td> <td>8</td> <td>12</td> <td>2</td> <td>1</td> </tr> <tr> <td>PPG</td> <td>11</td> <td>14</td> <td>17</td> <td>18</td> <td>20</td> <td>4</td> </tr> </tbody> </table> <p><b>Attendance data for PP students</b>  <b>2019-20, up to 14.2.20:</b>                      35 PA (17.67% of PP cohort) v 67 PA (9.28% of Non-PP cohort)</p> <p><b>2020-2021 term:</b> Up to 25/11/2020                      22% PP students are PA v 11% Non-PP students are PA (persistent absence)</p>		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Girl	14	12	6	8	8	3	Boy	37	48	40	36	18	3	SEND	3	13	8	12	2	1	PPG	11	14	17	18	20	4	<p>Weekly behaviour report monitors conduct points of students</p> <p>Weekly updates from supporting staff to all staff regarding students that need specific support and for teaching staff to be aware of, to ensure the students stay and progress within lesson</p> <p>Use of the attendance and wellbeing coordinator attached to each year group to support students</p> <p>Tracker used to monitor all intervention offered and half termly attainment data</p>	<p>YPL CWR SCR NKY</p>	<ul style="list-style-type: none"> <li>• Weekly behaviour report delivered in SLT meetings</li> <li>• Student voice from mentoring after each cycle</li> <li>• Staff voice (annual)</li> <li>• Student attainment data (as per whole school calendar collection points)</li> <li>• Half-termly Local Governing Body meetings and scheduled Trust DPS visits</li> </ul>
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21																																		
Girl	14	12	6	8	8	3																																		
Boy	37	48	40	36	18	3																																		
SEND	3	13	8	12	2	1																																		
PPG	11	14	17	18	20	4																																		

**HT 3 and 4 2020-21**

Table to show the students that did not receive negative points for not attending team's lessons during Lockdown remote learning

	<b>PP</b>	<b>All students</b>
<b>Y7</b>	89% (40 out of 45)	118
<b>8</b>	95% (38 out of 40)	124
<b>9</b>	73% ( 27 out of 37)	100
<b>10</b>	85% (40 out of 47)	140
<b>11</b>	97% (out of 36)	128

**Laptops leant to students:**  
22PP students out of 30 Non-pp students

		<p><b><u>Increased number of PP students accessing rewards by 10%</u></b> <b>% PP students accessing rewards day (July 2021)</b></p>			
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**Attendance data for HT1/2 2020-2021 academic year:**

<u>PP</u>	<i>2020/21</i>
209 Total students	
Overall <b>92.57%</b> Attendance	
<b>46 are PA students (22% of cohort)</b>	
8 x Year 11 are PPG and PA students	
<u>Non-PP</u>	
731 Total Students	
Overall <b>96.42%</b> Attendance	
<b>59</b> are PA students (8.07% of cohort)	
<b>18</b> x Year 11 are non-PPG and PA students	

Slight increase (1-2 %) in comparison to 2019-2020 data

**Attendance data for HT1/2 2019-2020 academic year:**

<u>PP</u>	<i>2019/20 0/0/19</i>
Total students	
Overall 93.85 % Attendance	
<b>38 are PA students (19.49 % of cohort)</b>	
7 x Year 11 are PPG and PA students	
<u>Non-PP</u>	
Total Students	
Overall 95.62% Attendance	
77 are PA students (10.64 % of cohort)	
16 x Year 11 are non-PPG and PA students	

**Overall attendance data for 2019-2020 academic year:** Invalid data due to Lockdown for Y10 & 12: March to June 2020 and Y7-9 March to July 2020

**Overall attendance data for 2020-2021 academic year:**

	2020-2021			2018-19		2018-19 v 2020-21
Year Group	Student numbers on- roll	PP Students	PP Attendance %	PP Students	PP Attend- ance %	Comparison
Year 7	192	45	91.34	40	76.45	+14.89
Year 8	185	43	95.14	52	85.29	+ 9.85
Year 9	190	37	90.79	35	81.08	+9.71
Year 10	184	48	90.51	33	81.95	+ 8.55
Year 11	187	38	91.3	40	76.03	+15.27
Total	938	211	90.55	200	80.38	+ 10.17

**Below school target of 97% but improved from 2018-19**

<p>Through high quality instruction and an 'ambitious knowledge curriculum', All Saints' PP gap is reduced as mentioned in success criteria</p>	<ul style="list-style-type: none"> <li>- DSEF used by CLs to identify under-achieving students and action</li> <li>- Staff use of the Direct instruction to support student learning</li> <li>- Intervention with students that require additional numeracy / literacy support within the curriculum (Zorba)</li> <li>- Staff CPD to share strategies that can be used to support all students</li> <li>- Curriculum Intent developed for each curriculum area</li> </ul> <p><b>£21 306</b></p>	<p>The gap between PP and Non-PP is too large and is a school priority to reduce:</p> <p><b>Summer 2021 results:</b> P8: -0.5 gap In school gap v national 0, above target</p> <p><b>Summer 2020 results:</b> P8: -0.3 gap and target of -0.1 In school gap v national 0.3 target 0.5</p> <p><b>Summer 2019 results:</b> P8: -0.8gap and target of -0.5 In school gap v national -0.2 and target was 0.1</p> <p><b>See row below for data for HT1/2 2020-2021 academic year</b></p>	<p>Line Management Meetings</p> <p>Y7&amp;8 DI and reciprocal reading</p> <p>Y8 lower ability reading group</p> <p>Y10/11 Zorba reports (2 hours per week of additional Maths and English sessions for Y11)</p> <p>Individual academic mentoring sessions from the KS4 academic mentor</p>	<p>HFT YPL ACS CHN</p>	<ul style="list-style-type: none"> <li>• Staff voice after each CPD session</li> <li>• Data collection – as per whole school calendar</li> <li>• Lesson visits feedback (as per QA calendar)</li> <li>• T&amp;L core group action plans</li> <li>• Half-termly Local Governing Body meetings and scheduled Trust DPS visits</li> </ul>
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**HT1/2 2020-2021 data:** Whole school data collection for Y8-11. A school gap exists between PP and Non-PP in all year groups. Y11 P8 score is above target. Y9-11 Attainment 8 score is close to or inline with the national gap.

**Above – On – Below**

**Y11:**

% **9-5 incl. E/M** 40.5% (PP) 54.4% (Non-PP) and **in school gap v National Gap 11.2 Target 2.5** . % **9-4 incl. E/M** 59.5% (PP) 69.8% (Non-PP) and in school gap v National Gap 16.7 Target 20.8  
**Progress 8** 0 PP / 0.3 non-pp and -0.3 in school gap (target is -0.4) and **in school gap v National Gap 0.3 Target 0.2** . **Attainment 8** 4.4 PP / 5.1 non-pp and -0.7 in school gap (target is -0.8) and **in school gap v National Gap 0.6 Target 0.6**

See August 2021 results on page 14

**Y10:**

% **9-5 incl. E/M** 34.8% (PP) 52.6 % (Non-PP) and **in school gap v National Gap 7.2 Target 3.5** . % **9-4 incl. E/M** 52.2% (PP) 81% (Non-PP) and in school gap v National Gap -1.8 Target 8.2  
**Attainment 8** 4.3 PP / 5.3 non-pp and -1 in school gap (target is -0.9) and **in school gap v National Gap 0.3 Target 0.4** . **Progress 8** 0 PP / 0.3 non-pp and -0.4 in school gap (target is -0.2) and **in school gap v National Gap 0.2 Target 0.3**

HT5-6

**Y9:**

% **9-5 incl. E/M** 18.9% (PP) 45.2% (Non-PP) and in school gap v National Gap 1.7 Target -1.2. % **9-4 incl. E/M** 32.4% (PP) 67.7% (Non-PP) and in school gap v National Gap -8.3 Target 7.3  
**Attainment 8** 3.6 PP / 5.00 non-pp and -1.4 in school gap (target is -1.2) and **in school gap v National Gap 0 Target 0.2**

HT5-6

**Y8:**

% **9-5 incl. E/M** 23.3% (PP) 48.2% (Non-PP) and in school gap v National Gap 0 Target 5.8. % **9-4 incl. E/M** 46.5% (PP) 72.3% (Non-PP) and in school gap v National Gap 1.2 Target 14.9

**Y7: HT5-6**

**HT3/4 2020-21 review:** Due to long period of lockdown data is not relevant at this point

Y11 2021 results

2020-21 results:

Data	PP	Non-PP	Gap	Schools PP v National	In school gap v national
P8	0	0.6	-0.5	-0.1	0
A8	4.4	5.4	-1	-0.6	0.4
% Grade 5+ in En & Ma	28.9	49.3	-20.4	-21	4.6
% Grade 4+ in En & Ma	50	72.3	-22.3	-22	4.7
% EBacc - Grade 5+	18.4	33.8	-15.4	-2.6	-1.4
% EBacc - Grade 4+	31.6	59.5	-27.9	2.6	-11.9

<p>Through High quality instruction and an ambitious knowledge curriculum, to maintain whole school outcomes in line with 2019 and 2020 results.</p>	<ul style="list-style-type: none"> <li>- KS4 academic mentor to support PP students <b>(£33 630)</b></li> <li>- Intervention cycles to support PP students</li> <li>- DSEF to incorporate strategies to support PP students <b>(£7576)</b></li> </ul>	<p>Pupils who are behind in their learning benefit from small group learning. This closer support from trained staff enables rapid catch-up for pupils who have additional needs.</p> <p>In response to DfE and governmental guidance we have Y7 and Y10 students on the NATIONAL TUTORING PROGRAMME (NTP) 46 attending)  <b>Y7: 16/40</b>  <b>Y10: 13/59</b></p> <p>HT1/2 review - below</p>	<p>Mentoring x number of students and tracking weekly</p> <p>Mock results issued and assembly about marginal gains, including Year 12 students who did not achieve well in Nov mocks</p> <p>Curriculum intervention for underachieving students using data to inform students</p> <p>February: Exam Analysis with SLM</p> <p>Additional sessions around exam season to be timetabled.</p>	<p>SLM</p>	<ul style="list-style-type: none"> <li>• Student voice</li> <li>• Intervention registers with impact column</li> <li>• Data collection – as per whole school calendar</li> <li>• Half-termly Local Governing Body meetings and scheduled Trust DPS visits</li> <li>• NATIONAL TUTORING PROGRAMME data to be reviewed at end of cycle</li> </ul>
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**Cycle 1: HT2 (7 PP students out of 15)**

90%+ attendance except for 1 students (1 student attendance dropped –SG concerns)

71% of targets met (calculated for 7 students across 6 weeks, with a weekly target set and evaluated)

**Cycle 2: HT3/4 (15PP students out of 18)**

Data unavailable due to COVID-19 – sessions were completed remotely which affected overall engagement and attendance figures not available.

**Student voice:** All students except one, stated that they could do everything below following the 6 week programme

I can and do..
Organise my work/notes/folders carefully and store them in a sensible location
An understanding of revision strategies that work and how I can apply them to my revision
Revision resources/folder are organised
Plan my week ahead so I can balance my time between independent study and other interest
Meet homework deadlines and homework meets the required standard
Create a clear timetable of when and where I am going to do my independent learning and homework activities
Proactive in asking for help
Demonstrate persistence when a task appears challenging
See mistakes as part of the learning process and act on feedback provided by your teachers on how to improve
Set high goals and aim to achieve the best you can

11 students are being mentored weekly by ACS – covering revision techniques to develop progress in all subject areas

After HT2 – all students were still underachieving in the same number of subjects

After HT4 – 5 students reduced the number of subjects in which they are under performing

**Y10 data:**

82% of students grades either improved or remained the same. Students appear to have improved more in English language compared to Maths. 100% of SEND students remained on the projected grade achieved before the online tutoring sessions started. Overall, 25% of females improved overall grade by 1 as opposed to 16% males, however only 8% males went down 1 grade compared to 25% males.

The student voice outlined that they generally enjoyed the online sessions (77% yes/maybe) and helped them with class and homework (74% yes/maybe).

**Y7 data:**

86% of students grades improved or remained the same in English, with 2 additional students improving exceeding their target (4 / 29% in total). Students appear to have improved more in English language compared to Maths. 75% of students remained on or above target for Maths.

The student voice outlined that they generally enjoyed the online sessions (80% yes/maybe) and helped them with class and homework (92% yes/maybe).

**Positives:** Students stated: tutor was nice, it helped me, I got to know what I am doing, 1 to 1 support helped me understand, he gave me good feedback, nice atmosphere, I have more confidence, it made my proper maths lessons more understandable, increases your knowledge, helps accuracy of spelling, gave me good feedback, shows you how to use different vocab.

**Areas to develop:** Students stated that: it was often 'glitchy' and the tutor sometimes randomly left the session, it was boring, did not do anything

<b>Total budgeted cost</b>					<b>£77522</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To address individual barriers where financial, parental or any other individual barriers exist.	<ul style="list-style-type: none"> <li>- Attendance monitoring by YPLs and Individual students' meetings for students with concerning attendance <b>(£6465)</b></li> <li>- Work with the well-being/mental health co-ordinator to support appropriate students</li> <li>- Purchase calculators for students without a scientific calculator <b>(£25 245)</b></li> </ul>	<p>Previous records and communication with parents demonstrate that students' attendance, conduct points and progress are affected by home circumstances that school could assist with</p> <p>Attendance is not on or above the school target of 97% for all students and many students fall under the PA criteria. With increased attendance, will come increased learning outcomes</p> <p><b>HT1/2 attendance figures:</b> see page 6</p>	<p>AHT and attendance officer to meet regularly and track actions for all students</p> <p>YPLs to analyse attendance and use attached staff to each year group to monitor and then mentor students with poor attendance</p>	HFT YPLs ANR PGE CWR	<ul style="list-style-type: none"> <li>• Wellbeing coordinator reports</li> <li>• JPC report and bulletin</li> <li>• Minutes from Year progress leaders, attendance office and AHT for behaviour and attitudes</li> <li>• Student voice</li> <li>• Half-termly Local Governing Body meetings and scheduled Trust DPS visits</li> </ul>

<p>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>	<ul style="list-style-type: none"> <li>- Personal development leadership opportunities set up for year captain, student council, eco warriors and 'no to hate' ambassadors</li> <li>- Programme for each department area set up to deliver at least 1 virtual cultural capital experience for KS3, 4 and 5</li> <li>- Cultural capital rewards trips</li> </ul> <p><b>(£21 306)</b></p>	<p>EEF research suggests that 1 of the most important areas in developing the progress of PP students, is through raising aspirations</p> <p><b>HT1-4 2020-2021 academic year: Enrichment was not operating</b></p> <p><b>HT5-6 2020-2021 academic year: Enrichment was not operating for all year groups across all opportunities.</b></p> <p><b>Rewards day trips accessed by PP students: 694 total – 132 were PP students accessing trips to Drayton manor, Bowling, ice skating and Party in the park.</b></p>	<p>Personal development opportunities</p> <p>Careers meetings for Y10 and 11 students and NTU sessions for all years</p>	<p>HFT YPL JWY CCE CLs</p>	<ul style="list-style-type: none"> <li>• PP attendance to extra-curricular clubs and trips recorded and there is no significant gap in comparison to Non-PP students</li> <li>• Leadership figures for year captain, student council, eco warriors and 'no to hate' ambassadors</li> <li>• Student voice</li> <li>• SMSC grid to record all cultural capital activities</li> <li>• Half-termly Local Governing Body meetings and scheduled Trust DPS visits</li> </ul>
<p>To provide suitable provision to support students with behavioural, emotional, social and mental difficulties</p>	<ul style="list-style-type: none"> <li>- External counselling offered through Jo Solomon</li> </ul> <p><b>(£6200)</b></p>	<p>Stage 2/3 of the student wellbeing support structure – offering students external counselling if they require greater support following stage 1 which is delivered by wellbeing coordinators attached to each year group</p>	<p>Staff voice Counsellor notes Students attainment data (attendance, conduct points and academic progress)</p>	<p>CWR HFT</p>	<ul style="list-style-type: none"> <li>• After each cycle of external counselling provision</li> <li>• JPC weekly report</li> <li>• Student attainment data analysed each term</li> <li>• Half-termly Local Governing Body meetings and scheduled Trust DPS visits</li> </ul>

**Stage 1 – wellbeing co-ordinator attached to each year group** - 100% of students found the sessions useful

**HT1/2 2020-2021 academic year** – 46 students seen

10 number of PP students

36 number of non-pp students seen

**HT3/4 2020-2021 academic year** –45% of PP students' v 55% non-pp students seen

Student voice: Y11 – 100% of students found the sessions helpful and agreed that All Saints' support students mental health and wellbeing

Y7-10 data currently being collected and collated

**JPC support, stage 2 and 3 support**

49 students seen, between Y7-11

15 x Y7, 8 x Y8, 5 x Y9, 12 x Y10 and 9 x Y11

Behaviour points: 35% improved their behaviour point total by the end of the 6-week programme

Attendance: 38% of students had improved attendance by the end of the 6-week programme

Achievement points: 84% had more achievement points by the end of the 6-week programme

**Wellbeing support – annual wellbeing survey results,  
July 2021**

70-90% of students feel they are getting a good education

66-87% of students are able to do most things as well as they want

74-88% of students are happy with the friends they have

**Jo Solomon (school counsellor)** has started to meet PP students for 1 hour counselling sessions.

I saw 8 PP students last academic year. They were offered a total of 80 sessions allocated as:

Client 1	12
Client 2	6
Client 3	7
Client 4	10
Client 5	18
Client 6	19
Client 7	6
Client 8	2

**Summary of school counsellor impact:**

At the end of their counselling, students were invited to circle statements to describe their view of the impact of the counselling:	86%
Feel understood	
Can talk more freely	86%
Better concentration	14%
Understand myself better	71%
Less stressed/calmer	86%
New points of view	14%
New strategies	43%
Managing feelings better	43%

**Students wrote the following comments about their experience of counselling:**

At the start of counselling students wanted:

To feel better about myself, Being able to manage my own feelings, Feeling better about myself and looking for the positive side of things. I'll know when things have improved when I can talk about it confidently, When I feel comfortable, and everything is back to normal, Help with worries inside and outside school

**Students said they liked these aspects of counselling:**

Feeling listened to, Being able to express how I feel and talk about it, Going to counselling helped a lot and being able to talk to people, Being able to talk, Learning new strategies and talking about my anxiety, Been able to talk to someone and let all my feelings out and let people know how I'm feeling, Talking about my feelings and Being able to speak freely

**Students said they found these aspects of counselling difficult:**

The difficult part was being able to put into words how I feel, After I talk about it, I feel a bit upset; Being able to speak about everything initially

**Students identified these next steps to maintain the progress made in counselling:**

Carry on with life (after a bereavement), Keep practising strategies, Use the box to write down how I feel so it's like a counselling method at home, Will keep talking and Practising breathing.

<b>Total budgeted cost</b>	<b>£59156</b>
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**iii. Other approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> <li>To develop fluent literacy and numeracy skills to</li> </ul>	<ul style="list-style-type: none"> <li>Use of accelerated leader in Y7 and Y8</li> </ul>	Students need to be able to access a wide academic vocabulary to support them at	Ensure training for staff	LLL JSH MMY	Data collection – as per whole school calendar Student voice

<p>ensure key stage 3 students are examination ready.</p> <ul style="list-style-type: none"> <li>To develop confident and fluent readers, writers, and mathematicians.</li> <li>To ensure that students have access to a wide academic vocabulary, to enable them to access the KS4 curriculum.</li> </ul>	<p>lessons to develop students' literacy skills</p> <ul style="list-style-type: none"> <li>Development of student numeracy skills in Y7-8 during the progress period</li> </ul> <p><b>£13 601</b></p>	<p>KS4 and KS5 to access examination material</p> <p>GL assessment data suggests that 70% of Y7 students score below National average for Mean SAS for verbal, non-verbal, numerical and spatial reasoning</p> <p><b>CHN -GL assessment scores HT5/6 data on page 13</b></p> <p><b>Accelerated reader:</b> 38 PP students tested September 2020 and July 2021. 61% of Year 7 pupils have now improved their reading age.</p>	<p>Communication with parents to ensure students are completing independent tasks to embed the work being done during school time</p> <p>Time allocated to literacy and numeracy every day during the 30-minute progress period</p>	<p>AEN DAN</p>	<p>Staff voice Intervention reports Work scrutiny Learning visits</p>
	<ul style="list-style-type: none"> <li>KS3 academic mentor and Emotional and wellbeing mentoring (Possible use of the National Tutoring programme)</li> </ul> <p><b>£24 798</b></p>	<p>As above</p> <p>Students have emotional needs that when addressed will help students to focus in lessons to make progress</p> <p><b>Not appointed for 2020-2021 – but appointed for Ht1-2 of 2021-2022 academic year</b></p>	<p>Employ a KS3 mentor that has the relevant experience to deliver numeracy and literacy</p>	<p>HFT</p>	<p>Increase in student conduct points by 5% Decrease in behaviour points by 5% Increased progress data at data collection points</p>
<b>Total budgeted cost</b>					<b>£38399</b>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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.*