

Context and Funding

The Pupil Premium Grant (PPG) was introduced by the Government in 2011. The conditions of this funding are to:

- ▯ Raise the attainment of disadvantaged students (DS) of all abilities to reach their potential
- ▯ Support children and young people with parents in the regular armed forces.

The three groups of eligible pupils are: those who are Ever 6 free school meals pupils, those who have been adopted from care or whom have left care, or are Ever 6 service children. Ever 6 relates to students who have been eligible for free school meals since May 2016. Ever 6 for service children relates to the eligibility for the service child premium.

This funding is allocated to the Academy and it is for the Academy to decide how it is spent, since we are best placed to assess what additional provision should be made for individual students in our care. This Academy uses the funding to address underlying inequalities, by ensuring that funding impacts on the progress of the students who need it most.

Year	2023-24	2022-23	2021-22	2020-21
Pupil Premium funding allocation	£350,865	£306,335	£279,995	£263,580
Recovery premium funding allocation	£93,840	£85,008	£42,050	£59,760
School roll	879	822	817	745
Eligible students	339	311	289	276
% Eligible students	38.60	37.80	35.50	37.05

Contextual Information, 2023-24 (data from 07.11.23)

Year Group	No. of students (2023-24)	No. of eligible students (2023-24)	% of year group (2023-24)
7	184	63	34.2
8	175	86	49.1
9	177	74	41.8
10	185	82	44.3
11	175	62	35.4
12	92	30	32.6
13	74	3	4.1
	1062	400	40.2

Contextual Information (previous 3 years):

Year Group	No. of students (2022-23)	No. of eligible students (2022-23)	% of year group (2022-23)
7	177	84	47.5
8	188	81	43.1
9	185	81	43.8
10	179	62	34.6
11	141	52	36.9
12	95	23	24.2
13	98	20	20.4
	870	360	41.4

Year Group	No. of students (2021-22)	No. of eligible students (2021-22)	% of year group (2021-22)
7	191	62	32.4
8	192	67	34.9
9	177	71	40.1
10	141	54	38.3
11	116	37	31.9
12	107	29	27.1
13	71	27	38.0
	817	289	35.5

Year Group	No. of students (2020-21)	No. of eligible students (2020-21)	% of year group (2020-21)
7	187	68	36.4
8	180	73	40.6
9	149	53	35.6
10	122	41	33.6
11	137	48	35.0
12	87	29	33.3
13	90	29	32.2
	745	281	37.7

NB: Although Year 13 students are not identified as disadvantaged in the DfE database, we consider any student who was identified as this in Year 12 will continue to be so in Year 13 and hence we would seek to support them as and when necessary.

Strategy for 2023-24

To achieve the objectives and enhance the opportunities for our eligible learners we have implemented a variety of intervention strategies, on an individual student basis, which are monitored throughout the academic year. The impact of these strategies is analysed at a detailed level to ensure our objectives will be met. It is also common practice that if an intervention is not having the desired impact or if the needs of the eligible learners change, we will adapt the way in which we support that student.

To do this we need to address the barriers to learning that are faced by our disadvantaged students.

The main barriers can be summarised as:

1. Poor attendance compared to non-disadvantaged students.
2. Lack of parental engagement and support due to a range of issues faced by parents/carers of DS.
3. Below average reading age.
4. Lack of cultural capital and also the knowledge required to be successful at GCSE and BTEC level.
5. Lack of access to opportunities to engage in music lessons, additional tuition, school trips and visits, etc.
6. Lack of finances for basics – such as food, uniform, equipment, resources etc.
7. Raising aspirations including early intervention with CEIAG.
8. Vulnerable students who are disengaged and exhibit high levels of poor behaviour are at high risk of permanent exclusion if alternative support is not made available to them.

This is not an exhaustive list, and it is important to note that the extent to which the above barriers apply to DS at our Academy is variable and as such, is addressed in a bespoke way.

Planned Expenditure 2023-24 (including recovery funding premium)

Interventions highlighted in yellow are specific to Year 11.

	Anticipated Cost	Expected Impact
HIGH QUALITY TEACHING		
Senior Leadership including AVP with responsibility for PP and Data Manager	£25k	Leadership focus on all year groups. Continuing raising attainment levels & attendance in all year groups. Narrow the attainment gaps further in all year groups but particularly in Year 11.
Staff CPD T&L	£10k	Tailored CPD facilitated by both staff at the Academy as well as external providers to develop high quality adaptive teaching approached to meet the needs of key-groups of learners.
Alternative Curriculum (LIFE Centre)	£120k	Improved attendance and progress for a group of the most vulnerable disadvantaged students Decreasing trend in permanent exclusions due to tailored alternative curriculum and provision for those 'at risk' of not completing mainstream education. Most LIFE Centre students are disadvantaged. The aim every year is to reintegrate these students on a phased return to mainstream lessons.
Accelerated Reading & Catch-up reading programme	£4k	Evidence in all lessons of confident readers Reading assessments show improvement of average reading age for PP in each year group
Intervention in E/M/S for Year 11	£20k	Online interventions, including 'My Tutor' to support DS to achieve target grades in E/M/S and therefore apply for Level 3 courses in Year 12.
School-Led Tutoring	£9.5k	The Academy receives £38k from the DfE and contributes 25% of this allocation to fund after-school tutoring for Year 11 as part of our catch-up programme
Staff costs for Year 11 tutorials	£50k	Disadvantaged students succeed in all subjects as a result of bespoke individual after-school tutorials every week
TARGETED ACADEMIC SUPPORT		
PP GCSE package - Years 11	£10k	Revision guides, motivational speakers, workshops P8 gap and homework STC grade analysis provides evidence of reducing gap between PP and non-PP
IT support for home learning	£25k	All disadvantaged students are fully equipped to continue with learning online to complete homework tasks
Additional member of staff in the LIFE Centre to support DS	£26k	PA PP attendance in all year groups to exceed 92%. Significant reduction of FTs and continued reduction in permanent exclusions.
Attendance and Welfare Officer, AWO (new appointment)	£35k	Overall academy target to >94% through intervention, monitoring and tracking by AO, AVPs, Progress Leaders and form tutors
Existing AWO to support PP students	£16k	PA PP attendance in all year groups to exceed 92%.

Aim a Little Higher	£8k	Targeted disaffected DS in Year 8 (x20) and in Year 9 (x20) to receive bespoke intervention, three times a year, to develop their self-esteem and career aspirations
WIDER STRATEGIES		
Careers Seminars – Year 12	£3k	Raising aspirations measured by increased number of Year 12 applications and retention going into Year 13
Careers, Guidance and Support for DS in Years 9 - 11	£8k	All DS provided with 1 hour of guidance/support each academic year Tutorials will be planned and delivered in departments to support Year 11 with revision, exam preparation and planning for Post-16.
Counselling	£12k	Vulnerable students to achieve at least 92% attendance, resulting in the Academy achieving its PA attendance target of <12%
Response money for individual DS	£12k	Vulnerable students do not have any barriers to learning and achieve at least 92% attendance
Uniform & Equipment	£10K	The Academy will supply uniform items to DS who are most in need, with a particular focus on supporting the new intake in Year 7.
Summer School	£25k	Raise attainment in core subjects, raise aspirations for Sixth Form, raise attendance Develop study skills transferrable to independent learning at home
Breakfast Club	£6k	Free breakfast items available everyday for all students to ensure no child goes hungry.
Trips	£10k	Disadvantaged students receive full or part payment to cover the costs of all trips.

Implementation of the Strategy:

The Education Endowment Foundation (EEF) research underpins the strategy that the Academy adopts to improve outcomes in attainment and attendance for DS.

The Academy has adopted the three-tiered approach, which is outlined below, to improving the provision for DS. A significant investment in the funding has been used for whole-staff CPD on Adaptive Teaching and meeting the needs of DS and other key-groups.

The EEF report “The Attainment Gap” states that targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment.

The EEF’s Pupil Premium Guide states that the quality of teaching in the classroom makes the biggest different and whole school improvements in the quality of teaching and learning is key. One key aspect of this is the improvement of vocabulary (including disciplinary vocabulary) and language acquisition.

A Sutton Trust report states that more than a quarter of secondary school pupils in England and Wales have received private tuition. Such tutoring sessions cost £25+ and as such, many parents cannot afford it.

The EEF’s Pupil Premium Guide states that a three-tiered approach should be used when making provision for disadvantaged students – (1) quality of teaching (2) targeted academic support and (3) wide strategies to support the needs of each child.

This research from the EEF has formed the basis of the strategic approach All Saints’ Academy takes in supporting disadvantaged students to achieve their expected outcomes.

Further details (linked to the expenditure table) on how the strands of the strategy will be implemented:

1. Barriers to learning and engagement will be identified using a number of methods, most importantly engaging in gaining DS voice about their experiences in school and beyond school, which hinder their progress. These 1:1 conversations will be between the Assistant Vice Principal with responsibility for Pupil Premium, Progress Leaders for each year group and the student; the conversation may engage parents/carers when necessary. The conversation will be logged and then reviewed regularly to adapt and update any necessary provision and/or support.
2. Monitoring of attendance of DS by our Progress Leaders and our Education Welfare & Attendance Officers. Engagement of these students via positive methods where appropriate, such as home visits, attendance meetings/letters and phone calls home. If attendance becomes an issue for any DS, then our Education Welfare & Attendance Officers will engage with the LA inclusion team and start the AIM (Attendance Improvement Meeting) processes as well as using other strategies to improve attendance.

3. Intensive literacy intervention will be put in place for:
 - a. All Year 7 disadvantaged students who are not “secondary ready” and whom have reading ages below their peers and expected standards (below a reading age of 11).
 - b. All Year 10 and 11 disadvantaged students for English whereby they will be taught in smaller groups by a specialist English intervention teacher.
 - c. All Year 7 and 8 disadvantaged students will receive further intervention if their progress in English indicates that their literacy and attainment in these subjects is still below that of their peers.
4. When recruiting students for student leadership posts and roles with Academy productions/events for 2023-24, we will ensure that the proportion of DS who are allocated a post is broadly in line with the proportion of DS within the Academy.
5. Development of whole academy literacy is a strong focus within the teaching and learning priorities for the Academy. This will focus on the development of key essential vocabulary and subject specific language explicitly taught across all subjects and explained to all students. This is part of the longer-term plan for developing literacy development across the Academy; all literacy strategies that are put in place will have the most impact on our DS given their potential lack of access to such vocabulary elsewhere.
6. The funds devolved to support disadvantaged students will be used to support:
 - a. Access to extra-curricular activities such as music lessons, trips and visits, etc.
 - b. Access to revision resources (books and online learning packages) alongside structured revision sessions delivered by external online providers to Years 9-11 at key points in the year.
 - c. Intervention strategies for DS who have specific behavioural, SEMH (social, emotional, mental health) or nurture needs.
 - d. Access to IT provision at home to ensure all DS are able continue with their learning at home.

This will be overseen by the AVP responsible for PP and will be carried out on a needs basis to ensure that the money spent is robustly spent on items that will positively impact attainment, attendance, and engagement. Student voice will be gained alongside communication with parents/carers of all DS to ensure all needs are met within the confines of what is possible with the budget; this will be prioritised based on need and knowledge of the DS.

7. A visit(s) will be made to another school with very similar context to All Saints’ Academy, which is successfully using their PPG to significantly narrow or remove the gap in performance between DS and non-DS. The aim of this visit(s) would be to glean successful strategies that can then be transferred and implemented at All Saints’ Academy.

8. Following each set of Year 11 mock exams (October 2023, December 2023 and March 2024) we will identify a group of DS who will benefit from additional English, Maths or Science tuition after school hours with Academy staff, or via the online programme 'My Tutor'.
9. Year 11 disadvantaged students will be included in the Academy 'School-Led Tutoring' programme, receiving small group tuition in English, Maths, Science and EBACC subjects. The Academy will contribute 40% of the catch-up funding received by the DfE.

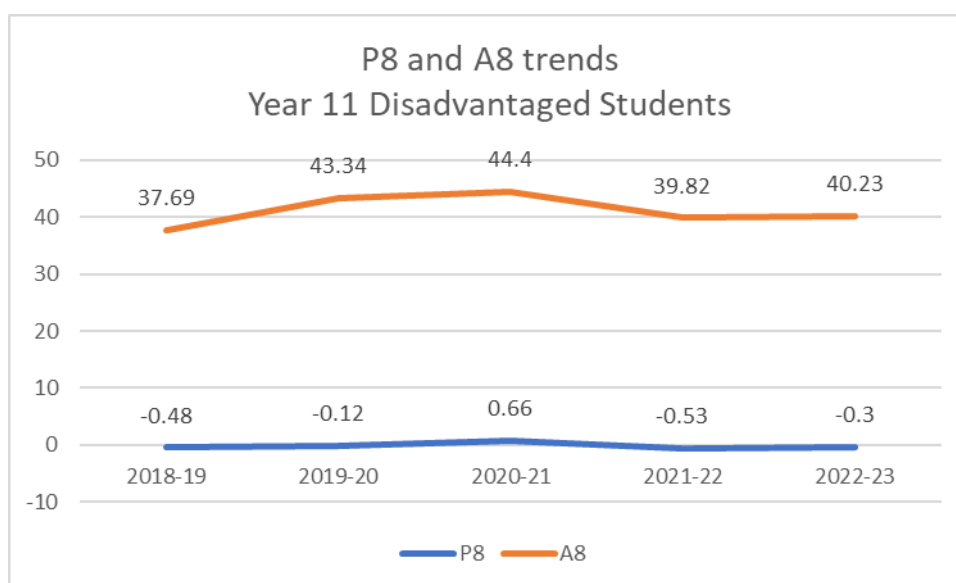
Evidence base for Pupil Premium (since 2018-19 and pre-Covid)

Outcomes at KS4

Progress 8 is at an outcome that exceeds the pre-Covid outcome in 2018-19. The two-year trend with P8 is positive and indications show this will continue to improve in 2023-24. P8 in 2022-23 for DS was -0.3. This is the best progress DS we have seen at this Academy. The gap to zero continues to narrow, year-on-year. A long-term target for the Academy is for DS to meet their expected progress resulting in a P8 outcome of zero.

Attendance

In 2022-23 there was a 7.1% gap between DS and non-DS in Years 7 – 11. This outcome bucked the trend where in previous years the gap was narrowing. For example, in 2021-22, the attendance gap was 4.3%. We track our attendance against the national picture using FFT and DfE national and regional data. In both years, we were above national.



Success criteria that interventions will be judged against:

- DS will make at least expected progress and therefore produce an outcome of greater than or equal to zero. The **attainment** gap between disadvantaged students and non-disadvantaged students will be significantly reduced, completing a 3 year trend, and in-line with other similar schools.
- DS in our **inclusion centre** (LIFE Centre) will make good progress.
- The **attendance** gap between disadvantaged students and non-disadvantaged students will be significantly reduced, completing a 3 year trend, and in-line with other similar schools.
- In Year 7, disadvantaged students with lower than average levels of literacy will make significant progress in terms of catching up with their non-disadvantaged peers.
- Proportionally, disadvantaged students will demonstrate equal levels of **uptake to** start, and complete, level 3 qualifications in the **Sixth Form** at the Academy.
- Proportionally, disadvantaged students will demonstrate equal levels of uptake in student leadership positions.
- There will be a positive impact of the Academy's use of the Pupil Premium Grant to support DS, including ensuring access to **homework** tasks, the opportunity to attend all curricular and as many extra-curricular opportunities as possible.

Review Date:

August 2024

