

Pupil premium strategy statement

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	1062
Proportion (%) of pupil premium eligible pupils	40.2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2022 to 2024-25
Date this statement was published	March 2024 (updated)
Date on which it will be reviewed	October 2024
Statement authorised by	Mr L Wilkinson Interim Principal
Pupil premium lead	Mr L Bradley Assistant Vice Principal
Governor / Trustee lead	Mrs E Taylor Vice Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,865
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£93,840
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£444,705

Part A: Pupil premium strategy plan

Statement of intent

At the heart of All Saints' Academy is the belief that Christ is at the centre of all we do and are. Rooted in his teaching, we seek to fulfil in every member of our community their full potential so they can 'have life in all its fullness' and recognise that they are called to use their gifts and talents for the benefit of all. We seek to do this by:

- providing a safe and secure environment where faith, prayer, compassion and reconciliation are visible in word and action;
- providing an excellent education with a broad, balanced and creative curriculum which will allow everyone to discover their potential and to develop and share their unique talents;
- providing opportunities for all to be nourished and challenged both academically and spiritually in their respective beliefs;
- respecting and valuing the diversity of all, believing that everyone is created as a unique individual in the image of God;
- building a resilient community able to reach out and support others, both locally and globally;
- modelling through the Academy's policies, practices and values a concern to serve the common good, a heart for justice, a desire for reconciliation and the need to protect and sustain the environment.

We believe in maximising the use of the Pupil Premium Grant by developing a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and development of our young people.

Overcoming barriers to learning is at the heart of our use of pupil premium. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil, and instead we identify the barriers to be addressed and the interventions required, whether

in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance compared to non-disadvantaged students
2	Lack of engagement and support from parents/carers of disadvantaged (DS) due to a range of external issues
3	Literacy and below average reading ages
4	Improve Key Stage 4 attainment
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 a higher risk of permanent exclusion if alternative support is not made available to them

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 Improved attendance of DS to be in line with non-DS	% attendance and % persistent absence to be at national average % persistent absence to be at national average
2 Improved parental engagement and support	Reduction in detentions and fixed-term suspensions for DS More parents attend Parents' Evenings and Information Evenings Outcomes of PL/SLT meetings are more positive and share a common understanding

3 Improved literacy and reading ages	<p>Reading ages to be in line with chronological age</p> <p>Literacy strategies to be embedded within all subject areas and every member of staff will be a teacher of literacy</p> <p>Literacy will not be a barrier to examination success</p>
4 Improved attainment for Key Stage 4 students	<p>DS students to achieve at least expected progress, P8 = 0</p> <p>Attainment gaps closed in identified subjects</p>
<p>5 Lack of access to opportunities to engage in music lessons, additional tuition, school trips and visits, etc</p> <p>6 Lack of finances for basics – such as food, uniform, equipment, resources etc</p> <p>7 Raising aspirations including early intervention with CEIAG</p>	<p>All students, but particularly those going through financial hardship, to be provided with the resources they need to support their learning, including uniform, so that they have all of the resources they need to be successful</p> <p>PP funding to cover the full cost or partial cost of any educational trip or careers event, for students going through financial hardship</p>
8 Reduce the numbers of permanent exclusions	<p>The Academy will continue to invest heavily on both our own internal inclusion department, as well as budgeting for an alternative provision off-site, with the core aim of keeping the most vulnerable students in education</p>

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: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to develop their knowledge and skills through high quality	Supporting high quality teaching is pivotal in improving children's outcomes EEF	1, 3, 4

CPD to ensure quality first teaching for every class	<p>Examples of the impact of CPD include:</p> <ul style="list-style-type: none"> • Feedback +6 months Links to the value of humility – seeking feedback as a way of improving. • Mastery +5 months • Meta cognition and self-regulation +7 months • Individualised instruction + 4 months 	
Literacy	<p>Training staff in every subject to teach pupils how to read, write and communicate effectively is the most effective way of improving children's literacy</p> <p>EEF literacy guidance report</p>	3
Alternative Curriculum (LIFE Centre and PRU)	<p>An alternative education and curriculum for the most vulnerable students will improve their attendance and reduce significantly their risk of a permanent exclusion</p> <p>DfE Research into Alternative Provision</p>	1, 2, 4, 8
Appointment of two additional colleagues to focus on EWO attendance and EWO mental health	<p>With one additional member of staff with and EWO responsibility we have seen a 1.5% rise in attendance of disadvantaged students both pre and post pandemic.</p> <p>Education Welfare Services</p>	1, 2, 8

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

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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In class and small group tuition with Learning Support Assistants	<p>Learning Support Assistants to provide in class support to raise attainment across the curriculum</p> <p>EEF Toolkit indicates +4 month impact for in in class support</p> <ul style="list-style-type: none"> • Leading phonics intervention + 5 months • Reading comprehension strategies +5 months impact • Small group tuition + 4 months 	1, 3, 4
Targeted support as part of the national tutoring programme Academic mentors and 1-1 tuition	<p>As part of the national tutoring programme we aim to recruit two academic mentors, as we did last year, to work in class and with small withdrawal groups</p> <p>DfE guidance</p> <p>We use our own teaching staff to provide online 1-1 and small group support for targeted students</p> <ul style="list-style-type: none"> • One to one tuition + 5 months 	3, 4
Subsidise or provide revision resources and other useful learning aids (such as access to IT) for pupil premium students, so they are not disadvantaged by the lack of any of these items	Analysis of impact of revision	2, 4, 5, 6

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

Budgeted cost: £155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategies, including expanding home-school liaison, Breakfast club, and rewards for	There is a national link between attendance and attainment evident in results each year	1, 2, 4, 6

good attendance.	Comprehensive approach to improving attendance Evidence demonstrates that a breakfast club can improve performance in school in a variety of ways, including attendance and social relationships	
Enhanced transition for Year 6 pupils with poor attendance A comprehensive Summer School programme is offered to Year 6	Several studies have shown a dip in attainment coinciding with the time of change from Primary to Secondary school. The EEF suggest that by anticipating the risk points during the time of transition, good communication across schools can help with specific planning to address pastoral needs and academic support. The DfE suggest that engaging with feeder schools to access absence information in order to identify target cohorts prior to transfer is a way of supporting attendance.	1, 2
Increase in home-school liaison provision (Education Welfare Officers, Progress Leader for Severely Absent Students),	The DfE suggest several ways in which schools should be supporting attendance. Some of which are to carry out robust first day calling procedures including priority routine for vulnerable children and to work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find methods that work and are understood.	1, 2,
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2
Embedding principles of DfE guidance for students for whom a mental health issue is affecting attendance	Evidence shows that students with good or improved mental health are more able to fulfill their potential	1, 2

<p>Comprehensive SEMH provision: Introduction of Nurture tutor group in Year 7 Graduated Response for Mental Health and Wellbeing SEMH Centre within SEND provision SEMH trained staff delivering direct work through 1:1 and group interventions 2x Qualified Senior Mental Health Leads Strong PSHE curriculum Young Minds Matter assemblies for all year groups Access to external support: Young Minds Matter TiC+ CAMHS School Nursing Service</p>	<p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood</p> <p>Mentally Healthy Schools</p>	
<p>Working with parents, families and carers to support students' mental health and wellbeing: Parent meetings to discuss support Signposting via Academy website Termly parent information evenings drawing on external support providers Family support provided by EWOs and Leader of Pastoral Support</p>	<p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood</p> <p>HM Government Promoting mental health and wellbeing</p> <p>Mentally Healthy Schools</p>	<p>1, 2</p>

To set a positive learning culture, staffed strategically, where all colleagues provide consistent reinforcement for our high expectations	Behaviour guidance – family ethos, relationships, teaching learning behaviours (humility), consistent routines (non-negotiables) Learning Mentors for each year group to work with targeted pupils EEF toolkit social and emotional learning indicates +4 months impact	
To set a positive learning culture, staffed strategically, where all colleagues provide consistent reinforcement for our high expectations	Behaviour guidance – family ethos, relationships, teaching learning behaviours (humility), consistent routines (non-negotiables) EEF toolkit social and emotional learning indicates +4 months impact	2, 4, 8
To implement a full careers programme that has the Gatsby Benchmarks as its minimum standard	From Year 7 – 13, events to introduce students to different careers Tailored speakers and visits as pupils get older (for example, career choices at KS3 through to university courses and apprenticeship pathways) EEF suggest evidence is unclear . Our experience shows there is no lack of aspiration from children and families, only a lack of exposure and guidance to achieve the aspiration (Gatsby benchmarks)	7
Financial subsidies	Educational visits and costs associated with access to some subjects (Catering ingredients, Music lessons etc) are subsidised by at least 50%	5, 6
Contingency fund	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	5, 6

Total budgeted cost: £450,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our validated data from the current IDSR highlights the following performance measures for disadvantaged students:

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 improving 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.

To read the full breakdown of the Pupil Premium expenditure and success criteria for 2023-24, along with a review from the academic year 2022- 2023 (old format), please refer to the PP implementation document on our website.

Externally provided programmes

Programme	Provider
Find Your Future at University	GROWS (University of Gloucestershire)
Preparing Students for the World of Work	Aim A Little Higher
Literacy for Teens (developing phonics)	That Reading Thing