

Pupil premium strategy statement – All Saints’ Academy, Cheltenham

This statement details our school’s use of pupil 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	1099
Proportion (%) of pupil premium eligible pupils	33.0%
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)	2025-2026 to 2028-2029
Date this statement was published	November 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Mr B Williams Principal
Pupil premium lead	Mr G Sampson Vice Principal
Governor / Trustee lead	Mr H Watson Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£389,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£389,150

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	Attendance to school <ul style="list-style-type: none"> • Low attendance compared to non-disadvantaged students • Lack of engagement and support from parents/carers of disadvantaged (DS) due to a range of external issues • Lack of access to opportunities to engage in music lessons, additional tuition, school trips and visits, etc
2	Raising attainment <ul style="list-style-type: none"> • English and Maths starting points when students join in Year 7 including literacy and below average reading ages • Improve Key Stage 4 attainment
3	Raise engagement with school and aspirations <ul style="list-style-type: none"> • Raising aspirations including early intervention with CEIAG • Lack of finances for basics – such as food, uniform, equipment, resources etc • 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
1A 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.
1B 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 with parents are more positive and share a common understanding. Greater and more positive parental feedback from surveys.

1C Lack of access to opportunities to engage in music lessons, additional tuition, school trips and visits, etc	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.
2A 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>Knowledge of Maths skills in line with expected standards through Key Stage 3 so students are ready for Key Stage 4.</p> <p>Literacy will not be a barrier to examination success.</p>
2B Improved attainment for Key Stage 4 students	<p>DS students to achieve close attainment gaps and eventually be in line with non-DS.</p> <p>Better than national average when comparing the attainment gap between DS and non-DS students.</p> <p>Attainment gaps closed in identified subjects.</p>
3A Raising aspirations including early intervention with CEIAG	PP funding to cover the full cost or partial cost of any educational trip or careers event, for students going through financial hardship
3B Lack of finances for basics – such as food, uniform, equipment, resources etc	Funding available for music lessons and DS encouraged to take up these opportunities.
3C 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	<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> <p>Reduction in the number of suspensions and permanent exclusions for DS.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £199,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff to develop their knowledge and skills through high quality CPD to ensure quality first teaching for every class</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes EEF</p> <p>Teacher development model installed for continuous teacher development</p> <p>Walkthrus</p> <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 <p>Individualised instruction + 4 months</p>	<p>1, 2 and 3</p>
<p>Literacy</p>	<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 and oracy</p> <p>Designated reading time during tutor time to allow students 2.5 hours of additional reading each week</p> <p>Reading programs such as Accelerated reader, for those in need of reading intervention</p> <p>EEF literacy guidance report</p>	<p>2</p>
<p>Alternative Curriculum (Inclusion Centre and Abbey View)</p>	<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>	<p>1 and 2</p>

THRIVE program to aid behaviour in the Inclusion Centre	Supporting the most vulnerable to change their behaviour and find a goal will help their attendance and outcomes Support for mental health and wellbeing in schools The Thrive Approach	1, 2 and 3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £98,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>Direct Instruction aimed at improving Maths and English in Key Stage 3</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 and 2
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	1, 2 and 3

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

Budgeted cost: £91,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategies, including expanding home-school liaison, Breakfast club, and rewards for good attendance.	<p>There is a national link between attendance and attainment evident in results each year</p> <p>Comprehensive approach to improving attendance</p> <p>Evidence demonstrates that a breakfast club can improve performance in school in a variety of ways, including attendance and social relationships</p>	1 and 2
<p>Enhanced transition for Year 6 pupils with poor attendance</p> <p>A comprehensive Summer School programme is offered to Year 6</p>	<p>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.</p> <p>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.</p>	1 and 2
Increase in home-school liaison provision (Education Welfare Officers, Progress Leader for Severely Absent Students),	<p>The DfE suggest several ways in which schools should be supporting attendance.</p> <p>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.</p>	1
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that	1

guidance on working together to improve school attendance .	have significantly reduced levels of absence and persistent absence.	
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:</p> <p>Introduction of Nurture tutor group in Year 7</p> <p>Graduated Response for Mental Health and Wellbeing</p> <p>SEMH Centre within SEND provision</p> <p>SEMH trained staff delivering direct work through 1:1 and group interventions</p> <p>2x Qualified Senior Mental Health Leads</p> <p>Strong PSHE curriculum</p> <p>Young Minds Matter assemblies for all year groups</p> <p>Access to external support:</p> <p>Young Minds Matter</p> <p>TIC+</p> <p>CAMHS</p> <p>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>	1, 2 and 3
<p>Working with parents, families and carers to support students' mental health and wellbeing:</p> <p>Parent meetings to discuss support</p> <p>Signposting via Academy website</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>	1 and 3

Termly parent information evenings drawing on external support providers Family support provided by EWOs and Leader of Pastoral Support	Mentally Healthy Schools	
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 and 3
To implement a full careers programme that has the Gatsby Benchmarks as its minimum standard Careers advisor available to students.	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 . A lack of exposure and guidance, so these are needed to achieve the aspiration (Gatsby benchmarks)	3
Financial subsidies	Educational visits and costs associated with access to some subjects (Catering ingredients, Music lessons etc) are subsidised by at least 50%	1, 2 and 3
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.	2 and 3

Total budgeted cost: £389,150

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

Attainment 8	22-23	23-24	24-25 (Unvalidated data)
DS	37.53	31.29	29.32
Non-DS	48.04	43.68	44.02
Gap	-10.51	-12.39	-14.70
National gap	-15.3	-15.5	Not yet published

The data on outcomes shows although we remain below the National Gap for PP attainment, the gap between our disadvantaged and non-disadvantaged students is widening. Extensive analysis of attainment, attendance, behaviour, engagement, etc has occurred and actions are being put in to address this.

Through the whole Academy teaching and learning, quality first teaching is a priority to benefit disadvantaged students.

Attendance

Percentage attendance	22-23	23-24	24-25
DS	86.4	86.6	85.2
Non-DS	92.8	93.0	93.1
Gap	-6.4	-6.4	-7.9
National gap (from FFT data)	-7.3	-7.4	-7.1

Prior to last year, the attendance gap remained constant. To address this, there has been a focus on disadvantaged students from the attendance team with these students being a priority for home visits and parental meetings.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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