



All Saints Catholic High School

Pupil Premium Strategy Statement

"We will provide a Christian Education for all pupils based on the teachings of Jesus and the Spirit of the Gospels. The whole life of the school will be determined by the Gospel Values of Love and Justice. We will always value and care for all members of the All Saints Community according to their needs, and will affirm and nurture the development of all"

School Mission Statement

Date Reviewed: October 2021

Next Review Date: October 2022

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
All Saints Catholic High School	
Number of pupils in school	953
Proportion (%) of pupil premium eligible pupils	52.75%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	T McGuinness
Pupil premium lead	B Chorley
Governor lead	J Thornhill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£480,365
Recovery premium funding allocation this academic year	£72,935
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£553,300

Statement of Intent

Key Objectives of the Strategy

Quality First Teaching - Outstanding performance comes out of high-quality teaching and learning on a day to day basis, consequently our major focus is to continue to develop the capacity and skills of all our staff.

Our specific objectives are as follows:

1. Good progress: to ensure disadvantaged pupils make similar progress as all pupils nationally; being 'on track' to achieve their minimum GCSE targets
2. Full curriculum access: to ensure disadvantaged pupils are sufficiently literate and numerate to access and succeed in all curriculum areas
3. Breadth of experience: to ensure the well-being of disadvantaged pupils and encourage their engagement in learning a wide range of sporting and cultural extracurricular activities
4. Attendance: to ensure that all pupils, and particularly those who are disadvantaged attend school as often as possible, and are supported to do so
5. Behaviour: to ensure that pupils' behaviour is not a barrier to their own learning or negatively affects that of other pupils in school

Challenge

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

Challenge number	Detail of challenge
1	Support teaching staff to plan an effective and engaging curriculum and deliver the highest quality lessons to our pupils.
2	Low literacy skills on entry across years 7 to 11.
3	Attendance of disadvantaged pupils is below that for non-disadvantaged pupils in each year group. Boys' attendance is lower than girls'.
4	Whilst behaviour is generally good or better at All saints, exclusions for disadvantaged pupils are higher than those for non DPs.
5	Covid Catch-up. Disadvantaged pupils have returned from the pandemic with greater gaps in knowledge due to lower engagement rates in remote learning.
6	Aspirations- Geographically in the bottom 10% nationally for deprivation indicator. Knowsley is ranked as the 4th most deprived borough in England in the 2015 deprivation index. 27.6% of Knowsley's population is living in income deprived households and 23.3% of its adults are in employment deprivation, the highest figures in England. 33% of Knowsley's children live in income deprived households.
7	Limited access to learning resources such as IT, including internet availability, and books in the home environment.

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
Continuous cycle of improvement in Teaching & learning. Evaluate impact and plan & implement post pandemic recovery curriculum.	Increased numbers of pupils meet their target grades. Y11 outcomes continue to improve. In-school variation is reduced across the curriculum.
Improve Literacy & Reading in all year groups	All pupils are functionally literate when they leave school. All pupils are able to access the school curriculum and external examination texts
Increase attendance & reduce lateness.	Attendance moves towards national averages in each year group. Gaps between PPs & NPPs will continue to narrow. Boys' attendance in each year group will at least match that of the girls. Numbers of PAs will continue to decline.
Further reduce internal & fixed term exclusions. Ensure pupils are rewarded for their effort & achievements. Provide alternative curriculum for most vulnerable & challenging pupils.	Ensure pupils in need have regular contact with expert staff to support emotional & psychological needs. Provision of school 'Reconciliation' Room reduces need for FTEs. 'Class Charts' as a time efficient tool to manage, monitor & analyse pupils' sanctions & rewards Reduction of number of pupils in full time and temporary off-site provision. Reduction in numbers of FTEs Off-site provision is high quality & effective in meeting pupils' academic & emotional needs
Raising Aspirations Boys Groups Provide HAPs with opportunities to apply knowledge & stretch their thinking	Improve boys' motivation to achieve their potential in school. Reduce attainment and progress gaps. Improve HAPs motivation to achieve their potential in school.
Ensure all pupils have continued access to school online based resources, laptop & internet access	KS4 pupils access regular digital homework assignments to aid catch-up, improve subject knowledge & retention, leading to improved outcomes.
Provide tutors in core subjects for identified cohorts most in need of catch-up	Gaps in knowledge are closed. Pupils return or reach their target grades/levels.

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 & learning, including CPD, recruitment & retention

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement graduated training plan for Google Classroom to deliver KS4 homework	High impact, low cost (EEF) Increased pupil participation in homework	1
New laptops provided for all teaching staff and all pupils in Y10 & 11	Needed to support digital homework initiative & daily curriculum delivery	1, 5
Additional CPD time has allowed on-going reviews of the curriculum in each subject to address identified gaps in pupils' learning.	On-going subject reviews that identified gaps and re-established learning priorities for pupils	1, 5
Ensure effective assessment practices are in place to support the curriculum in every subject.	Supports 'Mastery learning' – High impact very low cost (EEF)	1
External & in-school reviews support leaders and teachers in developing subject curricula and lesson delivery.	Integral part of whole school improvement. Validated through external monitoring including Ofsted.	1
'Teaching Backwards' course ensures new staff are aware of school's philosophy & TL strategies	Supports range of T&L approaches recommended by EEF – Collaborative Learning, Feedback, Mastery Learning, Meta-cognition	1
Appoint additional teachers in English & Maths departments inc specialist KS2/3 teacher.	Ensures consistency of approach & quality. Supports small group & individual pupil interventions to help with catch-up programmes including reading	1, 2, 5
Implement Reading strategy across the school. Train staff in teaching phonics. Re-launch & upgrade school library.	NGRT tests identify significant need & measure progress. Phonics recommended by EEF as high impact, low cost	1, 2, 5, 7

Targeted academic support

Budgeted cost: £178,000 (Inc Recovery premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Saturday morning tuition provided to Y11 pupils in English, Maths & Science	Effectively extends school time & develops good study habits. Progress outcomes have increased since inception in 2016. EEF evidence shows moderate impact from a moderate evidence base.	1, 2, 5, 6, 7
After school tuition provided to Y10 pupils in English, Maths & Science through NTP	In-school data used to identify cohorts in need, exacerbated by pandemic. EEF evidence shows high impact	1, 2, 5, 6, 7
Reading intervention 1:1 or small group interventions for struggling readers in KS3	NGRT tests measure pupils' reading level. Further 1:1 screening determines whether pupils require additional phonics support or other targeted intervention. EEF reports very high impact from a substantive evidence base	1, 2, 5, 6, 7

Wider strategies to improve behaviour & attendance, to raise aspiration and promote well-being

Budgeted cost: £ 175000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide alternative curriculum for most vulnerable & challenging pupils.	Pupils at alternative provision are more settled in a different setting, receiving support to regulate their behaviour. Pupils achieve outcomes that would have been unlikely in a school setting.	4, 6
Provide 'Affirmation & Reconciliation' facilities in school as an alternative to FTE.	In-school monitoring shows that the provision of these facilities plays an important part of the overall strategy to improve pupils' persistent & disruptive behaviour and reduce fixed term exclusions.	4
Increase attendance & reduce lateness. Employ additional members of the attendance team.	Attendance data pre-pandemic showed significant increases from 2016.	3, 5

	A return to previous levels and further improved levels of attendance will depend on capacity to implement school strategy.	
Implement a 'Drop Down day' programme for all year groups to provide opportunity and raise aspirations. Promote employer links and offer apprenticeship opportunities	Pupils take part in a range of collaborative learning experiences often involving competition or to develop social and emotional awareness. EEF evidences high impact. School evaluation is positive from all stakeholders.	6
Provide HAPs with opportunities to apply knowledge & stretch their thinking	Improving outcome data for HAPs supports this initiative. Programme includes opportunities for new experiences with academic support, including meta-cognition & self regulation as per the EEF recommendations for greater impact.	1, 6

Total budgeted cost: £ 553,000

Pupil premium strategy outcomes

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

- 2020 English Language & Maths outcomes indicate that pupils are making greater progress from their starting points than in previous years.
- Continued reduction in in-school gaps across key groups until 2019. Pandemic has undoubtedly had a greater adverse effect on disadvantaged pupils' progress at All Saints.
- Reading deficiencies systematically identified & addressed through effective interventions & a planned cross curricular joined up approach
- Improved reading and comprehension skills through targeted daily intervention in Y7-10
- Improved progress and attainment for the more able cohort of pupils.
- Structured homework activities are now fully in place in all year groups, including digital homework in KS4. Engagement is improved.
- Attendance had shown significant improvement over a number of years pre-pandemic. Important to now regain ground and stabilise as Covid-19 incidences decrease.
- CPD has ensured that the curriculum has been reviewed and updated to account for lost learning during the pandemic.
- Staff have had additional training to implement reading across the curriculum strategies and including training for specialist phonics teachers.
- There has been a further reduction in the number of pupils in full time and temporary off-site provision. Pupils at off-site provision were awarded TAGs in core and vocational subjects. NEET figures show all groups of pupils progressed on a suitable route in 2020.
- Provision of school 'Reconciliation' Room has reduced number of FTEs pre & post pandemic
- Implementation of 'Class Charts' is embedded as a time efficient tool which manages, monitors & analyses pupils' sanctions & rewards providing data to manage behaviour issues rapidly and effectively. Negative behaviour incidences are on a 4 year downward trend.
- Additional staffing in English & maths has ensured high quality provision for catch-up groups in KS3, including additional support for 1:1 reading intervention.
- 16 pupils offered apprenticeships through introductions made by school links.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Nil
What was the impact of that spending on service pupil premium eligible pupils?	n/a