

All Saints Catholic High School

Pupil premium strategy statement 2018_19

What is the Pupil Premium Grant?

The pupil premium grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Why is this Important?

In a majority of schools, educational outcomes for pupils from disadvantaged backgrounds are much weaker than their peers. Disadvantaged pupils are more likely to not achieve GCSE grades according to their potential; they are more likely to have poor attendance; they are more likely to be excluded from school; they are more likely to not be in education, employment or training after leaving school. Pupils of all abilities are affected. There is evidence that life chances for disadvantaged pupils can be improved with targeted support and the pupil premium grant helps with this.

Who is entitled to pupil premium funding?

Allocation	2018/19 Expected Funding		
Pupils in year 7 to 11 recorded as Ever 6 FSM: The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who have been eligible for free school meals (FSM) since May 2012, as well as those first known to be eligible at January 2018.	No. 449	@ £935	£419815
Looked-after children (LAC): The pupil premium from 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.	No. 17	@ £1,900	£32300
Service Children: For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2012 census as well as those recorded as a service child for the first time on the January 2018 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2018 school census.	No.3	@ £300	£900
Total			£459815

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How many disadvantaged pupils do we have at All Saints in 2018-19?

Year	Cohort			High Prior Attainment				Middle Prior Attainment				Low Prior Attainment			
	All No	PP No	PP %	All No	All %	PP No	PP HPA %	ALL No	All %	PP No	PP MPA %	ALL No	All %	PP No	PP LPA %
7	196	105	53%	36	18.3%	15	41.7%	120	61%	63	52.2%	40	20.4%	27	5.3%
8	155	86	56%	30	19.4%	13	43.2%	93	60.0%	45	48.4%	32	20.6%	28	87.5%
9	168	98	58%	14	8.3%	3	21.4%	102	60.7%	60	58.8%	52	30.9%	35	67.3%
10	156	87	56%	43	27.6%	17	39.5%	88	56.4%	54	61.4%	17	10.8%	12	70.5%
11	146	83	57%	36	24.7%	16	44.4%	89	60.9%	53	59.5%	18	12.3%	14	77.7%

Broad strategic principles: Whilst elements of our pupil premium strategy will change from year to year, the broad principles behind the strategy focus on seven aspects. The Educational Endowment Fund (EEF) toolkit suggests that all of these strategies have high impact on pupil learning. This document is not intended to reference the detail behind this EEF evidence. More detail can be found at:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

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 extra curriculum 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

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Allocation, Spend and Impact Expected Funding

1. Summary information					
School	All Saints Catholic High School				
Academic Year	2018-19	Total PP budget	£419815	Date of most recent PP Review	18/01/19
Total number of pupils	821	Number of pupils eligible for PP	449 (54.6 %)	Date for next internal review of this strategy	September 2019

2. Current attainment																		
	School P8	School PP P8	National NPP P8	School A8	School PP A8	National NPP A8	School +4 English	School PP +4 English	National NPP +4 English	School +5 English	School PP +5 English	National NPP +5 English	School +4 Maths	School PP +4 Maths	National NPP +4 Maths	School +5 Maths	School PP +5 Maths	National NPP +5 Maths
2017	-0.69	-0.72	0.11	39.41	37.93	49.8	62.8%	57.7%	69.9%	46.2%	36.6%	53.3%	66.2%	60.6%	70.7%	40.0%	32.4%	49.7%
2018	-0.55	-0.70	0.13	41.0	37.0	50.1	71.2%	67.4%	70.2%	46.4%	41.3%	53.3%	58.8%	51.1%	71.0%	34.0%	27.2%	50.4%

In 2018, the overall Attainment 8 & Progress 8 figures were much improved over 2017 outcomes (See supplementary data attachment). Equivalent figures for disadvantaged, pupil premium eligible pupils were also better than those achieved in 2017, indicating effective implementation of the school's strategy in 2017_18. Analysis of the exams data also indicates that in school gaps remain, between non-disadvantaged and disadvantaged pupils, but more significantly between boys and girls. The in-school gap is also pronounced between non-disadvantaged and disadvantaged boys.

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3. Barriers to future attainment (for pupils eligible for PP)				
Academic barriers				
A.	<i>Low literacy skills on entry across years 7 to 11, especially in year 8 where disadvantaged pupils are significantly below national averages. In year 10, a significant proportion of disadvantaged pupils scored at the lower end of expected standards (5 pupils at level 4c) therefore only 38.9% are securely meeting expected standard in reading.</i>			
B.	<i>Attendance of disadvantaged pupils is below that for non-disadvantaged pupils in each year group. Boys' attendance is lower than girls'.</i>			
C.	<i>Exclusion data reveals disadvantaged pupils were excluded for a total of 88 days compared to 35 days for non-disadvantaged pupils during academic year 2017_18. This is a significant reduction for disadvantaged pupils against the previous year's figures (103)</i>			
D.	<i>Average scaled score for Reading, mathematics and GPS is below national averages.</i>			
Additional barriers				
E.	<i>Parental engagement, particularly from outreaching geographical areas. Latest parental meeting only 61% of parents of disadvantaged pupils attended whilst 90% of parents of non-disadvantaged pupils attended.</i>			
F.	<i>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.</i>			
G.	<i>Limited access to learning resources such as ICT, including internet availability, and books in the home environment.</i>			
Review of 2017-18 strategy				
	Focus	Impact	Cost	Funding allocated in 2018-19?
1	Use of Data to improve outcomes	<p>All staff trained to understand and use new target setting & data system. Pupils are being tracked in all year groups and intervention is provided where appropriate at class teacher and department level.</p> <ul style="list-style-type: none"> • Improved progress outcomes v 2017 for disadvantaged pupils. Significantly reduced gap in English attainment at grades 4+ & 5+ • PP attendance • PP behaviour/exclusions • 	£18,397	Yes

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2	Teaching, Learning & Assessment	<ul style="list-style-type: none"> • Additional (supernumerary) staff appointed in English & Maths departments • Literacy strategy enlarged through cross-curricular strategy, and focussed interventions on pupils with below chronological reading ages. Specialist KS2 teacher appointed to work with 'not secondary ready pupils in KS3 English & maths. • Library opening extended to before & after school and at lunchtimes. Knowledge organiser style homework introduced in KS3 – use is being monitored regularly • Y11 pupils provided with 3 additional hours a week of teaching, and Saturday morning interventions in English, Maths & Science • Internal monitoring reports that the quality of T, L & A is 'good' overall with identified weaknesses. • Use of assessment is highly focussed in each subject in all year groups. Pupils are developing knowledge and understanding through detailed feedback and their own improved responses. • All classrooms were updated with new smartboards, ensuring that all pupils are able to interact fully in lessons. 	£65,481	Yes
3	Raising Aspirations	<ul style="list-style-type: none"> • Establishment of Targeted boys' groups in Y10 & Y11 – Boys with low aspirations are being provided with motivational activities based around social and employment opportunities. Links with employers are providing 10+ apprenticeships in 2019. • Scholars' groups are established in all year groups to develop high academic aspirations. Above school average attainment outcomes in 2018 results. • Attendance rates improved again in 2018. Behaviour is much improved across school, particularly low-level disruptions. Fixed Term Exclusion rates are a concern. • 'Hard to reach' parents are regularly contacted including home visits from pastoral staff and senior leaders. Attendance at parents' evenings is improved at around 75% on average. 	£37786	Yes
Total Expenditure			£121,664	

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4. Actions		Staff	Evidence / Rationale	Intended impact	Amount
1	Improve Literacy in all year groups	All subject Teachers MON, MP, JSW, CO	Consistent approach to teaching literacy across the curriculum	Improved literacy for all students evident in English levels and grades, including reading ages. Consistent approach to teaching literacy across the curriculum	£71,752
2	Effective assessment practices	BC/DMG/ Subject leaders	Implementation of department Learning Journey Documents in KS3 & 4.	Pupils' gaps in knowledge are addressed through early identification and effective feedback at class and individual level. Pupils become more independent and prepare more effectively for routine assessments and public examinations.	£42,000
3	Improve consistency of teaching & learning across the curriculum through Teaching Backwards/OTI methodology	SP/SLT/S subject leaders	Improvements evidenced through school's monitoring processes, Observe Me & Dept CPD records.	Quality first teaching is necessary to ensure that all pupils make consistently good progress across the curriculum.	£42,000
4	Raising Aspirations Groups in Y10 & Y11	DV	Groups' academic & B4L data tracked. Additional 1:1 support given throughout – used to monitor at a personalised level.	Raise aspirations of boys who exhibit poor attitudes to learning by providing a range of curriculum, extra-curriculum and employment-based opportunities. Engage with parents at start of project to develop their understanding of programme and potential outcomes.	£6942
5	Provide HAPs with opportunities to apply knowledge & stretch their thinking	PD	HAPs tracked in all subjects. Scholars' programme to include programme of calendar of events.	Improved progress and attainment for the more able cohort of pupils. Raise aspirations by providing a range of curriculum, extra-curriculum and employment-based opportunities. Engage with parents at start of project to develop their understanding of programme and potential outcomes.	£6436
6	Increase attendance & reduce lateness	SLT/JD/all staff	Consistent processes in place across the school Subsidise transport to & from school for disadvantaged pupils.	Attendance moves towards national averages in each year group. Numbers of PAs continue to decline	£37495

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7	Implement 'Drop Down day' programme for all year groups	MON/ progress leaders	Part of whole school initiative that feeds into attendance, behaviour, academic & NEET data.	Raise aspirations and ensure pupils understand how to keep themselves and others safe through a range of employment and well-being related activities provided in house and through external providers. Improve behaviour intervention data & improve NEET figures at the end of KS4.	£52,669
8	Provide alternative curriculum for most vulnerable & challenging pupils	TMc/BB/LJ	Provide 'Affirmation & Reconciliation' facilities in school. Work with external registered schools to provide alternative curriculum for a small minority of pupils.	Improve behaviour intervention data & improve NEET figures at the end of KS4. Reduce impact of negative behaviours on other compliant and engaged pupils.	£144,345
9	Appoint supernumerary teachers in English & Maths departments inc specialist KS2/3 teacher.	TMc	Consistent high-quality teaching in core subjects. Enable vulnerable KS3 pupils to catch up.	Provide primary school classroom environment for low attaining pupils on entry in Year 7, and into Y8 as necessary. Ensure that teachers in core subjects have balanced workload, reduce potential staff absence & provide quality first teaching to all year groups (inc extra-curricular classes for Y11).	£65,481
10	Provide effective intervention in KS4	TMc/BC/DV	Support curriculum provision. Identify potential grade changes & fill knowledge gaps. Track attendance & core subject data.	Support regular curriculum provision by targeting groups of potential 'boundary leapers' to attend Saturday morning classes. Cohorts regularly reviewed after each data collection. Provide Period 6 each week in English, Maths & Science. Ensure that each pupil receives a 1:1 meeting with members of SLT after each progress check.	£7000

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11	Resources purchased for LAC pupils	KT	Additional identified resources for LAC pupils such as laptops, etc	Barriers have been identified with individual LAC students that with the purchase of equipment / experiences allow these barriers to be removed	£8000
Summary PP Expenditure 2018-19					
	Item		Cost		Variance from previous year
1	Improve literacy		£71,752		
2	Effective assessment		£42,000		
3	Improve consistence of T&L		£42,000		
4	Raising Aspirations Yr10&11		£6,942		
5	HAP opportunities		£6,436		
6	Increased attendance		£37,495		
7	T&L consultant costs & other CPD		£52,669		
8	Alternative curriculum		£144,235		
9	Supernumerary English & Maths		£65,481		
10	KS4 intervention		£7,000		
11	Support for LAC		£8,000		
	Total		£460,205		