

All Saints Catholic High School

Pupil premium strategy statement 2019_22

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	2021/22 Expected Funding		
Pupils in year 7 to 11 recorded as Ever 6 FSM: The pupil premium for 2019 to 2022 will include pupils recorded in the January school census who have been eligible for free school meals (FSM) since May, 6 years previously, as well as those first known to be eligible at January in each academic year.	No. 442	@ £935	£413,270
Looked-after children (LAC): The pupil premium from 2019 to 2020 will include pupils recorded in the January 2019 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. 16	@ £2,300	£36,800
Service Children: For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2019 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 2019 school census.	No. 4	@ £300	£1,200
Total			£451,270

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How many disadvantaged pupils do we have at All Saints in 2020-21?

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	200	112	56%													
8	210	118	56%													
9	197	102	52%	36	18.3%	15	41.7%	120	61%	63	52.2%	40	20.4%	27	67.5%	
10	156	81	52%	30	19.4%	13	43.2%	93	60.0%	45	48.4%	32	20.6%	28	87.5%	
11	172	100	58%	14	8.3%	3	21.4%	102	60.7%	60	58.8%	52	30.9%	35	67.3%	

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 Foundation (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	2020_21	Total PP budget		Date of most recent PP Review	Nov 2019
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	September 2021

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	46.5	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	0.15 (-0.38)	41.0	37.0	47.7 (38.3)	71.2%	67.4%	70.2%	46.4%	41.3%	53.3%	58.8%	51.1%	71.0%	34.0%	27.2%	50.4%
2019	-0.63 (-0.53)	-0.59	0.11 (-0.39)	36.38	34.53	47.9 (38.6)	63.2%	63.2%	70.5%	34.0%	31.0%	53.3%	49.3%	43.7%	71.5%	25.7%	21.8%	71.5%

*2019 figures are provisional. National figures from FFT Aspire

The school's overall P8 figure remains broadly in line with the 2019 figure, with a significantly lower attainment on entry profile accounts for the reduction in attainment figures for all pupils, and disadvantaged pupil groups. Progress in English and maths has improved for all pupils and disadvantaged pupils from 2018. It is also pleasing that while the overall P8 figure is static, the in-school progress gap has narrowed in 2019 and is closer to the national P8 figure for disadvantaged pupils. The attainment gap at 4+ in English has closed completely, and has closed slightly in Maths. At grades 5+, attainment gaps in English & maths are also relatively small, but this indicator remains a focus for the school in 2020 and beyond. In summary, Pupil Premium funded strategies are becoming embedded and proving effective in improving outcomes for all pupils at All Saints, and reducing progress and attainment gaps across the curriculum.

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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 9 where disadvantaged pupils are significantly below national averages. In year 11, 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 45.5 days compared to 8 days for non-disadvantaged pupils during academic year 2017_18. This is a significant reduction for both groups, and particularly for disadvantaged pupils against the previous year's figures (88)</i>
D.	<i>Average scaled score for Reading, mathematics and GPS is below national averages in all year groups with the exception of Year 7 which is broadly average.</i>
Additional barriers	
E.	<i>Parental engagement, particularly from outreaching geographical areas. Latest parental meeting improving from 61% to 75% of parents of disadvantaged pupils attended whilst 90% of parents of non-disadvantaged pupils attended on average.</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>

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Review of 2018-19 strategy				
	Focus	Impact	Cost	Funding allocated in 2019_20?
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 has improved overall, but still lags significantly behind the ND cohort in each year group. PP Boys' attendance is below that of the girls PP behaviour/exclusions – FTEs overall were significantly reduced in 2018_19. 50% reduction in PP exclusions, which still remain significantly higher than for NPPs 	<p>£55,385</p> <p>£14,141</p> <p>£86,814</p>	Yes
2	<p>Teaching, Learning & Assessment</p> <p>*All strategies encompassed at least 59% disadvantaged pupils.</p>	<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. Review existing stock & refresh with books to suit all ages and interests. 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. 	<p>£38,000</p> <p>£54,285</p> <p>£4,500</p> <p>£19,000</p> <p>£10,000</p> <p>£9,000</p>	Yes

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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 & 2019. Behaviour is much improved across school, particularly low-level disruptions. Fixed Term Exclusion rates have significantly declined since 2018. • '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. 	<p>£31,500 £ 5,000</p> <p>£31,786</p> <p>£60,060</p>	Yes
	Total Expenditure		£419,471	

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4. Actions		Staff	Evidence / Rationale	Intended impact	Amount
1	Improve Literacy & Reading in all year groups	All subject Teachers MON, MP, JSW, CO	Consistent approach to teaching reading & literacy across the curriculum	<ul style="list-style-type: none"> 2020 English Language outcomes indicate that pupils are making greater progress from their starting points. Continued reduction in in-school gaps. All pupils make good progress in relation to their starting points Address reading deficiencies through effective interventions & cross curricular joined up approach Improve reading and comprehension skills through targeted daily intervention in Y7-10 	£49,523
2	Effective assessment practices	BC/DMG/ Subject leaders	Implementation of department Learning Journey Documents in KS3 & 4. Development of Knowledge Organisers Homework	<ul style="list-style-type: none"> Learning Journey Documents are fully in place & are being reviewed as part of whole school curriculum update Formative & summative assessments are fully calendared and formalised. Each subject provides structured feedback to pupils. Knowledge Organisers have been adopted fully and extended to Y9 to promote knowledge retention through homework learning activities Standardisation in place within school. Need remains for wider inter-school/department practice 	£46,423
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.	<ul style="list-style-type: none"> In school formal monitoring processes have been reviewed to reflect changes to the Ofsted framework, and are calendared to monitor progress across the school. School P8 figure is in line with 2018 figure. Underperforming departments identified for additional in-school support. School wide, ongoing initiative to review content & sequencing of curriculum in all subjects to cater for all pupil groups. 'Stretch & Challenge' CPD put in place for September 2019 as support/additional training for identified group of teaching staff Additional CPD in conjunction with Our Lady of Pity School will further embed 'Deep Learning' strategies in Maths & promote Reading across the curriculum, piloted in the English department. 	£40,673
4	Raising Aspirations Boys Groups	DV	Groups' academic & B4L data tracked. Additional 1:1	<ul style="list-style-type: none"> The group took will take part in 10+ additional enrichment activities during their 2 year participation on the project. This will 	£24,500

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			support given throughout – used to monitor at a personalised level.	<p>help to raise aspirations through taking part in cultural and work related experiences.</p> <ul style="list-style-type: none"> The project will be extended to Y8 & 9 in 2019_20. 	
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.	£8,250
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. 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.	£33,962
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.	£39,923
8	Provide alternative curriculum for most vulnerable & challenging pupils. Further reduce internal & fixed term exclusions. Ensure pupils are rewarded for their effort & achievements.	TMc/BB/LJ	Provide 'Affirmation & Reconciliation' facilities in school. Work with external registered schools to provide alternative curriculum for a small minority of pupils.	<ul style="list-style-type: none"> Further reduction in number of pupils in full time and temporary off-site provision. Regular liaison with pupils and parents re quality of provision. Extend mentor provision to ensure pupils in need have regular contact with expert staff to support emotional & psychological needs. Ensure provision of school 'Reconciliation' Room to reduce need for FTEs Implement 'Class Charts' as a time efficient tool to manage, monitor & analyse pupils' sanctions & rewards 	£140,000
9	Appoint supernumerary teachers in English & Maths departments inc	TMc	Consistent high-quality teaching in core subjects. Enable below secondary ready KS3 pupils to catch up.	<ul style="list-style-type: none"> Continue Y7 catch-up groups to allow below secondary ready pupils to improve their English & maths skills Additional staff in English & Maths allowed for smaller teaching sets based on knowledge gaps, and close prior attainment 	£55,571

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	specialist KS2/3 teacher.				
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.	£4,410
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	£8035

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Summary PP Expenditure 2019_22		
	Item	Cost
1	Improve reading & literacy	£49,523
2	Effective assessment	£46,423
3	Improve consistency of T&L	£40,673
4	Raising Aspirations Yr8,9, 10&11	£24,500
5	HAP opportunities	£8,250
6	Attendance system & introduction of Class Charts	£33,962
7	T&L consultant costs & other CPD	£39,923
8	Alternative curriculum, in school mentoring & support base	£140,000
9	Supernumerary English & Maths	£55,571
10	KS4 intervention	£4,410
11	Support for LAC	£8,035
12	Staff Recruitment & Retention	
	Total	£451,270

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Appendix 1: Response to The Covid-19 Pandemic

Actions	Staff	Evidence/rationale	Intended Impact
1. Implement additional pupil safety & ID measures	RA	<ul style="list-style-type: none"> • Hand sanitisers, face masks & visors • ID lanyards for each year group • Signage around school 	Following the pupil's return from the first lockdown, PPE and items to identify pupils and preserve year group bubbles were purchased to reduce the risk of transmission and keep pupils in school wherever possible.
2. Equip classrooms for 'Key Worker' & Vulnerable Pupils	BC, MON, RA	<ul style="list-style-type: none"> • Provide stationery & earphones to each pupil 	During lockdown, additional items were purchased for key groups of pupils to enable them to complete work and attend 'online' lessons
3. Provide 'Hardship' fund for families in need	TMc, RA	<ul style="list-style-type: none"> • Fund established for families in serious need due to financial impact of Covid-19 pandemic 	Given the school's context, some families experienced extreme hardship. This fund ensured that school pupils were provided with food, and/or other essential items during the pandemic.
4. Ensure Covid-19 cleaning standards are met	RA	<ul style="list-style-type: none"> • Ensure school building & furniture is 'deep cleaned' daily 	Additional 'deep' cleaning necessary to reduce risk of Covid-19 transmission through surfaces throughout the school. Rota established to clean classrooms between lessons for use by different groups of pupils.
5. Ensure all pupils had a suitable device and access to internet	TMc, RA	<ul style="list-style-type: none"> • Ensure that all pupils are able to learn remotely during school closure 	Chromebooks and internet connections were made available to all pupils who did not have a suitable keyboard enabled device that would allow them to use the Google Classroom based online resources during lockdowns and enforced periods of quarantine.
6. Return to providing parent/carer/teacher meetings	SLT	<ul style="list-style-type: none"> • Setup 'Schoolcloud' system to continue face to face parent/teacher contact during pandemic 	Keep in contact with parents & carers to discuss progress and learning plans for all pupils