

Pupil Premium Strategy Statement

The Pupil Premium Grant provides additional support for looked after children and those from low income families. The extra funding is made available to schools to help them narrow the attainment gap that exists between students from disadvantaged and more affluent backgrounds.

At All Saints we aspire to give all students the opportunity to make rapid and sustained progress irrespective of their social and economic circumstances. We believe that everyone should have access to the best provision we can provide, and that we must actively seek to remove barriers for individual students.

Eligibility for the Pupil Premium Grant includes:

- 1 Children who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure).
- 2 Children who have been looked after continuously for more than six months.
- 3 Children of service personnel (a smaller amount).

Schools are free to spend the Pupil Premium funding as they see fit. However, they are accountable for how they use the additional funding to support students from low-income families and the other target groups. School performance tables show the achievement of students who attract the Pupil Premium Grant.

The school receives a set amount of funding per Pupil Premium child dependent on the Pupil Premium category. This money is pooled to ensure it is used most efficiently and targeted strategically to have maximum impact on the development and outcomes of the Pupil Premium students. Barriers for progress are identified and the funding is directed towards overcoming these barriers.

This means that:

- The funding is prioritised for those students in most need.
- Some of the funding may be directed towards provision that is of benefit to a group of students.
- Some of the funding may be directed towards specific provision for a single individual.
- As a result of this the funding brought into school by a specific Pupil Premium child is not necessarily spent on that child. This is because:
 - Some barriers are less expensive to resolve
 - Not all Pupil Premium students need the same degree of additional provision.

| 1. Summary information | | | | | |
|-----------------------------------|----------------------------|------------------------------------|--------------|--|---------------|
| School | All Saints RC School, York | | | | |
| Academic Year | 2017-18 | Total PP budget | £135,380 | Date of most recent PP Review | June 2016 |
| Total number of students (Y7-Y11) | 914 | Number of students eligible for PP | 159 (17.4%) | Date for next internal review of this strategy | 01/03/2018 |
| Year group (total) | Year 7 (179) | Year 8 (177) | Year 9 (178) | Year 10 (188) | Year 11 (192) |
| Free School Meals | 28 (16%) | 34 (19%) | 25 (14%) | 25 (13%) | 31 (16%) |
| Looked After Children | 0 | 1 | 0 | 0 | 0 |
| Adopted from care | 5 | 0 | 0 | 3 | 0 |
| Service Children | 1 | 4 | 1 | 0 | 2 |
| Year 7 Catch-up | | NA | NA | NA | NA |
| Previously FSM | 0 | 1 | 1 | 3 | 4 |

| 2. Most recent Y11 external exam data (2016-17) | | | | |
|---|--------------------------------------|------------------------------|-------------------------------|---|
| Performance data published 25 January 2018 | Students eligible for PP 28 (16%) | Students not eligible for PP | All Students (School average) | Students not eligible for PP (national average) |
| % 4+ EM (2016-17) | 46% | 80% | 74% | 71.2% |
| % 5+ EM (2016-17) | 7% | 52% | 43% | 49.4% |
| Progress 8 score average | -0.39 | 0.06 | -0.02 | 0.11 |
| Attainment 8 score average | 36.61 | 54.01 | 51.19 | 49.8 |

| 3. Current Projected Progress & Attainment | | | | | | | | | | | | | | | | | | |
|--|-------|------|------|-----------|------|------|------------|------|------|-----------|------|------|------------|------|------|-----------|------|------|
| KS3 | Y7 PP | | | Y7 Non PP | | | Y8 PP | | | Y8 Non PP | | | Y9 PP | | | Y9 Non PP | | |
| Data Harvest | Aut. | Spr. | Sum. | Aut. | Spr. | Sum. | Aut. | Spr. | Sum. | Aut. | Spr. | Sum. | Aut. | Spr. | Sum. | Aut. | Spr. | Sum. |
| ATL average | 3.09 | | | 3.19 | | | 2.95 | | | 3.04 | | | 3.16 | | | 3.12 | | |
| % Attendance | 93.0 | | | 96.7 | | | 94.0 | | | 95.4 | | | 95.9 | | | 96.2 | | |
| [BFL data – det] | | | | | | | | | | | | | | | | | | |
| % Expected Prog or better | 81 | | | 85 | | | 77 | | | 78 | | | 89 | | | 85 | | |
| KS4 | | | | Y10 PP | | | Y10 Non PP | | | Y11 PP | | | Y11 Non PP | | | | | |
| Data Harvest | Aut. | Spr. | Sum. | Aut. | Spr. | Sum. | Aut. | Spr. | Sum. | Aut. | Spr. | Sum. | Aut. | Spr. | Sum. | | | |
| ATL average | 2.85 | | | 3.07 | | | 2.78 | | | 3.14 | | | | | | | | |
| % Attendance | 87.57 | | | 94.17 | | | 85.39 | | | 89.11 | | | | | | | | |
| % 4+ EM | | | | | | | 57 | | | 81 | | | | | | | | |
| % 5+ EM | | | | | | | 20 | | | 60 | | | | | | | | |
| Estimated Attainment 8 | 41.8 | | | 51.4 | | | 43.61 | | | 53.19 | | | | | | | | |
| Attainment 8 score average | | | | | | | 40.27 | | | 53.67 | | | | | | | | |
| Progress 8 score average | | | | | | | -0.31 | | | 0.08 | | | | | | | | |

| 4. Barriers to future attainment (for students eligible for PP) | | |
|---|---|--|
| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | | |
| A. | Year 8 poor attitude to learning - 5/12 students with Attitude to Learning lower than 2.5 are PP. Attitude to Learning of PP boys in this year group is lower than girls (2.77 vs 3.10) with 7 out of 16 boys also on SEND register. This is affecting how many students are making expected progress which is lowest in KS3. | |
| B. | Year 10 weak academic profile - 20/25 PP in Lower or Middle band, KS2 reading scores average = 25 (non- PP 30) and KS2 maths score average = 26.9 (non- PP 29.7), lowest Estimated Attainment 8 score of 41.8 (non- PP 51.4) | |
| C. | Year 11 motivation of PP students resulting in lower Attitude to Learning scores. Gap in Attitude to Learning scores is greater in PP girls compared to non-PP girls (2.8 vs 3.2) | |
| | | |
| | | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Parental engagement with parents' evenings | |
| E. | PP attendance is lower than non-PP in all years, with greatest difference in Year 10 | |
| 5. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | Year 8 SEN support and intervention by male role models with PP boys of lowest ATL and measured at the spring data capture | Improved ATL for PP boys, less negative behaviour points and more attendance on BFL trip |
| B. | Year 10 enhanced literacy and numeracy skills to be embedded throughout the curriculum to assist with new specification demands, and measured in the progress scores of English and Maths of P and T band classes. | Better literacy and numeracy skills in the lower ability PP students as seen in improved progress scores in P and T bands. |
| C. | Improved ATL of PP girls to narrow the gap between PP and non-PP at spring data capture | No 1's ATL across all subject areas, less negative behaviour points recorded |
| D. | Attendance of PP parents at parents evening to be improved, with enhanced notice given to parents and measured using the stickers left over from the parents evening and produced as a % attendance breakdown for each year group by the Learning Leader | Attendance of PP parents to be equal to non-PP parents |
| E. | Attendance of PP to be improved across all year groups and measured at the spring data capture | Difference between PP and non-PP improved in all year groups |

| 6. Planned expenditure | | | | | | |
|--|---|---|---|---|---|-------------|
| Academic year | | 2017-2018 | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| i. Quality of teaching for all | | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Cost |
| Enhanced teaching input | Extra group in X band for English and Maths in Years 7-9 and extra Year 9 Science X group in to reduce class sizes across the whole band | EEF toolkit strands Small Group Tuition (+4) and Reducing Class Size (+3) | Data monitoring meetings after each data harvest with Subject Leaders/Deputy Head | Subject Leaders (SL) for English and Maths | After each data harvest, the performance of the smaller X band groups will be monitored | £45,000 |
| Enhanced teaching input | A small KS3 Intervention Group across Years 7-9 to be taught together Periods 1-3 in M4, before joining to other lessons Periods 4 and 5 | EEF Toolkit strands Small Group Tuition (+3) and Reading Comprehension Strategies (+5) | Students will receive a bespoke Teaching and Learning (T+L) package to ensure that they can access the curriculum | SENCO | The impact of the lessons missed due to being in M4 will be reviewed regularly between the SENCO and teaching staff | £8,000 |
| Enhanced teaching input | A selected group of year 11 will be invited to join the evolve group for regular mentoring sessions with teachers from English, Maths and Science | EEF Toolkit strands Mentoring (+1) and Meta-cognition and Self-regulation (+8) | Parents will be invited to a launch event as well as a discrete mock results evening alongside revision workshops in December 2017. Evolve meetings will discuss the actions taken by the mentors | SL/Assistant Subject Leader (ASL) for English, Maths and Science, Assistant Head Teacher (AHT) for T+L, Deputy Head | Evolve meetings with the staff involved throughout the year with data analysis of the evolve students after each data harvest 26 October 2017, 15 January 2018 | £2,000 |
| Enhanced teaching Input | Staff will concentrate on developing students' memory skills as the T+L whole school strand of PD | EEF Toolkit strand Meta-cognition and Self-regulation (+8), Progression from T+L Grit and Resilience PD target in 2016-17, New GCSE specification demands of additional content to be learned | Staff INSET will use Cluster Leads to raise awareness of techniques and share ideas of implementation. Staff will identify groups and strategies to be evaluated as part of their own PD | AHT for T+L, Cluster Leads | PD reviews, interim and final evaluation of impact on T+L of selected groups as part of PD | £2,000 |
| Enhanced teaching input | Homework Support sessions afterschool on both Lower School and Upper School sites targeted at PP students | EEF Toolkit strands Extending School Time (+2) and Homework Secondary (+5) | Learning Leader (LL) will invite students into Homework Support group if homework is highlighted as a concern. Attendance will be monitored by LL | Cover supervisors, Learning Leader (LL) | After data harvest the performance of those attending Homework Support will be reviewed | £2,000 |

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|-----------------------------------|---|---|---|---|--|-------------|
| Enhanced teacher input | PP coordinators in English and Maths given extra time on their timetable to mentor specific PP students | EEF Toolkit strands Mentoring (+1) and Small Group Tuition (+4) | List of identified PP students and specific interventions produced and implemented as PP students are withdrawn from lessons for specific mentoring | PP coordinators in English and Maths | PP coordinators in English and Maths will attend standards meeting every three weeks to report back on progress in their subject areas, starting 17 January 2018 | £4,000 |
| Total budgeted cost | | | | | £63,000 | |
| ii. Targeted support | | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Cost |
| Enhanced pastoral care | Provision of two Pastoral Leaders (PLs), one for each site | EEF Toolkit strands Social and Emotional Learning (+4) and Behaviour Interventions (+3) | PL will support students alongside the LL, with emotional support, use of the BFL system and providing a link to parents and outside agencies | Pastoral Leader, LL/Assistant Head Teacher (AHT) for pastoral | Impact of the PL through pastoral information shared at governor committee, and data analysis meetings of Approach to Learning (AtL) with LL/Deputy Head | £40,000 |
| Enhanced pastoral care | Provision of Home/School Support Worker who will also undergo training to become a designated Safeguarding Lead | EEF Toolkit strands Social and Emotional Learning (+4) and Parental Involvement (+3) | Home/School Support Worker will help support PL and LL in linking to parents and outside agencies, producing PEPs and transition work. They will receive further training in safeguarding | AHT for pastoral | Impact of Home/School Support Worker through pastoral information shared at Governor Committee, and data analysis of AtL with LL/Deputy Head | £25,000 |
| Enhanced pastoral care | One to one transition support for new Year 6 students and a bespoke Year 10 transition package for Steiner students | EEF Toolkit strands Social and Emotional Learning (+4) and Parental Involvement (+3) | Visits to primary schools by the SENCO and LL for year 7 will help gather information regarding the needs of individual students. Parental involvement to be enhanced by the use of a separate open evening for those parents of Steiner students | LL, SENCO, Headteacher | Information received from visits can be used for setting and form allocations. Feedback from Steiner parents regarding information given during open evening | £500 |
| Widening access to the curriculum | Revision materials and support for materials in DT and Art to be given | EEF Toolkit strands Aspiration Interventions (0) and Arts Participation (+2) | A Google form for applying for PP funding will be shared with SL to identify costs, students and projected impact | SL | Data analysis to compare against projected impact on Google form by SL/Deputy Head | £1,500 |
| Total budgeted cost | | | | | 67,000 | |
| iii. Other approaches | | | | | | |

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Cost |
|-----------------------------|---|--|---|------------|---|---------------|
| Widening school experiences | Residential experiences Osmotherley Y7, Beverley Park Y8, Lourdes (Y9-11), Language exchanges (Y8-11). Battlefields Trip, Geography Fieldtrips, Independent and State School Partnership (ISSP) Workshops | EEF Toolkit strands Outdoor Adventure Learning (+4) and Extending School Time (+2) | Funding will be available for PP students towards the cost of residential visits according to identification by the LL and trip leaders | LL, SL | Budget of the funding of all trips will happen at the end of the financial year | £4,000 |
| Widening school experiences | Behaviour for Learning (BfL) reward trips and extracurricular visits (e.g. sculpture park, theatre visits) | EEF Toolkit strands Behaviour Interventions (+3) and Arts Participation (+2) | Funding available for BfL trips for PP students to subsidise overall costs and other extracurricular visits after applying for funding | LL, SL | Budget of the funding of all trips will happen at the end of the financial year | £1,500 |
| Total budgeted cost | | | | | | £5,500 |

7. Review of expenditure

Previous Academic Year

2016-2017

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate | Lessons learned (and whether you will continue with this approach) | Cost |
|-------------------------|---|---|--|-------------------------|
| Enhanced teaching input | Extra, small groups for Maths and English Y7 (6 hours), Y8 (6 hours), Y9 (6 hours) and Science Y9 (3 hours) | Smaller groups in Y7, Y8 & Y9, allowing more targeted support in all groups | These smaller groups will continue in English and Maths X bands in Years 7 -9 | £45,738 |
| Enhanced teaching input | Small Literacy / Numeracy class in Y8 & Y9 K-group | Targeted support for key students | This will lead to a small KS3 Intervention Group across Years 7-9 to be taught together Periods 1-3 in M4, before joining to other lessons Periods 4 and 5 | £6,240 |
| Enhanced teaching input | Various staff mentoring key students in Y11 in Evolve meetings | Targeted support for key students | Distinct parents evening for mock exam results and workshops for revision | Staffing costs per hour |

| | | | | |
|--|---|--|--|------------------|
| Enhanced teaching input | Staff given time in English and Maths to promote and monitor needs of children. Ensure needs are addressed and gaps are reduced | Improved GCSE and KS3 outcomes. Gap reduced in English and Maths for those individuals undergoing mentoring | | £4,500 Full cost |
| Enhanced teaching input | Staff INSET focussed on developing teaching strategies to develop grit and resilience | Improved teaching skills and enhanced student resilience | New Teaching and Learning strategy focusing on memory skills to follow on from resilience as part of whole school target for Personal Development (PD) | £2,000 |
| Widening accessibility to the curriculum | Equipment, course texts and revision guides | Full cost support for KS3 & KS4 English and Maths courses and KS4 courses including Geography, Art and Science | Google form to be set up for staff to apply for Pupil Premium funding, identifying costs, individual students and expected impact | Full cost |
| Widening accessibility to the curriculum | Support for material/food costs in Design and Technology/Art | Allow full access to the course | Google form to be set up for staff to apply for Pupil Premium funding, identifying costs, individual students and expected impact | Part cost |
| Widening accessibility to the curriculum | PSHCE lesson for 2 small groups at KS3 with TA3 | Improved self-esteem and social skills | | £1,560 Full cost |
| Widening accessibility to the curriculum | 8:30 Club | Improved attendance/motivation and self-esteem 2.5 hours for 15 weeks at TA2 | | Full cost |

ii. Targeted support

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate | Lessons learned (and whether you will continue with this approach) | Cost |
|------------------------|--|--|---|---------------------------|
| Enhanced pastoral care | Pastoral Leader posts x 2 | Improved communication and liaison with parents & carers | This will continue to enhance parental engagement of PP students, including the communication about Parents' Evenings and other school events | £39,935 |
| Enhanced pastoral care | 1-1 transition support Y6-Y7 & Y9 -Y10 | Students have settled into the school well | Transition support will continue including visits to primary schools and the Steiner School. Y5 students will have their own activity day and there will be a distinct open evening to look around the Upper School for Steiner parents | Cost per relevant student |
| Enhanced pastoral care | Circle time with each new Y7 form | Improved transition and identified individual needs | | £192 |
| Enhanced pastoral care | Circle Of Friends programmes | Improved transition and identified individual needs | | £192 |

| | | | | |
|--|---|--|--|-----------|
| Enhanced pastoral care | 1-1 Pastoral and lesson support for students at risk of exclusion | Targeted support for key students 7 hours support per week for 10 weeks adapted Timetable | | Full cost |
| Enhanced pastoral care | Provision of Home/School Worker provides: 1) a link with parents 2) personalised support for key students 3) the organisation of and the overseeing of Personalised Education Programmes (PEP) for Looked After Children 4) a smoother transition between KS2 – KS3 and between Lower School and Upper School | Improved parental links and confidence of students in school Improved liaison with Virtual School Improved monitoring of attendance and early intervention | This provision of a Home/School Worker will continue and training given to become a designated Safeguarding Lead | £3,315 |
| Individualised mentoring for Looked After Children | 2 hours per week from TA3 + PEP support from Home/School Worker | Improved self-esteem /focus on correct work ethic/improved progress | | £2,444 |
| Individualised mentoring for Looked After Children | Support for AS course from tutor including 1:1 mentoring and planning future career pathways | Improve progress in AS course and thereby outcomes | | Full cost |

iii. Other approaches

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|---|--|--|---|-------|
| Widening school experiences and opportunities | Residential experiences Bewerley Park Y8, Osmotherley Y7, Lourdes (Y9-11), Language exchanges (Y8-11). Battlefields Trip, German Exchange, Independent and State School Partnership (ISSP) Workshops | Raised student aspiration | The funding for residential experiences will be continued to help widen the participation of PP students in school activities | £3706 |
| Widening school experiences and opportunities | Extracurricular provision e.g. theatre trips/ Behaviour for Learning (BfL) rewards/visits / peripatetic music lessons | Raised student aspiration | The funding of BfL trips and other extracurricular trips will continue. A policy of funding will be developed | |

8. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.