

Pupil premium strategy statement (secondary) Last update 15/10/18

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 pupils from disadvantaged and more affluent backgrounds.

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 pupils from low-income families and the other target groups. School performance tables show the achievement of pupils 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 pupils. Barriers for progress are identified and the funding is directed towards overcoming these barriers.

This means that:

- The funding is prioritised for those pupils in most need.
- Some of the funding may be directed towards provision that is of benefit to a group of pupils.
- 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 pupils need the same degree of additional provision.

1. Summary information					
School	All Saints RC School, York				
Academic Year	2018-19	Total PP budget	£140,225	Date of most recent PP Review	September 2018
Total number of pupils (Y7-Y11)	914	Number of pupils eligible for PP	166	Date for next internal review of this strategy	01/11/2018
Year group (total)	Year 7 (179)	Year 8 (177)	Year 9 (178)	Year 10 (188)	Year 11 (192)
Free School Meals	40	35	40	25	26
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 (2017-18)				
Performance data Unvalidated October 2018	Pupils eligible for PP 21 (11%)	Pupils not eligible for PP	All Pupils (School average)	Pupils not eligible for PP (national average to follow)
% 4+ Eng & Maths (2017-18)	56%	81%	77%	
% 5+ Eng & Maths (2017-18)	13%	53%	47%	
Progress 8 score average	-0.77	+0.25	+0.13	
Attainment 8 score average	36.58	55.42	53.27	

3. Internal Projected Progress & Attainment (2017-2018)																		
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	3.06	3.05	3.19	3.18	3.16	2.95	2.98	2.96	3.04	3.07	3.09	3.16	3.17	3.18	3.12	3.14	3.17
% Attendance	93.0	91.3	93.1	96.7	96.7	95.8	94.0	92.1	93.7	95.4	94.2	96.1	95.9	92.6	94.7	96.2	94.9	95.6
[BFL data – det]																		
% Expected Prog or better	81	85	83	85	91	90	77	80	78	78	85	84	89	90	89	85	88	88
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	2.82	2.90	3.07	3.05	3.05	2.78	2.90		3.14	3.22				
% Attendance				87.57	86.14	85.94	94.17	94.33	91.05	85.39	85.06		89.11	93.42				
% 4+ EM					43	54		75	75	57	60		81	83				
% 5+ EM					18	18		55	53	20	20		60	60				
Estimated Attainment 8				41.8	41.41	41.41	51.4	52.12	52.23	43.61	43.50		53.19	53.14				
Attainment 8 score average					37.68	37.57		50.66	50.49	40.27	36.86		53.67	54.14				
Progress 8 score average					-0.43	-0.46		-0.08	-0.05	-0.31	-0.66		+0.08	+0.11				

4. Barriers to future attainment (for pupils 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 pupils with ATL lower than 2.5 are pp. ATL of pp boys in this year group is lower than girls (2.77 vs 3.10) with 7 out of 16 boys also on SEN 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 L or M band, KS2 reading scores ave 25 (non- pp 30) and KS2 maths score ave 26.9 (non- pp 29.7), lowest Estimated Attainment 8 score 41.8 (non- pp 51.4)	
C.	Year 11 motivation of pp students resulting in lower ATL scores. Gap in ATL is greater in pp girls is compared to non-pp girls (2.8 vs 3.2)	
		Identify barriers that need to be addressed in-school, as well as external factors such as poor home learning environment and low attendance.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parental engagement with parents' evenings	It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.
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 SL/Deputy Head	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)	Pupils will receive a bespoke teaching and learning 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/ASL for English, Maths and Science, 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 pupils' 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 be 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 sites targeted at pp pupils	EEF Toolkit strands Extending school time (+2) and Homework secondary (+5)	LL will invite pupils into homework support group and if homework is highlighted as a concern. Attendance will be monitored by LL	Cover supervisors, LL	After data harvest the performance of those attending homework support will be reviewed	£2,000
Enhanced teacher input	PP coordinators in English and Maths given extra time on their timetable to mentor specific pp pupils	EEF Toolkit strands Mentoring (+1) and Small group tuition (+4)	List of identified pp pupils and specific interventions produced and implemented as pp pupils 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 January 17 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, one for each site	EEF Toolkit strands Social and Emotional learning (+4) and Behaviour interventions (+3)	PL will support pupils alongside the LL, with emotional support, use of the BFL system and providing a link to parents and outside agencies	PL, LL/AHT for pastoral	Impact of the PL through pastoral information shared at governor committee, and data analysis meetings of 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 practice	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 pupils	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 pupils. Parental involvement to be enhanced by the use of a separate open evening for those parents of Steiner pupils	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, pupils 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, ISSP (AIM) workshops	EEF Toolkit strands Outdoor Adventure Learning (+4) and Extending school time (+2)	Funding will be available for PP pupils 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	BFL reward trips and extra curricular visits(eg. sculpture park, theatre visits)	EEF Toolkit strands Behaviour Interventions (+3) and Arts Participation (+2)	Funding available for BFL trips for PP pupils to subsidise overall costs and other extra curricular 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 pupils not eligible for PP, if appropriate.		Lessons learned (and whether you will continue with this approach)		Cost

Enhanced teaching input	Small H group for Maths and Eng (Y7 = 6 hours) and Y8 (6 Hours) and 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 addressed and gaps reduced	Improved GCSE and KS3 outcomes. Gap reduced in English and Maths		£4,500 Full cost
Enhanced teaching input	Staff INSET focussed on developing teaching strategies to develop grit and resilience	Improved teaching skills and enhanced pupil resilience	New teaching and learning strategy focusing on memory skills to follow on from resilience as part of whole school target for 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 inc GG, Ar and Sc	Google form to be set up for staff to apply for pupil premium funding identifying costs, individual pupils and expected impact	Full cost
Widening accessibility to the curriculum	Support for material/food costs in DT/Art	Allow full access to the course	Google form to be set up for staff to apply for pupil premium funding identifying costs, individual pupils and expected impact	part cost
Widening accessibility to the curriculum	PSHCE lesson for 2 small groups at KS3 TA3	Improved self-esteem and social skills		£1,560 Full cost
Widening accessibility to the curriculum	830 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 pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Enhanced pastoral care	Pastoral Leader posts x 2	Improved communication and liaison with parents & carers	This will continue to enhance parental engagement of pp pupils, including the communication about parents' evening and other school events	£39,935
Enhanced pastoral care	1-1 transition support Y6-Y7 & Y9 -Y10	Students have settled in the school well	Transition support will continue including visits to Primary schools and the Steiner school. Y5 pupils will have their own activity day and there will be a distinct open evening to look around the upper site 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 student at risk of exclusion	Targeted support for key students 7 hours support per week for 10 weeks adapted TT		Full cost
Enhanced pastoral care	Provision of Home/School worker; provides 1) a link with parents 2) personalised support for key students 3) Organise and oversee Personalised Educations Programmes for Looked After children 4) smooth transition between KS2 – KS3 and between lower site and upper site	Improved parental links and confidence of pupils 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 LAC	2 hours per week from TA3 (DR) + PEP support from Home/School worker	Improved self-esteem /focus on correct work ethic/improved progress.		£2,444
Individualised mentoring for LAC	Support for AS course from tutor for LAC	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 pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Widening school experiences and opportunities	Residential experiences Bewerley Park Y8, Osmotherley Y7, Lourdes (Y9-11), Language exchange (Y8-11). Battlefields trip, German exchange, ISSP (AIM) workshop	Raised pupil aspiration	The funding for residential experiences will be continued to help widen the participation of pp pupils in school activities	£3706
Widening school experiences and opportunities	Extra curricular provision e.g.Theatre trip/BFL rewards /visits/Peri music lessons	Raised pupil aspiration	The funding of BFL trips and other extra curricular 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.