

Pupil Premium Strategy Statement

An ambitious and inclusive Trust of Schools

The Ted Wragg Trust has the **highest expectations** for every child, every day, with **social justice** at our core. We are determined for everyone to fulfill their **greatest potential**, to be **the best that they can be**. Our inclusive Trust has a relentless commitment to help **transform lives** through learning.

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Strengthening our communities

The Trust invests its energy and resource to help build **optimistic** and **resilient communities** and relishes the responsibility to grow **exciting futures** for all. We are committed to furthering **social justice** and providing **fairer** and more **inclusive opportunities**.

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Excellent Education

The Ted Wragg Trust puts **children at the centre** of all we do. We deliver a **high quality, knowledge rich** and **inspiring curriculum**. Our caring and inspirational team, work together to equip students with the knowledge, skills and experience to become **compassionate** and **courageous citizens**, determined to make the world a better place.



Every Child Succeeds

Social justice; transforming lives through learning.

We believe in:

- the provision of an outstanding educational experience for every child, regardless of their background
- improving the life chances of every child through the removal of barriers that may affect their learning and personal development
- providing the right opportunities to enable every child to succeed
- the need to know every child and having the highest expectations for and of them
- the power of partnership working (Parents and Carers, External Agencies, Primary Schools, FE Providers)
- no child leaving education without a confirmed next step in place

This statement details our school’s use of pupil premium 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
School name	All Saints Academy
Number of pupils in school	625
Proportion (%) of pupil premium eligible pupils	55.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	12 December 2023
Date on which it will be reviewed	
Statement authorised by	Scott Simpson-Horne
Pupil Premium lead	Graeme Thornton
Governor / Trustee lead	Cameron Lancaster

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£331,200
Recovery premium funding allocation this academic year	£88,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 419,520

Part A: Pupil Premium Strategy Plan

Statement of Intent

At All Saints Academy we deliver transformational education and provide experiences that enable the entire community to flourish. Our three values of legacy, bravery and love shape the educational experience of every student in our community. These values are at the heart of our curriculum, policies and practice, strategic recruitment and CPD plan.

The academy sits in the catchment zone for one of the highest areas of deprivation and low household income in the country. In its local ward, 22% of families live in homes of absolute low income and 29% live in homes with relative low income. Overall, Honicknowle had an IMD score of 39.8. Teachers at All Saints are recruited because they are driven to educate in this context. At All Saints, we are clear- disadvantage is not an excuse, challenging educational disadvantage is our purpose.

We educate for social justice, ensuring that our students flourish in lives of opportunity and choice. Our school culture is designed to secure deep relationships with our students and their families. This culture aims to foster a sense of belonging and predictability, where students feel secure and recognised. Students are held by an environment that rests on consistent expectations that are applied with compassion. Our recruitment process, induction program and CPD ensure that all staff have an equity mindset, with a relentlessly positive belief in the capacity and talent of every child.

At All Saints we believe that great teaching is at the centre of challenging educational disadvantage. We invest in high quality CPD for all our staff. Teachers are committed to deliberate practice and instructional coaching to ensure that their practice is effective, consistent and maximises students' cognitive capacity. Our curriculum is designed with our context in mind, ensuring that all students secure the necessary knowledge and cultural capital they require for academic success and fulfilling future employment. All teaching staff engage in regular CPD to develop their subject and pedagogical content knowledge, enabling them to support all students' progress in their subject. The school is committed to effective transition and is engaged in a national cradle to career project led by The Reach Foundation.

The school recognises the importance of literacy in closing the disadvantage gap for our students. We are committed to ensuring that every student who attends All Saints is able to read at chronological age or above. All teachers at our school are teachers of literacy. The school invests in CPD to ensure that all staff are effective teachers of reading, writing and oracy.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for disadvantaged students to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and always seek to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Attendance and punctuality issues</p> <p>Disadvantaged students across all year groups are more likely to have attendance below the national average. There is still a disproportionate effect on those from disadvantaged backgrounds following the COVID-19 school closures on the understanding of excellent</p>

	attendance. High levels of attendance and punctuality are vital to an education for social justice.
2	<p>Progress and attainment 8 score gap between disadvantaged and non-disadvantaged students.</p> <p>The school's Progress 8 score has significantly improved during the period of this plan, with the gap between PP students and their peers closing in 2021/22. However, in line with national trends, this gap opened again in 2023. As such the school will focus on ensuring that this gap remains closed and that disadvantaged students continue with the excellent progress that the academy has begun to establish.</p>
3	<p>Lesson removal and Suspension concerns</p> <p>Disadvantaged students are disproportionately more likely to miss lessons through exclusion or isolations. PP eligible students are more likely than their non-disadvantaged peers to be removed from lessons and receive suspensions.</p>
4	<p>Literacy skills.</p> <p>On average, disadvantaged students have reading age below chronological age on entry causing depressed attainment and progress across the curriculum. Disadvantaged students' average reading age in the academy is below national average and there is a gap between disadvantaged students and their peers</p>
5	<p>Effective methods of gaining parental engagement and support from home.</p> <p>Evidence from The Sutton Trust shows the importance of increasing the engagement of parents of students receiving pupil premium in improving their outcomes. Likewise evidence from the Social Mobility in the South West report stresses the importance of 'going beyond the school gates' when tackling educational disadvantage.</p>
7	<p>Primary school transition.</p> <p>Disadvantaged students have a higher rate of absence at the end of primary school and this gap increases over the first three years of secondary school compared to other pupils. Pupil absence during KS3 strongly predicts academic progress between KS2-KS4. There is a need to support disadvantaged pupils by preparing them better during Key Stage 2 so they can make a successful transition to secondary school. https://cfey.org/reports/2020/12/disadvantage-in-early-secondary-school/</p> <p>Cross-phase work in the form of Cradle to Career models are recommended as part of the Social Mobility in The South West report.</p>

8	<p>Post-16 opportunities.</p> <p>Disadvantaged students are less likely to progress onto appropriate post-16 courses and more likely to be NEET.</p> <p>The Sutton Trust claims that highly able pupils who receive Pupil Premium funding are at high risk of underperforming at age 16. Schools should be encouraged to use the Pupil Premium funding for these pupils to improve the support they are able to give them.</p>
9	<p>Student leadership and enrichment opportunities.</p> <p>Disadvantaged students are less likely to benefit from life skills offered by student leadership opportunities. Disadvantaged students are disproportionately less likely to apply for Student Leadership Roles, attend enrichment activities and go on trips and visits. The Sutton Trust states that giving young people from all backgrounds a greater opportunity to develop these skills can be an engine for opportunity and social mobility.</p>
10	<p>Numeracy skills.</p> <p>The EEF states that leaving school with a good GCSE in Maths is a prerequisite for progressing into quality jobs, apprenticeships, and further education. At ASAP, we recognise that high levels of numeracy are important to improving outcomes for DS students.</p>
11	<p>Well being</p> <p>Pupil premium students are disproportionately likely to be affected by issues relating to well being and mental health.</p>

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
Increased attendance rates and punctuality for students eligible for Pupil Premium.	<p>Attendance gap between DS and non-DS will decrease.</p> <p>DS students' attendance remains in line or better than the local and national benchmarks.</p> <p>Persistent absence for disadvantaged students will reduced to 0</p>

<p>Fewer hours of lessons are lost through removal of disadvantaged students. Fewer days are lost through fixed term exclusion of disadvantaged students.</p>	<p>Reduction in the number of disadvantaged students being removed from lessons</p> <p>Reduction in the number of suspensions received by disadvantaged pupils.</p>
<p>Improved progress and attainment</p>	<p>The gap between disadvantaged student's progress and attainment & scores will decrease to be in line with non- disadvantaged peers.</p> <p>Ensure the % of disadvantaged students achieving a 5+ in English and Maths is in line with, or above national average.</p>
<p>Improve the consistency of quality first teaching</p>	<p>Lesson consistencies are embedded across the school</p> <p>All ITT/ECTs make excellent progress in their teaching</p> <p>PP feedback from curriculum quality assurance improves the quality of ASAP curriculum</p>
<p>Pupils eligible for Pupil Premium reading ages improve rapidly.</p>	<p>Disadvantaged students' reading ages improve in line with their chronological ages.</p>
<p>Pupils eligible for Pupil Premium make excellent progress in Maths.</p>	<p>Disadvantaged students' progress in Maths is above national average.</p> <p>Progress gap between disadvantaged and non-disadvantaged students in Maths is 0.</p>
<p>Increased parental engagement and support from home.</p>	<p>Increase in the number of parents of pupils eligible for Pupil Premium to attend student progress evenings.</p> <p>Increased number of parents of pupils eligible for Pupil Premium to attend student pastoral meetings.</p>

<p>Provide high quality welfare support</p>	<p>All students will know where they need to go for support with their welfare</p> <p>All students will recognise that their welfare is prioritised by the school</p> <p>All students will identify that they feel safe in school</p>
<p>Through cross phase transition, the school has a greater understanding of the barriers pupils are facing prior to starting School and can plan for this</p>	<p>Information on disadvantaged students is shared between phases, those pupils who have significant barriers to be identified an enhanced transition offered.</p> <p>Pupils with low primary school attendance are identified prior to joining secondary school, based upon needs, these pupils are offered enhanced transition and/or prioritised for attendance support early into year 7.</p>
<p>Ensure high quality destinations for students</p>	<p>All Year 11 students leave ASAP with a destination and clear progression plan to support their futures.</p> <p>0% NEET students.</p> <p>100% 8 Gatsby Benchmarks achieved</p>
<p>An increased number of pupils eligible for Pupil Premium holding student leadership roles. No child eligible for the Pupil Premium is held back from participating in enrichment opportunities because of their background.</p>	<p>The percentage of disadvantaged students holding student leadership roles is at least proportionate to their year group cohort.</p> <p>Disadvantaged students' attendance on trips, visits and activities is proportionate to their year group cohort. Families who will struggle to make payments for activities are known to year leaders and the school will proactively seek to support these families.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £209,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching CPD and instructional coaching focussing on strategies to support recognition, motivation, engagement and inclusion.</p> <p>Whole school teaching focus on high frequency feedback</p>	<p>EEF Research suggests, ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’</p> <p>CPD Designed in line with EEF Effective Professional Development Report Findings:</p> <ul style="list-style-type: none"> ● Focus on mechanisms ● Develops teaching techniques and involves practice ● Takes into account the context of the school and needs of the students <p>Teachers will also benefit from Incremental Coaching; Kraft, Blazar and Hogan (2017) found ‘large positive effects of coaching on teachers’ instructional practice.’</p> <p>To maintain high quality teaching, continued professional development must be embedded.</p> <p>EEF +7 for Feedback</p>	<p>2, 3, 4</p>
<p>High quality teacher training programme</p>	<p>Effective early careers support will ensure that new teachers rapidly develop high quality first teaching</p> <p>ITT Programme designed in line with EEF Effective Professional Development Report Findings:</p> <ul style="list-style-type: none"> ● Focus on mechanisms ● Develops teaching techniques and involves practice ● Takes into account the context of the school and needs of the students <p>Teachers will also benefit from Incremental Coaching; Kraft, Blazar and Hogan (2017) found ‘large positive effects of coaching on teachers’ instructional practice.’</p> <p>To maintain high quality teaching, continued professional development must be embedded.</p> <p>Programme aligned with CCF and ECF recommendations</p>	<p>2, 3, 4</p>

Whole school approach to teaching reading	In line with EEF Disciplinary Literacy recommendations EEF recognises the importance of supporting fluency development https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency EEF +6 for Reading Comprehension strategies	2, 3, 4, 7
Tutor reading programme	Research into the impact of regular reading out loud to students: http://sro.sussex.ac.uk/id/eprint/70702/1/__smbhome.uscs.susx.ac.uk_dm50_Desktop_Westbrook%20et%20al.pdf EEF +6 for Reading Comprehension strategies	2, 3, 4, 7
Sparx Maths	Report from Cambridge University <ul style="list-style-type: none"> • Time spent using Sparx Maths is positively and significantly associated with higher outcomes in maths • 1 hour of Sparx Maths weekly significantly improves grades • Sparx Maths homework completion results in 83% more progress EEF Homework +5	2, 3, 10
Sparx Reader	EEF Homework +5	2, 3, 4, 7
Reach Foundation Cradle to Career Programme focussing on curriculum, pedagogy and community relationships	In line with recommendations from Social Mobility in the South West reports recommendation of Cradle to Career Model for addressing educational disadvantage	1, 3, 5, 7, 11

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £104, 880

Activity	Evidence that supports this approach	Challenge number(s) addressed
P0 and P6 lessons - additional lesson time for year 11 students. Bespoke individual, small group and	EEF evidence shows that targeted support for the right students makes two additional months' progress per year from extended school time and in particular through the targeted use of before and after school	2, 4

whole cohort intervention delivered	programmes. EEF- Extending School Time +3	
Holiday booster catch up sessions	EEF research shows that 'On average, evidence suggests that pupils who attend holiday school revision make approximately three additional months' progress compared to similar pupils who do not attend a holiday school.	2, 4, 10
Targeted use of TLAs and HLTAs to support identified PP students who are identified as not making expected progress.	EEF evidence shows that targeted support for the right students helps students catch up. EEF T&L Toolkit – Effective use of teaching assistants +4	2, 3, 4, 7, 10
Lexia Power Up	A study of Lexia PowerUp® Literacy aligned to the strongest US research standards (ESSA), revealed that PowerUp is more than twice as effective than the average (traditional) adolescent reading intervention for 11-13-year-olds. The independent evaluation found that children offered Lexia made the equivalent of 2 additional months' progress in reading, on average, compared to other children.	2, 4, 7
Little Wandle	EEF +5 for Phonics Teaching Little Wandle Letters and Sounds Revised is a phonics programme validated by the Department for Education	2, 4, 7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £104,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The national school breakfast grant</p> <p>Catered 100 free breakfasts</p>	<p>EEF Research has shown that nearly a third (32%) of children in the UK regularly miss breakfast before school and this affects concentration and energy levels.</p> <p>Our student survey showed over half of our pupils did not eat breakfast in the morning.</p> <p>EEF research also shows Schools that had a Breakfast Club saw improved attendance. Along with 93% of schools seeing an increase in concentration and energy amongst children attending</p>	<p>1, 2, 3, 11</p>
<p>Extra-Curricular Activities and Curriculum Enrichment</p>	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p>A high percentage of All Saints students based on our most recent student survey indicate they have never left Plymouth. Our pupils need to be given a broad range of extracurricular activities after school and part of the curriculum to provide experience and raise cultural capital.</p>	<p>1, 2, 3, 4, 8, 9, 10</p>
<p>Uniform and equipment provision</p>	<p>All Saints falls into the catchment of one of the highest deprivation areas in the country, where many of our families struggle to provide uniforms and equipment for their children.</p> <p>The EEF suggest that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	<p>1, 2, 3, 4, 11</p>
<p>Subscription to rights respecting school</p>	<p>The Unicef Rights Respecting Schools Award improves the lives of children in the UK by taking a whole school approach to putting children's rights at the heart of school policy and practice.</p> <ul style="list-style-type: none"> - 79% of children in Gold schools know what they need to do to make progress in class, an increase of 9% from before work began. 	<p>1, 2, 8, 9, 11</p>

	<ul style="list-style-type: none"> - 82% of children and young people in Gold schools say they feel safe in school, an increase of 6% since before work began. - 93% of headteachers in Gold schools report a noticeable reduction in exclusions and bullying, an increase of 23% from Silver. 	
Music tuition - peripatetic lessons	EEF research shows a direct link between household income and participation for almost all extra-curricular activities which were included in the survey. Children from the poorest households were much less likely to take part in any extra-curricular activity, but particularly music and sport.	2
School led tutor programme	Government incentive to support students due to the amount of education missed. Tutor system 1:2 ratio to support PP students. Identify students through data based off most recent progress check.	2,4
Young Devon counselling to run bespoke programmes on self esteem/anger management/social skills for PP students who are disengaged from education.	Students who are disengaged do not access school/lessons. Youth worker has identified support for extremely vulnerable students.	1, 2, 3, 11
EWO employed four days a week	EWO employed by the school to provide targeted attendance support and to improve parental engagement . Both of these approaches have a positive impact according to EEF. https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671181767	1, 2, 3, 11
EDPsych 90 hours over the year	Employment of EDPsych to ensure that school support is aligned with research based approach and that students are provided with expert care.	1, 2, 3, 11

Total budgeted cost: £419,520

Pupil Premium Strategy Outcomes

Evaluation of 2021/22 strategy

Objective	Success criteria	2021/22 Impact	2022/23 Impact
Increase the consistency and quality of first teaching through our ASAP coaching model and early careers training programmes.	Coaching programme results in greater consistency of experience for students, resulting in greater predictability and increase in cognitive capacity		
Students are supported in home learning to establish secure literacy, numeracy and cultural capital	SPARX completion rates are above national average		
	All students have access to technology at home to support their online learning		
Improved attainment	Disadvantaged pupils achieve at or above the national average for Attainment 8 and for Grade 5+ in English & Maths		
Families identified as having complex family situations are supported through a multi-agency approach.	Increase in number of families supported by EHAT		
Increased attendance rates and punctuality for	Attendance rates increase in line with the national average -		

students eligible for Pupil Premium.	school refusal numbers reduce resulting in overall attendance % increasing.		
Students understand the consequences of the new behaviour and 'Wave' system embedded by our new AH. Reduction in the amount of time students spend in the lighthouse away from their learning,	A reduction in the number of PP students missing lesson time due to behavioural issues The number of students missing lessons for PP students is not disproportionate		
Higher rates of progress across KS4 for high attaining students eligible for Pupil Premium	HPA Pupil Premium students' performance is line with national average The gap between HPA PP students and their peers is not disproportionate		
Increased parental engagement and support	Higher number of parents attending parents events.		
Embed a literacy programme across the academy	PP students whose reading ages are below their chronological reading age on entry to the school, make accelerated progress		
	An increase in knowledge in KS4 resulting in English		

	grades increasing for PP students		
Ensure NEET students are 0%	Ensuring all Year 11 students leave ASAP with a destination and clear progression plan to support their futures. 0% NEET students.		
Pupil Premium students have experiences outside the classroom to improve social capital and life aspirations.	Running a successful enrichment week where PP students are able to enjoy experiences outside of ASAP which they might never have had before. Raising their cultural capital and overall their aspirations.		
	100% sign up for Year 7 students undertaking extra curricular activities.		
	80% students in Year 7-10 signed up for an enrichment activity in the Summer.		

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Motor vehicle apprentice programme	Ocean City College
Alternative education	Poles apart

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Invested in pastoral staffing to support students.
What was the impact of that spending on service pupil premium eligible pupils?	All service children were supported by their Heads of Year.

	Pastoral support was also given to ensure SP students had all resources needed to catch up on learning they missed from previous places of education.
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Further Information

We use school funds in addition to our pupil premium funding allocation and Recovery Premium funding allocation to resource the above strategies.