

Pupil Premium Strategy Statement

 An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



We demonstrate our love through our values

How we will succeed



Our Ted Wragg Standard



This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	625.5
Proportion (%) of pupil premium eligible pupils	49.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2027
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	£327,600
Recovery premium funding allocation this academic year	£0
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	£327,600

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. Despite a closing attendance gap, students eligible for Pupil Premium funding attend less well than their peers. High levels of attendance and punctuality are vital to an education for social justice.</p>
2	<p>Attainment</p> <p>The school's Progress 8 score has significantly improved. The gap between students eligible for Pupil Premium funding and their peers has closed significantly. In core subjects, students achieve at a level that is above the national benchmark for their peers. However,</p>

	there is still a gap between their achievement and that of non-disadvantaged students. As such the school will prioritise using funds in this area.
3	<p>Lesson removals and suspension</p> <p>There is a closing gap between students funded through Pupil Premium and their peers in relation to suspensions and lesson removals. However, whilst this gap remains, resources will be allocated to ensure that it is reduced, ensuring that all students have equitable access to the curriculum.</p>
4	<p>Literacy</p> <p>There has been real success in raising literacy levels for students in the academy. Students eligible for Pupil Premium funding now have a mean SAS that is above national average for all students. However, a gap still remains between these students and their peers. Given the essential nature of literacy to success in the curriculum and beyond, this area will be prioritised for resourcing.</p>
5	<p>Achievement in Maths</p> <p>There has been significant improvement in the quality of Maths instruction in the school and this has been matched by improving outcomes. Students eligible for Pupil Premium achieve above the national average for similar students. A gap between these students' achievement and their peers remains. Therefore, resourcing this area will be prioritised on the plan.</p>
6	<p>Parental Engagement</p> <p>The school takes an asset-based approach to working with parents. 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.</p> <p>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>Students eligible for Pupil Premium funding are disproportionately likely to be affected by issues relating to well-being and mental health issues.</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 PP and non-PP will decrease.</p> <p>PP students' attendance remains in line or better than the local and national benchmarks.</p> <p>Persistent absence gap for disadvantaged students will be decreased and brought in line with national benchmarks.</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. Removal of gap between the disadvantaged student removals and their peers.</p> <p>Reduction in the number of suspensions received by disadvantaged pupils. Removal of the gap between the disadvantaged student suspensions and their peers.</p>
<p>Improved progress and attainment</p>	<p>The gap between disadvantaged student's Attainment 8 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</p>	<p>Students eligible for Pupil Premium funding's reading ages improve in line with their chronological ages.</p>
<p>Pupils eligible for Pupil Premium make excellent progress in Maths.</p>	<p>Students eligible for Pupil Premium funding's progress in Maths is above national average.</p> <p>Progress gap between Students eligible for Pupil Premium funding and their peers 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 who 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>An increased number of Pupils eligible for Pupil Premium holding student leadership roles.</p>	<p>The percentage of pupils eligible for Pupil Premium holding student leadership roles is at least proportionate to their year group cohort.</p>
<p>No child eligible for the Pupil Premium is held back from participating in enrichment opportunities because of their background.</p>	<p>Pupils eligible for Pupil Premium’s 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

Budgeted cost: £172,776

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>Coaching to clearly defined consistencies that are designed to meet the emotional and cognitive needs of the school's students</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 • Considers 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>'The Opportunity Makers' report into how schools 'help students to catch up' prioritises consistency in teaching as a key factor in 'trajectory changing schools'</p> <p>EEF +7 for Feedback</p>	<p>2, 3, 4, 5</p>
<p>High quality teacher training programme</p> <p>Extended staff induction programme for ITT and ECT teachers</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 • Considers 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>Research by Leigh Elliot Major prioritises investment in training for teachers early in their careers to close the social mobility gap.</p> <p>Programme aligned with CCF and ECF recommendations</p>	<p>2, 3, 4, 5</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	7, 9
Provision of Sparx Maths	EEF Homework +5	5, 10
Reach Foundation Cradle to Career Programme focusing on curriculum, pedagogy and community relationships	In line with recommendations from Social Mobility in the South West report's recommendation of Cradle to Career Model for addressing educational disadvantage	2, 7

Targeted academic support

Budgeted cost: £86,388

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 whole cohort intervention delivered	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 programmes.	5, 7
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.	5, 7
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

Numeracy programme to target times table fluency	EEF advises using structured intervention that focuses on explicit teaching in its strategies for 'Improving Mathematics at KS3' report. As a morning tutor-based intervention, in line with guidance, this avoids students missing out on activities they might enjoy elsewhere in the curriculum.	5, 10
Little Wandle Code Programme	EEF +5 for Phonics Teaching Little Wandle Code is a phonics programme validated by the Department for Education	2, 9

Wider strategies

Budgeted cost: £86,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfasts	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. Our student survey showed over half of our pupils did not eat breakfast in the morning. EEF research also shows Schools that had a Breakfast Club saw improved attendance.	11
Extra-Curricular Activities and Curriculum Enrichment All Saints 15 Pledges provide a universal offer of extra-curricular experiences to every child that attends the school including visits to capital cities, universities alongside important life skills like learning to swim and managing finances.	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. 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.	2, 9
Uniform and equipment provision	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.	1, 11

	The EEF suggests 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.	
Attendance Champions Project seeking to build strong relationships between students, families and school to remove barriers experienced by students with low attendance	Impacted meta-analysis key recommendations show that fostering a sense of belonging and effective school/pupil, school/family relationships are likely to have the highest impact on improving attendance.	1, 2, 6
Young Devon counselling to run bespoke programmes on self-esteem/anger management/social skills for PP students who are disengaged from education.	Youth worker to support for extremely vulnerable students.	1, 11
EWO employed four days a week EDPsych 90 hours over the year	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 Employment of EDPsych to ensure that school support is aligned with research based approach and that students are provided with expert care.	1, 6
Extended pastoral team to support enhanced transition	Impacted study shows the importance of well managed transition to support good levels of attendance	1, 7

Total budgeted cost:

Part B: Review of Outcomes in the Previous Academic Year#

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2023 to 2024 academic year.

Objective	Success criteria	2023/4 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 students eligible for Pupil Premium.	Attendance rates increase in line with the national average - 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.	

Overall outcomes improved significantly for students during the duration of the previous Pupil Premium Plan, moving from a P8 of -0.89 to -0.03. Outcomes for students eligible for Pupil Premium funding have also made sustained improvement. With a P8 score of -0.38, students eligible for PP have outperformed their peers nationally. This shows a marked improvement from the beginning of the previous plan when this figure was -1.22. In key subject areas these outcomes have also improved. In Maths students eligible for Pupil Premium funding outperform their peers nationally and their P8 score has improved by 0.57 since the beginning of the previous plan. In English students eligible for Pupil Premium funding's P8 score has improved by 1.08 with these students now outperforming all students on average nationally in this subject. Whilst there are still gaps in curriculum outcomes between students eligible for Pupil Premium funding and their peers internally, these gaps are narrowing.

Literacy was a key area of focus on the previous Pupil Premium Plan. There has been a specific focus on raising reading standards for students. At the beginning of the previous plan over 20% of the school's population had a reading age that placed them in the lowest decile for students nationally according to NGRT testing. The success of reading intervention in the school can be seen in our recent data which shows that in all areas, apart from the lowest decile, students in the school are above national average for their reading outcomes. The percentage of students in the lowest decile has been reduced by 13%. The average reading age of students eligible for Pupil Premium funding is now above national average for all students.

Developing high quality teaching was a key area of focus for the previous plan. When the plan was written the Quality of Education in the school was judged as Requires Improvement. The Ofsted inspection that took place during the period of this plan graded the Quality of Education as Good. This is in line with

internal assessment from The Ted Wragg Trust which currently judges the school's Quality of Education as Good with areas of Excellent. Significant investment has been made in ITT and ECT training programmes to ensure consistency and high-quality teaching in early stages of career development. The success of this programme has resulted in over 40% of current staff having been trained in the school during the time frame of the previous plan. In line with research into schools that achieve excellent outcomes for disadvantaged students, teaching in the school is structured around key consistencies. Each of the All Saints consistencies has been specifically designed with our disadvantaged students in mind, providing clarity and predictable success in lessons. Student surveys show that students know these consistencies and understand how they support them to learn.

There is still a gap between the number of students eligible for Pupil Premium funding who are using our Lighthouse space because they are finding lessons difficult and their peers. However, this gap is closing. During the period of the previous plan, there has been a significant reduction in the number of students eligible for Pupil Premium funding being suspended from school. Current evaluation shows a 30% reduction in this number from previous years.

The attendance of students eligible for Pupil Premium funding remains a key priority for the school. Whilst the gap is closing between the attendance of these students and their peers, attendance levels are still below national average. There has been significant investment in raising the profile of good attendance in the school with projects to reward students who achieve this. Our most effective project to date is our Attendance Champions intervention which takes a relational approach to working with families and young people to remove the barriers to attendance. This project has increased attendance by 4% for targeted students.

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 scheme	Ocean City College
Alternative education	Poles apart

Service Pupil Premium Funding

Measure	Details
How did you spend your service money last year	Investment in additional pastoral support
What was the impact of that spending on service pupil premium eligible pupils?	Additional capacity provided to prioritise the welfare, sense of belonging and academic support was provided to students.

Further Information (optional)

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