

## 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 (and recovery premium for the 2021 to 2022 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	606
Proportion (%) of pupil premium eligible pupils	57.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	27th September 2021
Date on which it will be reviewed	
Statement authorised by	Lee Sargeant
Pupil premium lead	Lacey Tombs
Governor / Trustee lead	Siobhan Meredith

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£327, 892
Recovery premium funding allocation this academic year	£47, 778
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 375, 670

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At All Saints Academy we have the highest expectations of our students to ensure they go on to achieve their best. We do not accept excuses for not committing to the All Saints' mission and that is what helps students succeed. We believe in traditional values such as good manners, behaviour and respect and have systems in place to teach our students this. We ask our students daily to 'work hard, be kind' as we know this will help them succeed in life.

Students are offered an inspirational curriculum created in partnership with 'Outstanding' schools from around the country. We focus heavily on CPD and coaching from our 'ASAP principles of better teaching' to ensure all staff are constantly improving to provide children experiences on which to base their learning and their future life choices.

All Saints academy sits in the catchment zone for one of the highest areas of deprivation and low household income in the country. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing

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 DS 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 seek always 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	57% of the entire school population are PP which creates challenges from the moment students enter the academy. Uniform checks, breakfast checks and general welfare checks take up a large amount of time. Behaviour logs show a significant rise in behavioural referrals in the mornings.
2	Approximately 30% of students enter the school with lower than average levels of literacy and numeracy resulting in interventions being embedded in Year 7.
3	Behaviour is a barrier for PP students as indicated by records. Number of days FTE for PP students (66%) opposed to that of non PP students. From behaviour data, P1 and P2 are indicated to be the trigger points in the day.
4	High social deprivation and low social, academic and career aspirations in the school catchment zone.
5	Low attendance figures compared to national average.
6	High percentage of parents who cannot read or write
7	36.1% of pupils' parents did not attend parents/carer progress meetings.
8	20% of disadvantaged students are persistently absent
9	Many students have never left Plymouth, resulting in lower social capital and life aspirations.
10	High number of students do not have, or share with siblings, technology, including laptops to undertake their homework. Systems used at ASAP to support homework including SPARX, Tassomai and SPARX reader are therefore not completed.

11	We have a percentage of students who identify as LGBTQ+ leading to school refusal, and further emotional support needed.
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### 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
<p>Improve quality first teaching through our ASAP coaching model and DDI's. Curriculum booklets are of the highest standard and QA'd at trust level.</p>	<p>Coaches to ensure quality teaching and differentiation of the highest level is provided through our ASAP principles of better practice.</p> <p>PP students make expected or above progress to meet their needs.</p>
<p>Ensure a curriculum which supports students in their learning whilst at ASAP and also at home. Continue to invest in programmes such as Sparx and Tassomai to increase levels of understanding in core subjects.</p> <p>Ensuring all students have access to technology at home to support their online learning through google classroom.</p>	<p>Completion levels of SPARX and TASSOMAI are to above average.</p> <p>Progress levels increase, with students having stronger knowledge in core subjects resulting in better results.</p>
<p>Improved attainment</p>	<p>Disadvantaged pupils achieve at or above the national average for Attainment 8 and for Grade 5+ in English &amp; Maths</p>
<p>Families identified as having complex family situations are supported through a multi-agency approach.</p>	<p>Increase in family workshop attendance on a Friday in the chapel to support our parents who cannot read or write - parents will then be able to support their children at home to succeed in their studies.</p>
<p>Increased attendance rates and punctuality for students eligible for Pupil Premium.</p>	<p>Working with the school EWO to reduce persistent absence. Attendance rates increase in line with the national average - school refusal numbers reduce resulting in overall attendance % increasing.</p>
<p>Students understand the consequences of the new behaviour and 'Wave' system embedded by our new AH.</p> <p>Reduction in the amount of time students spend in the lighthouse away from their learning,</p>	<p>Embed a new behaviour system which sees PP students supported by the new assistant head of behaviour.</p> <p>New 'wave' behaviour system introduced to understand which students require support earlier. Working in collaboration with students, teachers and parents to understand the best way to support students with their behaviour.</p> <p>In time students understand the consequences and follow ups of behavioural issues, which ultimately drop.</p>

Higher rates of progress across KS4 for high attaining students eligible for Pupil Premium	Overall P8 score increase. Pop up parents are attended to support underachieving PP students.
Increased parental engagement and support	Higher number of parents attending parents evenings, new Year 11 pop up parents evenings. Year 11 information evenings and Literacy evenings.  Increased support with ultimately lead to increased outcomes for P8.
Embed a literacy programme across the academy	A school based literacy programme which embed common language across the curriculum.  An increase in knowledge in KS4 resulting in English grades increasing.
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.  All year 7 students, to have signed up for an extracurricular club.	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.
To support our LGBTQ+ students through Investing in Stonewall.	Our students are free to be themselves and can live their lives to the fullest. Ensure our LGBTQ+ children and young people feel valued, respected, safe and represented.  Reduce persistent absences with certain students. Raise confidence levels and ensure inclusivity within our academy.

### 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: £187,835**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching CPD, DDI'S and bespoke precision coaching.	EEF research shows that having the best teachers in both key stages not just Year 11 will improve the results of PP students.	1, 2

	<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>Heads of faculty produce a well-planned, sequenced and challenging curriculum that is implemented for students to benefit from. HOF to produce high quality curriculum booklets to support students' learning.</p>	<p>EEF and Dylan Wiliam research shows that having a well-planned curriculum for students raises expectations of what is expected of students and leads to improved outcomes.</p>	2, 4
<p>Heads of faculty utilise programmes such as SPARX, TASSOMAI and SPARX reader to further embed subject knowledge to increase students productivity in their lessons.</p>	<p>EEF research shows that 'technology can offer a means for lower ability, special educational needs and disadvantaged young people to access intensive support and catch up with their peers'.</p> <p>Using a digital solution such as Sparx to support English and Maths which utilises videos, homework questions, and an overall data-driven approach to provide a personalised classroom learning and homework experience for pupils and insights into their learning for teachers and parents.</p>	2, 10,
<p>Embed a school led literacy programme across all subjects to raise literacy levels</p>	<p>The 'disciplinary literacy' document provided by the EEF shows that literacy in secondary school is not solely the preserve of English teachers, or literacy coordinators. The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school.</p>	2, 4,
<p>P5 lessons - additional lesson time for year 11 students. Bespoke individual, small group and whole cohort intervention delivered</p>	<p>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.</p> <p>Students will now receive an additional 130 hours of face to face teaching throughout the academic year.</p>	2, 3, 4
<p>Holiday boost catch up sessions</p>	<p>All Saints students attendance is lower than the national average. Therefore booster revision sessions are provided to students in the school holidays.</p> <p>EEF research shows that 'On average, evidence suggests that pupils who summer school revision make approximately three additional months' progress compared to similar pupils who do not attend a summer school.</p>	2, 9

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

**Budgeted cost: £93, 917**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted use of TLAs and HLTAs to support identified PP students who are identified as not making expected progress. Withdrawal of students to ensure small group tuition (1:3) for English and Maths.	EEF evidence shows that targeted support for the right students helps students catch up. English and Maths catch up improvements with students will enable them to access other areas of the curriculums.  EEF T&L Toolkit – one-to-one tuition +5 months progress	2, 3, 6, 9
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.	4, 5, 7, 8, 10
Brunel centre used as an Offsite provision for PP students who are struggling to access the curriculum due to behavioural/social issues.	Research from Plymouth’s alternative providers shows a demonstrable impact with students to engage with education if at risk of PEX.	3, 5
Targeted Year 11 students undertake Coachbright	A one to one mentoring programme for targeting support for year 11 students to support their learning and understanding of core subjects.  CB research:  Attainment impact: CoachBright pupils improved their subject grade by 0.4 of a grade more than their non coached peers  93% agreed that online learning has helped me to keep learning while away from school  86% said that coaching sessions helped me to stay motivated with my learning	2, 4, 10

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

**Budgeted cost: £93, 917**

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, 5,</p>
<p>Subscription to Stonewall</p>	<p>We have higher than average levels of students who identify as LGBTQ+, with 2% of our students identifying as transgender.</p> <p>Research shows that:</p> <p>45% of lesbian, gay, bi, and trans young people have experienced homophobic, biphobic or transphobic bullying</p> <p>More than eight in ten primary teachers have never had any specific training in how to tackle homophobic bullying. One in three trans pupils are not able to be known by their preferred name at school</p> <p>64% of trans pupils are bullied at school for being trans</p>	<p>8, 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>Research from the ‘social mobility commission’</p>	<p>3, 5, 8, 9,</p>
<p>Uniform and equipment</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>2, 3, 10,</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>	<p>3, 4, 9, 11</p>

	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 82% of children and young people in Gold schools say they feel safe in school, an increase of 6% since before work began.</li> <li>- 93% of headteachers in Gold schools report a noticeable reduction in exclusions and bullying, an increase of 23% from Silver.</li> </ul>	
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 <u>music</u> and sport.	4
School led tutor programme	<p>Government incentive to support students due to the amount of education missed.</p> <p>Tutor system 1:2 ratio to support PP students. Identify students through data based off most recent progress check.</p>	2,4

**Total budgeted cost: £375, 760**

### Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2020 to 2021 academic year.

Can be found on our website on the Pupil Premium page

### 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	Norpro
Alternative education	Aspire2live

### 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 services children were supported by their DHOH at times of need to have someone to talk to. 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.

### Further Information

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