



# ALL SAINTS

## CATHOLIC COLLEGE

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# Pupil Premium Strategy Statement

## 2025-26

### Pupil premium strategy statement

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 Catholic College
Number of pupils in school (November 2024)	905
Proportion (%) of pupil premium eligible pupils	43.7%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Board of Governors
Pupil premium lead	Ms Courtenay Dalton
Governor / Trustee lead	Ms Maureen Marlowe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024/25	£360,984
Recovery premium funding finished at the end of 2023/24	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year 2025/26</b>	<b>£371,950</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our pupil premium strategy is firmly rooted in the belief that every student, regardless of socio-economic background, deserves the opportunity to experience "life in all its fullness" (John 10:10). Guided by this gospel teaching, we aim to provide an inclusive, supportive, and enriching environment that enables all students to achieve their highest academic potential. Through targeted support, we work to close achievement gaps, ensuring that every pupil can thrive academically and participate in a wide range of enrichment activities. This approach prepares our students not only for academic success but also to enter adulthood with confidence, equipped to seize the opportunities that life offers them. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment at the end of Year 11
- Literacy
- Attendance
- Cultural Capital

In previous years, we had an increased number of disadvantaged families request financial support to access school equipment and uniform, although this has slowed (as seen in this year's funding in comparison to 2024/45)– we continue to have many families who require financial support for school trips (with subsidised prices offered by the school), with focus on development of student's cultural capital.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need. We aim to develop pupil's literacy to enable them to fully access a broad, balanced and knowledge-rich curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as smaller class sizes and Academic Support Assistants, to ensure high-quality teaching and learning. Implicit in the aims detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all as is our statutory duty.

Our strategy will be driven by the needs and strengths of each young person, not assumptions or labels, and it is rooted in assessment, which allows interventions to be evaluated, and the impact measured for future use. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

We aim to create a culture of early intervention for addressing need, using evidence informed, tiered model of teaching and learning, academic intervention and wider approaches to overcome barriers to learning. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

## Challenges

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

Challenge	Detail of challenge
1	On average, lower attainment outcomes are secured by pupil premium/disadvantaged children. Our internal data analysis from the end of year 10 summer exams indicates that Year 11 PP pupils will achieve an average grade of 4.63 in their GCSE examinations, compared to non-PP students who are predicted to achieve an average grade of 5.63. In addition to this only 32.1% of PP pupils are currently predicted to achieve 5 standard GCSE passes (including Eng & Ma), compared to 58.5% of Non-PP pupils.
2	Internal data highlights significant differences in reading and comprehension performance for Pupil Premium students. 61% of our PP students are below or significantly below their expected rate for reading and comprehension – this is 10% more than our non-PP cohort. Of the students that are significantly below – 48% of these are PP students, this is disproportionate to our overall % of PP students of 43.7%.
3	Attendance data last year indicates that attendance among disadvantaged pupils (FSM6) was 0.3% below National average, their attendance also remains 3.1% behind their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' attainment and progress.
4	Increasingly, more disadvantaged families across all Key Stages are asking the school for financial support although the numbers have reduced for items such as uniform, we have found a rise in support needed for school trips and activities. Families regularly tell us that access to sports/arts activities outside of school are too expensive to access on a regular basis.

## 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
To improve the attainment of PP pupils in comparison to their peers.	Overall reduction between PP and non-PP attainment on completion of GCSEs (Progress will not be used as a National benchmark measure this academic year due to the absence of KS2 data).

Improve reading age of disadvantaged pupils across all year groups, particularly in Year 10 and develop love of reading amongst PP students	Reduce the gap in reading ages between PP and Non-PP pupils, particularly for those PP students who also have SEN. Increase the % of Pupils reading above their chronological age in Year 10. Double the number of PP students graduating from the Thinking Reading programme enabling them to better access curriculum content.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Gap in persistent absence rates has decreased. Overall FSM6 attendance will increase.
Provide opportunities for widening participation in extra-curricular clubs and trips	% of PP students attending Extended Schools Provision, extra-curricular clubs and trips is equal to that of their non-PP peers.
Provide new uniform for pupils in need to ensure they are socially integrated into the school community.	All pupils to be wearing appropriate and presentable uniform.

## 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: £201,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Smaller class sizes</b> Further additional staffing across the curriculum has enabled us to extend the reduction in class sizes (22) to all of KS3 (7,8,9) lessons across all subjects. There has also been a reduction in class sizes for specific Science & Maths groups at KS4.	The average impact for reducing class size is around 2 months additional progress over the course of an academic year. The EEF highlights how when looking at class sizes, “the smaller the better”. Small group classes provide support for pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. In Year 7, 8 and 9 class sizes at All Saints have been reduced by approximately 10 students per class, which the EEF states is the threshold at which this strategy begins to have the most impact.	1
<b>New CPD coaching model</b> Coaching model of CPD to ensure that teachers are supported in becoming	The Sutton Trust research is clear that students learn more with effective teachers (as high as 40% more compared to poorly performing teachers), and that crucially, this effect is much bigger for	1

exceptional practitioners. Time blocked out in coaches timetables to enable time for “drop ins” and feedback to staff members. Staff to be given the time in their timetables to focus on improving their teaching and learning, with a focus on research.	disadvantaged students (up to a year’s worth of learning by disadvantaged students with more effective teachers).	
<b>Introduction of Iris Connect</b> Introduction of IRIS technology to improve teaching and learning and support the coaching model. Inbuilt AI to reduce workload for teachers and to analyse footage of lessons based on personal areas for development.	The use of the AI function on Iris connect is shown to reduce workload, improve objectivity and lead to more fruitful coaching conversations – to improve the teaching and learning of all students in the school.	1

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

Budgeted cost: £104,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>1 to 1 tutoring and small group interventions</b> Provide tailored academic support interventions for pupils through deployment of Academic Support Assistants	Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. Small group tuition has an average impact of four months’ additional progress over the course of a year. According to the findings within the EEF, one to one and small group tuition is an “effective strategy to provide targeted support for pupils.” the EEF further states that this approach can enable pupils to make effective progress by providing intensive, targeted academic support to those identified	1, 2, 3
<b>Extending School Time for targeted students</b> After school compulsory study support (Monday-Thursday for targeted KS3 & 4 pupils), supervised preparation work and academic support. Subject specific intervention for all	The average impact of approaches involving extending school time is about an additional three months’ progress over the course of a year The EEF claims there is some evidence that extending the school day and introducing extra classes has had a positive impact on the overall grades of schools. From our own experience, offering after school provision, especially for Year 11 has had a positive impact on both progress and attainment with Year	1, 2, 3

<p>subjects &amp; classes for Y11 from January - May) and holiday intervention programmes for targeted Year 11 pupils.</p>	<p>11 results. After school interventions provide all pupils with the space and resources to complete homework and revision in an environment that they may not have access to at home. Pupils are also provided with a communal hot supper at the end of intervention.</p>	
<p><b>Homework</b> Consolidate the move to paper-based homework, focused on providing rigorous and differentiated work which is closely linked to classroom learning and provides opportunities for feedback. On-site study facilities available for PP students to access, along with computers to complete Sparx homework (For Maths and this academic year Science) &amp; GCSE coursework.</p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. The EEF states that homework can have a consistently positive impact upon learning outcomes, if it is focused on the learning that takes place within the lesson.</p>	<p>1 &amp; 3</p>
<p><b>Mentoring</b> Academic mentoring programme re-structured. Formation of progress/pastoral panel to utilise data to identify students who will most benefit from support. Create tracking document with clear actions &amp; follow up work recorded.</p>	<p>Programmes which have a clear structure and expectations, provide training and support for mentors, are associated with more successful outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>	<p>1 &amp; 3</p>
<p><b>PP Higher attainers programme</b> Development of programme to target students in Year 7 and Year 9 (starter group) to offer bespoke support for their learning and improve their overall outcomes and sense of belonging. The programme will begin in HT3 – following identification/interviews with students and families to identify barriers to learning. We will use Michealmas</p>	<p>Research shows that disadvantage higher attainers perform lower than their non-disadvantaged peers. Ensuring that socio-economically disadvantages students with academic potential are able to fulfil that potential through their time in education is key for social mobility. Sutton trust found that these students were less likely to have access to a device, a space to study, have access to tutoring or have parents who had attended university.</p>	<p>1,2,3</p>

assessments to identify students at risk of falling behind.		
<p><b>'Thinking Reading' Programme</b></p> <p>Train new staff member leading reading in Thinking Reading programme. Direct additional capacity towards improving reading scores in Year 10</p>	Case studies into Thinking reading have demonstrated that this intervention assists pupils with lower reading ages, teaching pupils from the ground up and addressing decoding issues	1 & 2
<p><b>Introduction of Bedrock reading assessment</b></p> <p>Implement a new reading assessment to improve the current data we have; this will ensure that we have more accurate data to identify student's most in need.</p>	The test provides diagnostic insights into a student's reading ability. We can use the data provided to identify student's needing support or enrichment, measure progress and evaluate the effectiveness of our literacy strategies. Evidence from Bedrock shows that consistent use of the program is linked to significant reading age improvements, including for students with PP status.	1&2
<p><b>Form Reading Programme</b></p> <p>All students will engage in reading during form time – led by teachers. All students will have read 3 books by the end of the academic year.</p>	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Provide opportunities for all students the chance to read for pleasure, along with their tutor, to inspire a culture of love of reading.	1 & 2

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

Budgeted cost: £66,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Extended Schools Programme</b></p> <p>-Targeting Year 7 pupils in the first half-term and in the summer term to build a culture of community &amp; belonging.</p>	In addition to providing academic support, some (extended) school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. The EEF states that creating a positive and supportive environment for all pupils means	3 & 4

	reinforcing a shared language, activity, routines, and strategies throughout the school.	
<p><b>Elev8 programme</b></p> <p>-Targeted to Year 8 students to increase sense of belonging at school. This will include a residential trip for all year 8, after school clubs for students and a programme of assemblies of inspirational speakers. Students will engage in a business programme in Term 3 – to increase aspiration and drive for students in their learning with a focus on future opportunities and careers.</p>	Research shows that KS3 is an extremely important time for students in terms of engagement and typically student’s engagement, enjoyment, and performance in school “dips” during these years.	1, 3, 4
<p><b>Extra-Curricular Opportunities</b></p> <p>Utilising the new sporting facilities to increase the provision of sports clubs at lunchtime and after school to enable greater access to sport for all pupils.</p>	The average impact of students engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Physical activity has important benefits in terms of health, wellbeing, physical development and can create a sense of belonging. Extra-curricular activities can support pupils to develop self-esteem, motivation for learning or self-efficacy and offer opportunities for pupils to encounter new experiences and settings.	3 & 4
<p><b>Attendance Support</b></p> <p>Utilising the attendance team to improve the attendance of FSM6 students and reduce persistent absence of these students compared to similar schools as stated in the DfE ABIE document. Through the implementation of attendance procedures, building relationships with home and working with external agencies.</p>	According to the <b>EEF Rapid Evidence Review (2022) parental communication and engagement approaches</b> can have a positive impact on attendance. Approaches might include creating a team to monitor and track attendance, parental communication, and motivation systems.	3

<b>Uniform</b>	The EEF highlights that pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.  With this in mind, we are keen to ensure provision can be made to cover the costs of uniform for disadvantaged pupils. Although we have noted that parents have been seeking this support less, we are also aware that PP numbers continue to increase, and we will continue to offer all parents free of charge access to used uniform and provide new uniform to families as the need arises.	3 & 4
<b>Breakfast Club</b>	The Sutton trust highlights that schools who provide breakfast clubs provide both social and educational benefits.	3

### Externally provided programmes

Programme	Provider
<b>Mentoring &amp; Education Engagement Programme.</b> All Child supports the schools aim to build a culture of community and belonging by removing barriers to education and engaging those pupils at risk of low academic engagement, poor outcomes and lower than average attendance through mentoring and enrichment opportunities.  This academic year we will benefit from having two on site mentors – to reach more students.	All Child 1, 3 & 4

**Total budgeted cost: £379,150**

## 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 2024 to 2025 academic year.

Measure	Impact
To improve the attainment of PP pupils in comparison to their peers.	In 2024-25 disadvantaged pupils achieved an average A8 of 4.19, compared to Non-PP pupils (5.62) there is a gap of 1.43. This has grown slightly from 2023/2024 where the gap 1.3. Our estimated KS2 for PP students in this cohort was lower than the PP cohort of 2023/24.

Improve reading age of disadvantaged pupils across all year groups, particularly in Year 9 and develop love of reading amongst PP students	100% of the PP students that took part in the Thinking reading programme, showed significant improvement in their reading ages. They spent an average of 4.5 months in TR intervention, and all improved their reading ages by more than 2 years.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Attendance data last year shows that FSM6 students' overall attendance was 87.91% whereas whole school attendance was 91%. This is a 3.1% gap. In 2023/24 there was a 3.5% gap between whole school and FSM6. This has shown an improvement in the gap.  Persistent Absenteeism highlights greater in-school variation with 40% of PP pupils being persistently absent (national average is 45%) compared to just 27% of the whole school population. This is the same rate as academic year 2022/23.
Provide new uniform for pupils in need to ensure they are socially integrated into the school community. Provide breakfast for pupils.	£817.67 spent on new uniform for PP students in 2023/24.