

All Saints' RC High School, Rawtenstall: Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for September 2023 to September 2026 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. ***The use of "PP" indicates disadvantaged pupils and "NPP" nondisadvantaged pupils.***

School overview

Detail	Data
Number of pupils in school	496
Proportion (%) of pupil premium eligible pupils	31.25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-24 to 2025-26
Date this statement was published	21st December 2023
Date on which it will be reviewed	10 th September 2024
Statement authorised by	Mrs F Lord
Pupil premium lead	Mr M Parkes
Governor / Trustee lead	Mrs A Tunstall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,242.50
Recovery premium funding allocation this academic year (<i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024</i>)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>)	£3,802,440
Projected 3-year budget. Based on estimates of numbers of PP and recovery funding	£486,727.50

Part A: Pupil premium strategy plan

Statement of intent

We aim to serve the needs of all members of the school community and take responsibility for nurturing the academic, spiritual, moral, social, and physical needs of every child. In particular, we acknowledge the needs of those who, in any way, experience disadvantage.

We aim that all students, irrespective of their ability, their background, or the challenges they face, make good progress and achieve well across the curriculum. The focus of our pupil premium strategy is to support students to achieve that goal. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers.

We believe that quality teaching is the key to meeting our aims, and, within our limitations, we will endeavour to provide the best service possible to all children. High quality teaching is proven to have the greatest impact on closing attainment gaps between disadvantaged students and their peers; at the same time all students stand to benefit from this approach.

We will provide targeted academic intervention which address the individual challenges and needs of our disadvantaged students. Our systems for pastoral care will consider the challenges faced by vulnerable pupils, such as those who have a social worker (or are a young carer themselves) and we will support their needs irrespective of status.

Our approach will be rooted in robust diagnostic assessment and be based around strategies researched and known to be the most effective. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility and raise expectations of what they can achieve

Challenges: All pupils face challenges. The following is not intended to be an exhaustive list but focuses on the key challenges for PP, which, if addressed, can make a difference.

	Detail of challenge We know that barriers to progress and development <u>disproportionately</u> affect disadvantaged students; this knowledge is behind the identification of these challenges.
1	The school environment: this is a significant barrier to learning and progress for all pupils. The narrow corridors militate against improving conduct out of classrooms and the general shape of the site makes school organisation difficult. With best estimates being March 2025 before the new building opens, we have to manage this circumstance in the best way possible.
2	Behaviour and Attitudes: behaviour among some students affects the attitudes and learning of others and makes the day-to-day management of the school more difficult than it should be. The school has a plan to ensure that standards improve.

3	Attendance and Persistent Absence: for too long, attendance data for all students has been weak. Among disadvantaged students, it is even weaker. The school has a plan to improve attendance.
4	Higher quality teaching: Overall, the quality of teaching and support for teaching is not good. Although some teaching is effective, it is not widespread enough to influence outcomes for students. There has been instability in the workforce, a lack of specialist teaching and a wider failure to provide a good curriculum. As a result, disadvantaged students suffer. The school has a plan to improve the curriculum and the quality of teaching.
5	Literacy/access to the curriculum: Assessments, observations, and discussion with KS3 pupils and colleagues indicate that PP generally have lower levels of reading comprehension than their peers. Significant gaps exist on entry after transfer from Yr6.

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
Improve facilities in classrooms which currently undermine opportunities to learn.	Identify rooms and provide a plan for modest improvements which give students and teachers better deal. Provide a timescale for implementing these improvements. Implement change by Easter 2024.
Sustained improvements in <u>attainment</u> among PP across all subjects by the end of KS4	Year on year incremental improvement such that, by Autumn 2026, average PP grade is 4.0 or higher and for Ebacc subjects is 3.5 or higher.
Improve behaviour and attitudes across school with a focus on: Reduce exclusions among all students. Behaviour and rewards in school to create a more positive learning environment	Reduce exclusions among all students. 2023-24: FTE 175; PX 5 2024-25: FTE 150; PX 4 2025-26: FTE 125; PX 3 24/25 - School has adopted a new behaviour policy with 3Rs replacing 'stages'. School are now using Synergy to track and monitor behaviour and attendance. Synergy also improves parental communication regarding behaviour and attendance. There has been a school-wide focus on rewarding pupils, this is monitored by CLs, Pastoral Leads and SLT. a) Reduction in the number of 'Reflects' given across all subjects and year groups. b) Increase in the number of highest Attitude to Learning scores across all subjects and year groups. c) Improve the use and value of Shine points so students want to achieve them and value them.

<p>Improve attendance and reduce persistent absence.</p> <ul style="list-style-type: none"> • Review and amend attendance policy accordingly. • Attendance for each term to improve by 0.5% overall • Attendance for PP students to improve by 1% across all year groups 	<p>Year on year incremental reductions in the rates of absence for PP and NPP such that, for the school year 2025-2026, rates for all pupils, including all sub-groups, are in line with national averages.</p> <p>In addition:</p> <ul style="list-style-type: none"> • for the school year 2025-2026, the gap between PP and NPP reduced. • for the school year 2025-2026, the percentage of PP who are persistently absent to be below the national average and the gap between PP and NPP being reduced.
<ul style="list-style-type: none"> • Gap between whole school and national to narrow by 0.3% 	
<p>Improve the quality of the curriculum and the quality of teaching.</p>	<p>a) In KS3 adjust groups into mixed ability by Christmas 2023</p> <p>b) Monitor the quality of teaching & learning and report on this by Easter 2024 identifying the effectiveness of this change.</p> <p>24/25 - Embedding Formative Assessment through Teaching and Learning Communities is driving the whole school teaching and learning approach. Pupil Premium students are at the heart of this approach and are benefitting from mixed ability classes at KS3. The implementation is continuously quality assured by Curriculum Leaders and SLT Line Managers. Introduced in September 2024.</p> <p>Improve the quality of teaching:</p> <p>The school is committed to enhancing the quality of teaching through ongoing support for teachers. While there are effective teaching practices in places, the goal is to expand these to positively impact all students. Acknowledging past challenges, such as workforce stability and the need for more specialist teaching, the school is actively working on a plan to strengthen the curriculum and elevate teaching standards. These efforts aim to create a more inclusive and supportive environment, particularly benefitting disadvantaged pupils.</p> <p>a) Ensure that there is a full audit of teaching and identify where there is most need for improvement.</p> <p>A two-day whole school Pupil Premium Review took place in June 2024. Led by MP and DS. Feedback was given to staff and governors with recommendations to improve provision for PP students.</p> <p>b) Teaching and learning to be quality assured through learning walks, spotlights and Teaching and Learning communities.</p> <p>c) Support and intervention is in place for staff to improve quality of teaching and learning across school.</p>

	<p>d) Use PP money to support long-term recruitment needs.</p> <p>e) PP money has been used in part to support the embedding of SSAT Embedding Formative Assessment package which began in Sept 24. The EFA programme will run over two academic years; 24/25-25/26.</p>
<p>Improve reading comprehension among PP across KS3.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Gap between reading age of NPP and PP pupils narrows</p> <p>KS3 PP pupils are receiving additional reading sessions in the library during extended form time. All PP students have undergone NRG T reading assessments to inform planning and teaching.</p>

Activity in each academic year

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted

cost: Annual: ; Across whole period:

Activity	Evidence that supports this approach	Challenge
Adjust the way that classes/groups are organised in both key stages.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/setting-and-streaming	4,5
Conduct a full curriculum audit. 2023-24: Summarise current subject time allocations in each key stage and match these next to expectations in the national curriculum, GCSE syllabus expectations and against local		4,5

<p>needs. Report to governors by June 2024. Adjust for September 2024. Curriculum changes made following the audit include giving more curriculum time to Maths to support improving outcomes. This time has come from Science. Ay KS4 Maths lessons have increased from 7 to 8 every two weeks and Science has reduced from 10 to 9.</p>		
<p>2023-26: Provide a comprehensive continued professional development programme for all staff focusing</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment</p>	<p>4</p>
<p>on subject pedagogy. Allocation of CPD time for faculties to focus on evidence-based teaching strategies. 2023-24: SSAT Embedding formative assessment, Allocated = £2500 2024-25: SSAT Embedding formative assessment</p>	<p>https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/embedding-formative-assessment</p> <p>Focus on practice and retrieval. EEF Guidance Report on Metacognition and Self-Regulation Metacognition and Self-Regulation strategies have very high impact for very low cost based on extensive research. Impact adds +7 months to a student's progress.</p>	

<p>Allocated = £2575</p> <p>Staff time for attending EFA after-school sessions</p> <p>Allocated = £6748</p> <p>2025-26:</p> <p>Programme of CPD focussing on Metacognition and self-regulation</p> <p>Allocated = £3000</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Annual: ; Across whole period:

Activity	Evidence that supports this approach	Challenge
<p>Targeted reading improvement</p> <p>2023-24: NGRT tests, Phonics, Paired reading, Librarian</p> <p>Allocated = £3388</p> <p>2024-25: NGRT Tests, Phonics, paired reading, Form Time books, CPD for all staff</p> <p>Allocated = £3594</p> <p>CL for Maths and English are to provide targeted intervention for PP students during form time for approx. 20 weeks.</p> <p>Allocated = £2086</p> <p>2025-26: NGRT Tests, Phonics,</p>	<p>Reading comprehension strategies:</p> <p>EEF HERE</p> <p>EEF improving literacy in Secondary Schools</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4</p>	5

paired reading, CPD for all staff Allocated = £3594		
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted

cost: Annual: Across whole period:

Activity	Evidence that supports this approach	Challenge
<p>Improve behaviour and attitudes across school.</p> <p>2023-24: EC Manager, External behaviour support for targeted students, Staff CPD Allocated = £31633</p> <p>2024-25: Earlier identification of students requiring support with behaviour/attitudes Comprehensive package of support and intervention for students</p> <p>School have invested in two staff from Burnley FC Premier League Inspires to program to work with and mentor a wide range of PP students. School has a full-time member of staff; Mr. Peltier mentoring and working with PP students. Allocated = £32995</p> <p>2025-26: Review and refine package of support and intervention for students Allocated = £33906</p>	<p>EEF behaviour interventions: EEF HERE</p>	2
<p>Improve attendance and reduce persistent absence.</p>	<p>Attendance interventions rapid evidence assessment EEF HERE</p>	3

<p>2023-24: Recruitment & retention of effective attendance officer. Allocated = £31720</p> <p>2024-25: Embedding principles of good practice set out in DfE’s Improving School Attendance advice. Collaborative engagement with schools in Liverpool Archdiocese who have proven whole school approaches to improving attendance. Allocated £33679</p> <p>2025-26: Continue to embed principles of good practice from DfE’s improving school attendance Allocated £34679</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving School Attendance</p>	
<p>Improve facilities in classrooms which currently undermine opportunities to learn.</p> <p>2023-24: Carry out basic repairs to roof so classrooms 17 & 18 can be used Allocated = £11,500</p> <p>2024-25: New school building with effective classroom set up & equipment Allocated = £10,000</p> <p>2025-26: New school building with effective classroom set up & equipment Allocated = £10,000</p>	<p>Evidence based Education – School Environment and Leadership: Evidence review, Section 7 – resources that are fit for purpose</p> <p>https://evidencebased.education/schoolenvironment-and-leadership-evidence-review/</p>	1

Total budgeted cost: £ 256,964

Part B: Review of outcomes in the previous academic year

2024 Performance data: (*data provisional in Oct. 2024)

31% PP	School All	School PP	School NPP	School PP Gap to School NPP	School PP Gap to National NPP
P8	-0.76	-0.95	-0.67	-0.28	-1.12
A8	37.64	34.10	39.22	5.12	-16.2
E/M 5+	40%	21%	35%	14%	-31%
E/M 4+	50%	45%	52%	7%	-28%

2024 summary and other notable points:

- PP Data has improved in all areas, however school outcomes are still way below national averages.
- English outperforms Maths.
- Girls outperform boys.

2023 Performance data: (*data provisional in Nov. 2023)

34% PP	School All	School PP	School NPP	School PP Gap to School NPP	School PP Gap to National NPP
P8	-0.81	-1.2	-0.57	-0.63	-1.37
A8	38.6	26.6	45.7	-19.1	-23.6
E/M 5+	27%	9%	38%	29%	-41%
E/M 4+	52%	26%	67%	41%	-47%

2023 summary and other notable points:

- English outperforms Maths.
- Girls outperform boys.
- High ability then middle ability makes weaker progress than lower ability.
- Lower ability entering fewer exams.

One-year Gap Analysis 2023 to 2024:

	2023 School PP Gap to National NPP	2024 School PP Gap to National NPP	Gap
P8	-1.37	-1.12	+0.25
A8	-23.6	-16.2	+7.4
E/M 5+	-41%	-31%	+10%
E/M 4+	-47%	-28%	+19%

2022 Performance data:

	School All	School PP	School NPP	School PP Gap to School NPP	School PP Gap to National NPP
P8	-0.55	-0.92	-0.37	-0.55	-1.07
A8	38.7	29.1	43.7	-14.6	-23.7
E/M 5+	20%	13%	24%	-11%	-44%
E/M 4+	51%	25%	65%	-40%	-51%

One-year Gap Analysis 2022 to 2023:

	2022 School PP Gap to National NPP	2023 School PP Gap to National NPP	Gap
P8	-1.07	-1.37	-0.30
A8	-23.7	-23.6	+0.10
E/M 5+	-44%	-41%	+3%
E/M 4+	-51%	-47%	+4%

Externally provided programmes: *Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Premier League Inspires – Mentoring Program	Burnley FC
Space to Bee - Mentoring Program	Space to Bee

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils