

Pupil premium strategy statement

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	714
Proportion (%) of pupil premium eligible pupils	35.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	
Pupil premium lead	APs for PP
Governor / Trustee lead	Andrew Perkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 243,525
Recovery premium funding allocation this academic year	£ 36,975
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	£ 280,500

Part A: Pupil premium strategy plan

Statement of intent

This statement and action plan sets out the approach of All Saints Academy, Dunstable, to diminishing the difference between disadvantaged and non-disadvantaged pupils through pupil interventions. It also outlines how the Academy plans to utilise the Pupil Premium Funding to effectively raise standards of attainment and achievement for all disadvantaged pupils.

We recognise the importance of ensuring all pupils, whatever their background or circumstances, are provided with a high quality, relevant education. This will ensure that all pupils are equipped with the knowledge and skills they need to succeed in life beyond school.

Diminishing the difference between disadvantaged and non-disadvantaged learners should be an integral part of every lesson and all areas of the Academy. Within the classroom there should be a clear focus on narrowing the achievement gap between groups and individuals through well-planned and differentiated lessons that challenge and stretch all pupils. All staff are entitled to a programme of training that allows them to continually expand and experiment with a full range of teaching strategies and techniques. These will ensure the achievement gap is narrowed rapidly through the use of timely and appropriate interventions which show impact.

What barriers to educational achievement do our disadvantaged students face?

All students are individuals, with their own set of skills and need of support. However, we have identified the following barriers for some of those students in receipt of the Pupil Premium:

- Access to required materials for lessons such as revision guides, ingredients for catering classes, stationary etc.
- Access to extra-curricular activities such as music lessons, PE activities, trips, enrichment activities
- Uniform
- Attendance issues
- Parental engagement with school
- Students in receipt of PP and also on the SEND register
- Low literacy and numeracy levels
- Challenging social, emotional and behavioural needs
- Low aspirations/expectations
- Lack of resilience
- Limited cultural/life experiences
- Lack of nutrition to sustain them in their learning
- Lack of free time as caring for siblings

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that all boys in Year 10 and Year 11 have the opportunity to close learning gaps
2	To ensure that HA students in Years 7 - 10 have the opportunity to close learning gaps
3	Disadvantaged students in Years 9, 10 and 11 have the opportunity to close learning gaps
4	Statemented, K2 and K1 students in Year 10 and Year 11 have the opportunity to close learning gaps
5	Well-being for our disadvantaged students and their families
6	Attendance

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
Improved academic progress among boys in Years 10 and 11	For the gaps evident in the data dashboard to have reduced at the next Data collection point and have closed by the end of the year. Currently (Year 10 gap = -0.16) (Year 11 gap = -0.34)
Improved academic progress among HA students in Years 7, 8, 9 and 10	For the gaps evident in the data dashboard to have reduced at the next Data collection point and have closed by the end of the year. Currently: (Year 7 gap = -1.85) (Year 8 gap = -1.75) (Year 9 gap = -1.38) (Year 10 gap = -1.23)
Improved academic progress among disadvantaged students in Years 9, 10 and 11	For the gaps evident in the data dashboard to have reduced at the next Data collection point and have closed by the end of the year Currently the gap between disadvantaged and non-disadvantaged: (Year 9 gap = -0.20) (Year 10 gap = -0.23) (Year 11 gap = -0.97)

<p>Improved academic progress among statedented, K2 and K1 students in Years 10 and 11</p>	<p>For the gaps evident in the data dashboard to have reduced at the next Data collection point and have closed by the end of the year (Year 10 gap = -2.22/-0.12/-0.67) (Year 11 gaps = -0.63/-0.64/-0.34)</p>
<p>To achieve and sustain improved well-being for all students</p>	<p>To be able to be confident that all students know who they can talk to at any time and that solutions will be sort to help in any situations</p>
<p>To achieve and sustain improved attendance for students</p>	<p>Percentage attendance for disadvantaged students to be comparable to that of non-disadvantaged students</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 167,852.07 – catch up funding + linked staff

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1, 1:2 and 1:3 Tutoring Intervention	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	For Year 11 1, 3, 4, 5
Revision Books	Revision guides and workbooks purchased for Year 11 in advance of their mock exams to support their on-going studies this year.	For Year 11 1, 2, 3, 4
Graham Elsdon	Three intervention sessions of 3 full days of English intervention. Each student in Year 11 sees Graham for 1 hour on each of the 3 days. Targeted intervention based on the needs of the cohort.	For Year 11 1, 2, 3, 4
TwentyTwenty Learning	Project5 targeted intervention runs 3 times throughout the year. This is targeted intervention in English and Maths to boost students to Grade 4	For Year 11 1, 3, 4

	<p>and 5. Each sessions sees 15 students for a full week of intensive intervention.</p> <p>HA Maths Masterclass is 4 Saturday sessions of 3 hours each, targeted to specific topics chosen by school for the specific cohort. Sessions are aimed at HA students.</p>	
Enemy of Boredom	<p>A place for young people to come and feel comfortable while learning together and learning from each other, using video gaming and esports to build futures.</p> <p>It is a place where ideas are shared, and individuals can explore their passions with the support of trainers and industry professionals.</p>	For Year 11 4
Lexia Package	Lexia is a computer-based program that tailors instruction to the students' specific needs. The activities in PowerUp support and build on our English language classroom curriculum, focusing on developing skills in three areas essential to becoming a proficient reader: Word Study, Grammar, and Comprehension.	4
Linked Staff	An attendance officer has recently been employed	5 and 6

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

Budgeted cost: £ 142,135.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rising Futures</i>	A programme to support the personal development of 78 identified students. The programme develops self-awareness, confidence, resilience and communication skills. Students are given the opportunity to meet with their nominated coach five times and also participate in community and workplace activities.	3, 5, 6
<i>Uniform Support</i>	Well being and experience	5
<i>Rewards</i>	Well-being for staff and students 6Ps rewards Attendance	5

	<p>Presentation of self Social times Enrichment Homework Attitude to Learning Set termly</p> <p>Two week attendance challenge December attendance challenge</p>	
<i>CEIAG - Careers</i>	<p>A direction of CEIAG 1-2-1 has been given toward students that are identified as Pupil Premium. Through this directed planning we have seen 91% of the PP cohort for current Yr11 and 31% of current Yr10 before the end of Term 1. We have projected that we will be able to see all PP students for a second appointment by the end of Yr11 and those students in Yr10 will be able to be seen a third time by the end of 2023.</p> <p>The focus on 1-2-1 CEIAG for PP is to ensure that they are aware of the opportunities available to them post-16 and can confidently speak about their intended destinations with the correct information.</p>	Supports all
Enrichment	Well being and experience	5 and 6
Hardship	Well-being for parents	5 and 6

Total budgeted cost: £ 309,987.56

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of our disadvantaged students was in line with previous years. Our EBacc entry remains high and above the national guidelines.

Covid-19 impact disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not always able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by all staff continuing to deliver online lessons via our Showbie app. Attendance and engagement were tracked and monitored and virtual lesson observations were conducted.

Pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used some of the pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

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