

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022/2023 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	648
Proportion (%) of pupil premium eligible pupils	36.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Principal
Pupil premium lead	Deputy Principal QoE
Governor / Trustee lead	John Fellows/Perry Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 226,550
Recovery premium funding allocation this academic year	£ 63, 480
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	£ 290,030

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 food lessons, stationary etc.
- Access to extra-curricular activities such as music lessons, PE activities, trips, enrichment activities
- Uniform
- Students with attendance issues
- Parental engagement with school
- Students in receipt of PP who are also on the SEND register
- Students who have low literacy and numeracy levels
- Students who have 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	To ensure that all students have the opportunity to close any curriculum learning gaps
2	To ensure that students have the opportunity to close reading and literacy and numeracy gaps
3	To ensure the well-being of our disadvantaged students and their families is as good as it can be and that we offer any support we can

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.

Challenge number	Intended outcome	Success criteria
1	For all students to make good progress and have no gaps in their knowledge through missed learning	For the gap between disadvantaged students and non-disadvantaged students to be eliminated. This will be evidenced by looking at AP data.
2	Improved reading comprehension among disadvantaged students	All disadvantaged students who received intervention to be at their chronological reading age. This will be evidenced by testing reading ages after intervention
3	To achieve and sustain improved well-being for all students	Students come to school regularly, can access lessons and are happy

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: £22,026.72 = Cost of SEND Review + Deputy SENDCos
 £ 3,720 + £18,306.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND Review	<i>This is to ensure that we are catering for our SEND students effectively in the classroom</i>	1
25% of 3 Deputy SENDCo roles	<i>This is to ensure that there a clearly defined foci on SEND students and their 'Behaviour and Attitudes', Quality of Education' and Personal Development'.</i>	1, 2 and 3

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

Budgeted cost: £ 188,552.14 = use of recovery funding + linked staff
 £46,870.00 + £141,682.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 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	1
Reading Intervention	Ruth Miskin phonics programme	2
Well-being support	Student Services Support for students	3

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

Budgeted cost: £ 89,820.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rising Futures</i>	Equips students with essential skills to succeed inside and outside the classroom	1
<i>Uniform Support</i>	Well-being and experience of helping families in the past	3
<i>Rewards</i>	Well-being for staff and students	2 and 3
<i>CEIAG - Careers</i>	Future career and aspirations	1
<i>Enrichment</i>	Well-being and life experience	3
<i>Hardship</i>	Well-being for parents	3
<i>Music Lessons</i>	Makes a marked difference to confidence, mental health, communication and happiness	3

Total budgeted cost: £ 300,398.86

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 2021 to 2022 academic year.

Our assessments during 2021/22 suggested that the performance of our disadvantaged students was in line with previous years. Our EBacc entry remains high and above the national guidelines. Last year's Year 11 was at 78%.

	AP1	AP2	AP3	Progress Disadvantaged	Progress Non-Disadvantaged
Year 7	-1.71	-1.60	-1.41	0.30	0.50
Year 8	-1.90	-1.64	-1.40	0.50	0.64
Year 9	-2.26	-2.30	-2.12	0.14	0.26
Year 10	-1.85	-1.51	-1.74	0.11	0.35

Covid-19 impact disrupted learning in all of our subject areas to varying degrees. As evidenced in schools across the country, despite there being no school closures there were many periods of student absence that will have had an impact on learning and generated learning gaps. This impact was mitigated by our resolution to maintain a high quality curriculum, which was aided by all staff continuing to upload all lesson material to our online platform so students could continue to access learning if they were well enough to do so. Attendance and engagement were tracked and monitored.

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 in Years 9 and 10. 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.

Our focus for this academic year is for Year 9 and 10, whose learning appears to be most impacted, to receive intervention as soon as we have ensured our Year 11 students' knowledge is secure.

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
English and Maths Intervention	20-20 Learning
English Intervention	AQA English Examiner – Consultant

Service pupil premium funding (optional)

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

Measure	Details
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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