

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024/2025 academic year) funding to help improve the attainment of our disadvantaged students.

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 students in school	563
Proportion (%) of pupil premium eligible students	33.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
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	£ 213,150
Recovery premium funding allocation this academic year	£ 0
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	£ 213,150

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 students through student 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 students.

We recognise the importance of ensuring all students, whatever their background or circumstances, are provided with a high quality, relevant education. This will ensure that all students 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 adapted lessons that challenge and stretch all students. Some of the ways that this happens in lessons are as follows:

- All students having an iPad to access lesson resources and these can be charged in school rather than at home, if necessary.
- Every lesson starts with a retrieval task. The majority of these are completed on the Nearpod platform. These retrieval tasks consist of three multiple choice questions that are specifically focused on checking for gaps in learning linked to content studied last lesson, last month/topic and content tested at the last assessment point. The platform allows staff to carry out an immediate analysis of responses from students. Where there are still gaps in knowledge, teaching staff address these 'there and then', re-teaching content where necessary, to ensure these gaps in knowledge have been addressed. They will then be re-assessed in future retrieval tasks.
- Another opportunity for addressing gaps in knowledge follows every assessment point. Teaching staff complete a detailed Question by Question Analysis document which highlights where students were confident with subject content and also where they found content more challenging. There are then planned 'Filling the Gaps' lessons added to curriculum maps to ensure these topics/skills are addressed.

All staff attend training that allows them to continually expand and experiment with a full range of teaching strategies and techniques. The particular focus for this year is questioning, whole class feedback at KS3, mastery, staff deep marking comments and as a result the quality of responses these elicit from students. These will ensure the achievement gap is narrowed rapidly.

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, stationery 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 students.

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, 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 where we can we offer support.

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 Assessment Point 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 regularly both during and after interventions and adapting those interventions as required
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: £59,041.45 = Cost of School Improvement Partner + Assistant Principals
 £ 1,130.25 + £57,911.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Improvement Partner	<i>This is to ensure that we are addressing any needs in terms of Quality of Education. This includes planning, delivery and assessment.</i>	1
25% of 3 Assistant Principal roles in the Quality of Education Team.	<i>This is to ensure that there are clearly defined foci on students and their:</i> <ul style="list-style-type: none"> • Learning in all lessons. • Reading and comprehension • Well-being both in school and at home 	1, 2 and 3

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

Budgeted cost: £73,764.08 = linked staff + other targeted academic support
 £66,448.64 + £7,315.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning in the classroom, Intervention and Revision	iPads are provided for students to use both in school, during lessons, and for home learning. If damaged they are repaired 'in house' and returned to students within a week. AQA examiner supports KS4 English students to ensure there are no gaps in knowledge. GCSE revision guides are purchased and given to all students for all subjects they study to ensure they have access to all subject content included in GCSE subjects.	1

Reading Intervention	Ruth Miskin phonics programme delivered by trained academy staff.	2
Well-Being	SSW support both inside and outside of the classroom. NTHoY support and encouragement with reading interventions.	3

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

Budgeted cost: £ 81,223.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Uniform Support</i>	Well-being and experience of helping families in the past	3
<i>Rewards for Attendance</i>	Being in school will enable students to learn. Being more confident with reading and numeracy will mean students are more confident in lessons and more likely to attend. Well-being for students will be closely monitored when students are in school and pastoral interventions, or work with outside agencies, will support students with their mental health to enable them to continue to access learning.	1, 2 and 3
<i>CEIAG - Careers</i>	Future career and aspirations	1
<i>Enrichment</i>	Well-being and life experience	2 and 3
<i>Hardship</i>	Well-being for parents	3
Well-being support	Student Services Support for students	3

Total budgeted cost: £ 214,029.49

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 students in the 2023 to 2024 academic year.

Our assessments during 2023/24 suggested that the performance of our disadvantaged students was in line with the progress of non-disadvantaged students in Years 7 to 10.

	AP1	AP2	AP3	Progress Disadvantaged	Progress Non-Disadvantaged
Year 7	-2.91	-2.65	-2.46	-2.44	-2.47
Year 8	-2.51	-2.35	-2.39	-2.25	-2.45
Year 9	-0.83	-0.56	-0.59	-0.64	-0.57
Year 10	-0.83	-0.43	-0.61	-0.69	-0.57

Our EBacc entry for Year 11 was lower than in previous years as students focused on securing 8 GCSE grades rather than 10. Some were removed from MFL to enable this to happen and they were supported in a focused study room to prepare for their other examination subjects. Last year's Year 11 EBACC figure was 54%.

The effect of Covid-19 continues to affect results in different subject areas to varying degrees as we are still seeing the effects of long periods of absence due to the pandemic and therefore missed learning. As evidenced in schools across the country, despite there being no school closures, there were historic periods of student absence that will have had an impact on learning and generated learning gaps. This impact was addressed by our resolution to maintain a high quality curriculum which was focused on filling gaps where they existed. This meant re-teaching content as necessary and re-writing curriculum maps to ensure gaps were to be addressed in the coming academic years.

Pupil wellbeing and mental health were significant areas of foci last year, primarily due to COVID-19-related issues. We are having to work out what these gaps are and then fill them. We are also very much aware that when students arrive in year 7 their reading ages of about a third of the cohort are more than a year, and in a large number of cases two years, below their chronological age. This is also true for older students which is why our reading interventions are delivered to students in Years 7 to Year 11.

This Year 11 cohort missed approximately 1 year of education due to the pandemic.

Subject	2023-24			2022-23		
	9-5	9-4	Cohort Size	9-5	9-4	Cohort Size
Physics	20.00%	60.00%	5	87.50%	100.00%	8
Biology	0.00%	60.00%	5	50.00%	87.50%	8
Computer Science	33.33%	33.33%	3	16.67%	16.67%	6
Chemistry	0.00%	33.33%	6	50.00%	100.00%	8
Maths	15.56%	37.78%	45	20.83%	37.50%	48
Art	0.00%	33.33%	3	0.00%	0.00%	3
English Literature	23.26%	44.19%	43	10.42%	25.00%	48
English Language	26.67%	42.22%	45	20.41%	34.69%	49
Beauty	0.00%	0.00%	1	0.00%	100.00%	4
Science	18.42%	36.84%	38	0.00%	7.69%	39
Spanish	0.00%	33.33%	3	0.00%	0.00%	9
RS	15.39%	30.77%	26	16.67%	30.00%	30
Geography	16.67%	29.17%	24	0.00%	7.69%	26
Business S	18.18%	22.73%	22	19.05%	38.00%	21
Psychology	7.69%	23.08%	13	28.57%	28.57%	7
Design Tech	50.00%	50.00%	6	0.00%	0.00%	2
History	16.67%	16.67%	12	22.22%	27.78%	18
Sports BTEC NC	0.00%	0.00%	4	0.00%	0.00%	5
French	0.00%	5.26%	19	0.00%	0.00%	9
Food	0.00%	0.00%	7	0.00%	9.09%	11

All subjects that have been ragged green show improvements in the percentage of 9-4 or 9-5 grades (or both) for Pupil Premium students when compared to the percentage of similar grades achieved in the previous academic year.

% 9-4 Attainment for Pupil Premium Students:

There have been significant improvements in attainment in computer science, art, English literature and English language, science, Spanish, geography and DT.

There have been improvements in attainment in maths, RS and French.

% 9-5 Attainment for Pupil Premium Students:

There have been significant improvements in attainment in computer science, English literature and English language, science, geography and DT.

Where history has been ragged red, though there was a drop in the percentage of 9-4 and 9-5 grades, there was an increase in the percentage of 9-7 grades. For psychology, there was a drop in percentages for both 9-4 and 9-5 grades but the cohort entered for the examination was almost double in size and there was a greater ability range amongst the students who opted to do this GCSE option.

For sport BTEC and food the outcomes were the same as in the previous year. The coursework for food is being looked at in detail to ensure that this is as thorough as possible and that any recommendations from the exam board in the feedback report, is acknowledged and implemented. Sport BTEC is no

longer a course offered as an option at KS4. Coursework feedback is also being looked at for art to see how to move students from a 9-4 grade to a 9-5 grade.

A larger proportion of students were entered for combined science as opposed to triple science which has been reflected in the change in the percentages of grades achieved in these subjects.

We have used some of the pupil premium funding to provide wellbeing support for all students, and targeted interventions in resilience where required. As and when we identify a need, we find an intervention that will address that need in the most effective way. We are building on that approach and have a senior mental health lead, and drop down days where students have time to learn about mindfulness and how they can look after their mental health.

Externally provided programmes

Programme	Provider
English Intervention	AQA English Examiner – Consultant

Service pupil premium funding (optional)

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 students?	N/A

Further information (optional)

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