



All Saints Catholic High School

Pupil Premium Strategy Statement

"We will provide a Christian Education for all pupils based on the teachings of Jesus and the Spirit of the Gospels. The whole life of the school will be determined by the Gospel Values of Love and Justice. We will always value and care for all members of the All Saints Community according to their needs, and will affirm and nurture the development of all"

School Mission Statement

Date Reviewed: October 2025

Next Review Date: October 2027

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2027 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. ***The use of "PP" indicates disadvantaged pupils and "NPP" non-disadvantaged pupils.***

School overview

Detail	Data
All Saints Catholic High School	
Number of pupils in school	1128
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	T McGuinness
Pupil premium lead	B Chorley
Governor lead	J Thornhill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£560,509
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£560,509
Projected 3-year budget. <i>Based on estimates of numbers of PP and recovery funding</i>	£0.020m

Statement of Intent

Key Objectives of the Strategy

Quality First Teaching - Outstanding performance comes out of high-quality teaching and learning on a day to day basis, consequently our major focus is to continue to develop the capacity and skills of all our staff.

Our specific objectives are as follows:

1. Good progress: to ensure disadvantaged pupils make similar progress as all pupils nationally; being 'on track' to achieve their minimum GCSE targets
2. Full curriculum access: to ensure disadvantaged pupils are sufficiently literate and numerate to access and succeed in all curriculum areas
3. Breadth of experience: to ensure the well-being of disadvantaged pupils and encourage their engagement in learning a wide range of sporting and cultural extracurricular activities
4. Attendance: to ensure that all pupils, and particularly those who are disadvantaged attend school as often as possible, and are supported to do so
5. Behaviour: to ensure that pupils' behaviour is not a barrier to their own learning or negatively affects that of other pupils in school

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.

Challenge	Detail of challenge
1	Support teaching staff to plan an effective and engaging curriculum and deliver the highest quality lessons to our pupils.
2	Low literacy skills on entry across years 7 to 11.
3	Attendance of disadvantaged pupils is below that for non-disadvantaged pupils in each year group. Boys' attendance is lower than girls'.
4	Whilst behaviour is generally good or better at All saints, exclusions for disadvantaged pupils are higher than those for non DPs.
5	Aspirations - Geographically in the bottom 10% nationally for deprivation indicator. Knowsley is ranked as the 4th most deprived borough in England in the 2015 deprivation index. 27.6% of Knowsley's population is living in income deprived households and 23.3% of its adults are in employment deprivation, the highest figures in England. 33% of Knowsley's children live in income deprived households.
6	Limited access to learning resources such as IT, including internet availability, and books in the home environment.

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
Continuous cycle of improvement in Teaching & learning.	Increased numbers of pupils meet their target grades. Y11 outcomes continue to improve. In-school variation is reduced across the curriculum.
Improve Literacy & Reading in all year groups	All pupils are functionally literate when they leave school. All pupils are able to access the school curriculum and external examination texts. All pupils have a good grasp of standard English & can express themselves appropriately in formal situations.
Increase attendance & reduce lateness.	Attendance returns to pre-covid levels in each year group. Gaps between PPs & NPPs will continue to narrow. Boys' attendance in each year group will at least match that of the girls. Numbers of PAs will decline.
Further reduce internal & fixed term exclusions. Ensure pupils are rewarded for their effort & achievements. Provide alternative curriculum for most vulnerable & challenging pupils.	Ensure pupils in need have regular contact with expert staff to support emotional & psychological needs. Provision of school 'Reconciliation' Room reduces need for FTEs. 'Arbor' as a time efficient tool to manage, monitor & analyse pupils' attendance, pastoral issues, sanctions & rewards. Immediate and effective communication with parents to support their child's learning. Reduction of number of pupils in full time and temporary off-site provision. Reduction in numbers of FTEs. Off-site provision is high quality & effective in meeting pupils' academic & emotional needs.
Raising Aspirations Boys Groups Provide HAPs with opportunities to apply knowledge & stretch their thinking	Improve boys' motivation to achieve their potential in school. Reduce attainment and progress gaps. Continue to improve HAPs motivation to achieve their potential in school.
Ensure all pupils have continued access to school online based resources, laptop & internet access	KS4 & Y9 pupils access regular digital homework assignments to support classroom learning, improve subject knowledge & retention, leading to improved outcomes.

Activity in each 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: Annual: £0.542m ; Across whole period: £1.600m

Activity	Evidence that supports this approach	Challenge
Saturday morning tuition provided to Y11 pupils in English, Maths & Science. Extend School day to 4:05pm, 3 days per week to teach additional core lessons in Y11 & Options subjects in Y10. (Additional staffing required to support this initiative)	Effectively extends school time & develops good study habits. Progress outcomes have increased since inception in 2016. EEF evidence shows moderate impact from a moderate evidence base.	1, 2, 5, 6, 7 £0.011m
Reading intervention 1:1 or small group interventions for struggling readers in KS3	NGRT tests measure pupils' reading level. Further 1:1 screening determines whether pupils require additional phonics support or other targeted intervention. EEF reports a very high impact from a substantive evidence base.	1, 2, 5, 6, 7 £0.125m
Provide alternative curriculum for most vulnerable & challenging pupils.	Pupils at alternative provision are more settled in a different setting, receiving support to regulate their behaviour. Pupils achieve outcomes that would have been unlikely in a school setting. Disruption is reduced in school and offers all pupils a better chance to succeed.	4, 6 £0.328m
Provide 'Affirmation & Reconciliation' facilities in school as an alternative to FTE, and also support most vulnerable pupils suffering from anxiety or mental health issues.	In-school monitoring shows that the provision of these facilities plays an important part of the overall strategy to improve pupils' persistent & disruptive behaviour and reduce fixed term exclusions. Pupils supported with their anxiety and more severe mental health issues are more often in school and able to attend lessons.	4 £0.057m
Increase attendance & reduce lateness. Employ additional members of the attendance team. Further capacity added to SLT. New AHT main role is to manage and drive attendance across the school.	Attendance data pre-pandemic showed significant increases from 2016. A return to previous levels and further improved levels of attendance will depend on capacity to implement school strategy.	3, 5 £0.026m

Enhance 'Drop Down day' programme for all year groups to provide opportunity and raise aspirations. Promote employer links and offer apprenticeship opportunities. Support PSHE curriculum through guest speakers and other agencies.	Pupils take part in a range of collaborative learning experiences often involving competition or to develop social and emotional awareness. EEF evidences high impact. School evaluation is positive from all stakeholders.	6 £0.010m
Provide HAPs with opportunities to apply knowledge & stretch their thinking.	Improving outcome data for HAPs supports this initiative. Programme includes opportunities for new experiences with academic support, including meta-cognition & self regulation as per the EEF recommendations for greater impact.	1, 6 £0.005m

Targeted academic support

Budgeted cost: Annual: £0.117m ; Across whole period: £0.331m

Activity	Evidence that supports this approach	Challenge
MESME extra curricular Maths tuition aimed at Y7 DS HAPs	EEF Evidence shows that small group tuition is effective.	1, 3, 5, 6, 7 £0.048m

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

Budgeted cost: Annual: ; Across whole period:

Activity	Evidence that supports this approach	Challenge
Regular reward trips/visits offered through year groups supported by school chaplain	There is strong evidence to suggest that positive relationships across the school have a beneficial impact on behaviour in classrooms and beyond, whilst at the same time also playing an important part in maintaining and improving children's mental health and developing positive attitudes towards school.	1, 3, 4, 6 £0.069m
Weekly 'Bosco Club' open to KS3 pupils to widen their social interactions, run by the school Chaplain & support staff.		
Attendance team expanded to facilitate closer monitoring of PAs & additional support for families through a daily home visits model.		

Total budgeted cost: £679,000

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- Continued reduction in in-school gaps across key groups since 2019. Significant reductions in all key measures in 2025 *See appendix below
- Reading deficiencies systematically identified & addressed through effective interventions & a planned cross curricular joined up approach. Pupils continue to make good progress overall in reading
- Improved reading and comprehension skills through targeted daily intervention in Y7-10
- Structured homework activities are now fully in place in all year groups, including digital homework in Y9 & KS4. Engagement in homework completion continues to improve.
- Attendance for Disadvantaged Pupils at All Saints in 2024-25 was broadly in line with that for FSM pupils nationally
- CPD has ensured that the curriculum is reviewed and updated annually. The curriculum and assessment practices were reviewed across the school in 2024-25 to meet the updated whole school ARR policy.
- Staff have had additional training to implement reading across the curriculum strategies and including training for specialist phonics teachers. Reading is a regular focus for in-school monitoring activities and is a strength of the school.
- There has been a further reduction in the number of pupils in full time and temporary off-site provision. Pupils at off-site provision were awarded TAGs in core and vocational subjects.
- Provision of school 'Reconciliation' facility has a continued reduced number of FTEs in 2024-25.
- Implementation & embedding of 'Arbor' is embedded as a time efficient tool which manages, monitors & analyses pupils' sanctions & rewards providing data to manage behaviour issues rapidly and effectively. Negative behaviour incidences are on a 5 year downward trend. Parental engagement has significantly increased due to this interactive tool.
- Additional staffing in English & maths has ensured high quality provision for catch-up groups in KS3, including additional support for 1:1 reading intervention.
- Increasing numbers of Pupils leaving Year 11 are offered apprenticeships through introductions made by school links (13 in 2025).