

# All Hallows Pupil Premium Spending

## TRANSITION

It is important that Pupil Premium pupils are identified as soon as possible as they transition to All Hallows. This involves strong links with all our partner primary schools as well as non-feeder primary schools. Our staff visit all the Year 6 children in their primary school setting and at this meeting with the year 6 teacher and the child information such as whether a child is Pupil Premium and the reasons for their qualification are discussed. All pupils visit All Hallows prior to their admission and extra transition is provided if required.

<b><i>Expenditure</i></b>	<b><i>£</i></b>
Assistant Head teacher visits to Primary Schools	700
Year Leader visits to Primary Schools	
MOTHS Day staffing and resources	400
Lunch Provision	75
Support for Uniform purchases	250
Meeting time for transition	150
Taster Days	1000
Retreat programme	600
<b><i>Total</i></b>	<b><i>3175</i></b>

## EVIDENCE and IMPACT

- Strong and static cohort numbers in Year 7 suggestion pupils settle into Year 7 very well.
- There is a year on year oversubscription for school applications.
- Progress data from data collections suggest progress is in line with expected progress for PP students.
- All PP pupils were graded 'good' on average in their behaviour attitude and effort grading.
- Rewards and sanctions data gives evidence to suggest PP pupils have settled in well.
- Pupil Voice questionnaire responses suggest PP pupils are happy in school

## TEACHING AND LEARNING

At All Hallows we believe that the greatest impact on the outcomes of Pupil Premium pupils is to strive for outstanding teaching and learning in all lessons. Ofsted (2013) stated that 'Much of the teaching is outstanding and is never less than good. Teachers have expert subject knowledge and use innovative activities that involve students well and help them to learn rapidly.' To achieve this staff are involved in Teaching and Learning Communities where there is a commitment to CPD that focuses on new research in Teaching and Learning, a cross curricular approach to development of skills, specialist input on Specific Learning Difficulties and peer observation and appraisal to ensure good practice is shared. Pupil Premium pupil books are a keen focus when looking at a sample of class books during work scrutiny. Pupil Premium pupils are always identified on seating plans and mark books where appropriate.

<b><i>Expenditure</i></b>	<b><i>£</i></b>
Teaching and Learning Co-ordinator	8000
Meeting time	2500
Supply cover costs for peer observation	1000
CPD costs	5000
Externally booked CPD courses	1500
Collaborative work e.g. within the diocese	3000
CHO and ACO trained to carry out PP reviews in diocesan schools	250
Staffing Ratios (for the provision of small groups)	38000
<b><i>Total</i></b>	<b><i>59250</i></b>

## EVIDENCE and IMPACT

- Quality assurance of teaching and learning based on work scrutiny (each work scrutiny involves QA of PP exercise books)
- Quality assurance of teaching and learning based on lesson observations and learning walks.
- Strong commitment by the Teaching and Learning Ambassadors to the programme of CPD. This impacts positively on classroom practice.
- The effective tracking of all PP pupils with particularly focus on HAP and VHAP PP pupils to enable pastoral and academic intervention.
- Appraisal targets 2018-19 focused on PP issue

## ACADEMIC SUPPORT

A substantial amount of Pupil Premium funding is spent on ensuring that Pupil Premium pupils are taught in class sizes that ensure that optimal learning can take place. In order to evaluate the progress of Pupil Premium pupils a rigorous programme of quality assurance takes place. Performance outcomes from all year groups including standardised external GCSE results allows staff to monitor and reflect on the quality and effectiveness of provision for our Pupil Premium pupils. SLT members together with subject leaders regularly review data to identify pupils who are not maintaining progress on their individual flight paths. Intervention is provided both pastorally and academically. Target Setting is an important part of the challenge provided to Pupil Premium pupils at All Hallows and ambitious targets are personalised to the individual to avoid underachievement. Inevitably our experience suggests that Pupil Premium Pupils can often fall below expected progress due to underperformance in internal examinations. Strategies are put in place to intervene and support pupils and avoid these pupils moving down into lower sets. This can include both practical support (printing, revision guides etc.) as well as mentoring and emotional support.

<b><i>Expenditure</i></b>	<b>£</b>
Monitoring progress by SLT/HOD/LM	6000
Revision Programmes	4500
Revision resources	600
Homework Club	500
Specific software (Edukey)	500
Literacy programmes	750
Learning Resource Centre – staffing and resources	500
Year 11 Mentoring Programme	500
Remarking of exams	350
<b>Total</b>	<b>14200</b>

## EVIDENCE and IMPACT

- P8 outcomes significantly above national P8 outcomes for PP Pupils.
- PP an agenda item on both Year team meetings and Curriculum meetings
- Good attendance by PP pupils on the revision programmes prior to the examinations. Monitored within departments
- PP involved in Rainbow Reading/IDL literacy initiatives
- Records of expenditure on examination remarks
- Homework club attendance
- Effectiveness of Year 11 Mentoring – Review and evaluation records

## WELLBEING AND MENTAL HEALTH

Like all pupils Pupil Premium pupils will learn best if they are happy and engaged in school life. To ensure that pupils receive the best support to achieve this we offer a range of strategies to support good mental health and wellbeing. Much of this is part of the Personal Development programme but where needed intervention is provided on a more individualised basis.

<b><i>Expenditure</i></b>	<b>£</b>
Pastoral Leader Mentoring	6000
Mindfulness/ School Councillor	2700
Exam Support	
Chaplaincy	500
Mental Health Services	250
School Nurse	300
Enrichment Days	500
CPOMS/PARS for recording Safeguarding/Rewards and Sanctions	400
Year 11 Mentoring Programme	(see previous)
<b><i>Total</i></b>	<b>10650</b>

## EVIDENCE and IMPACTS

- Data indicates that PP pupils have a higher attendance than National figures
- Strong Home – School relationship's and close working relationship with parents
- PP pupils included and well represented in assemblies and chaplaincy events
- PP pupils well represented on Blackpool summer rewards trip
- Monitoring of PP pupils' sanctions including inclusion/exclusion and Friday night numbers
- Head teachers breakfast with PP pupils - very positive responses.

## ATTENDANCE/BEHAVIOUR/REWARDS AND SANCTIONS

It is recognised that pupils make the most progress in school when their attendance is regular and consistent. Pupils need to have clear guidelines on expectations and feel valued and rewarded when they seek to do what is required of them in school. SLT, Pastoral Leaders and Curriculum Leaders aim to monitor and evaluate their use of rewards and sanctions to support this ethos. When Pupil Premium pupils fail to attend school the office provides a first day contact. Efforts are always made to support children attending school whether that be through practical or emotional support. School sanctions such as Friday night detentions, isolation and exclusion are closely monitored in relation to Pupil Premium pupils.

<b><i>Expenditure</i></b>	<b>£</b>
Attendance Officer	1000
Rewards and Sanctions Co-ordinator plus systems and resources	1200
Learning Managers and administration support	750
Assistant Head teacher for Pastoral Care and Safeguarding	1200
TA Provision	1400
School Councillor	(see previous)
<b><i>Total</i></b>	<b>5550</b>

## EVIDENCE and IMPACT

- Data tracking of all PP pupils with regard to absence and persistent absence with interventions employed and impact evaluated
- Data tracking of all PP pupils involved in both internal and external exclusions and Friday night detentions
- Records of first day response and interventions by the Attendance Officer
- Records of PP phone calls in pupil files
- TA timetabling to support challenging behaviours/reluctant learners
- TA provision for alternative curriculum
- School Councillor records to support attendance and behaviour
- Rewards and Sanctions data to monitor PP pupils
- PP pupils attend Rewards trips
- PP pupils are represented in Rewards and Achievement Assemblies
- PP outcome

## ENRICHMENT AND INVOLVEMENT

As part of the drive to ensure that Pupil Premium children are not restricted from accessing aspects of school life that are outside the regular provision of the curriculum, we aim to monitor and support Pupil Premium children fully engaging with all the school has to offer. We provide financial support for kit, show fees, visits, art materials etc. to allow all pupils to have opportunities to develop their talents and interests. We collect evidence on the uptake of extra-curricular activities by Pupil Premium Pupils to ensure that pupils feel they extend their learning as well as fully participate in social and developmental aspects of school life. Each year Pastoral Leaders speak to parents about potential barriers to participation and involvement and seek to remove these.

<b><i>Expenditure</i></b>	<b><i>£</i></b>
Administration including Financial Administration	800
Costs of equipment	40
Pastoral Leaders	500
Peripatetic Provision eg. music	565
Educational Visits including retreats and clubs	1182
<b><i>Total</i></b>	<b><i>3087</i></b>

## EVIDENCE and IMPACTS

- Participation Data of extra-curricular activities including Performing Arts (The show), Sport, Music school and STEM, SVP etc.
- Evidence of PP participation in assemblies, concerts, masses etc.
- Records of payments made to support PP pupils take part in enhanced visits and retreats
- Data records of Parental attendance at parents evenings of all PP pupils
- Annual phone call to parents records in pupil files
- Equipment costs/ Budget centres

## FINANCIAL SUPPORT

It is important that as a school we ensure that no pupil is disadvantaged and unable to engage in their learning or participation in school life simply due to financial resources. We aim to support parents in paying for aspects of the school curriculum and extra-curriculum activities. Once per year the Pastoral Leaders discuss with parents the possible barriers they may feel prevent their child from accessing school life. Discussions take place around the areas where school can contribute, provide or support. Each requirement is unique to the individual circumstances and resources and financial provision is given fairly and equitably according to need.

<b><i>Expenditure</i></b>	<b>£</b>
Administration	800
Uniform/PE Kit	400
Curriculum Visits	453
Bus/Transport Costs	40
Canteen Support	40
ICT equipment	105
Equipment/Revision Guides etc.	350
<b><i>Total</i></b>	<b>2188</b>

## EVIDENCE and IMPACT

- Outcomes in relation to attainment and progress of PP pupils
- Intervention data shows financial contributions towards supporting the curriculum/pastoral needs
- All PP pupils access the full curriculum where appropriate
- All PP pupils have access to the EBAC
- Pupil Voice via the Student Council Minutes
- Learning Manager records of intervention eg. Pen drives, laptops, stationary etc.

## PREPARING FOR THE FUTURE

All pupils require support when transferring from secondary school to their future destination but it is acknowledged that some Pupil Premium pupils require extra input at this time. At All Hallows Pupil Premium pupils will receive priority when meeting with external agencies and with independent careers advice. The school invests in the COPE Award to ensure that the best outcomes can be achieved by many Pupil Premium pupils as well as targeted advice provided during the options process. Pupil Premium Pupils are given opportunities to explore a number of career paths including aspirational routes such as access to university which is provided by external providers. Applications to colleges and apprenticeships are monitored via the Personal Development tutors and the Year 11 Mentoring Programme.

<b><i>Expenditure</i></b>	<b>£</b>
Administration	300
Assistant Headteacher - Careers	720
Independent Careers Advisor	400
Visiting speakers from universities	500
Cope Award	500
Year 11 Mentoring	(see earlier)
Learning Managers	(see earlier)
Post 16 Transition Programme – links to colleges	300
Online resources	100
SENCO	300
<b><i>Total</i></b>	<b>3120</b>

## IMPACTS and IMPACTS

- Destinations Data (3 years)
- Uptake of appropriate post 16 colleges courses
- PP have access to a range of colleges to support their decision making post 16
- Dropout rates are low- NEETS are very low
- Individual access to independent careers advice in Year 9 and in Year 11
- PP HAP pupils access aspirational pathways both in option choices in year 9 and in courses post year 11

## Total Expenditure

<b><i>Area Of The Strategy</i></b>	<b><i>Expenditure £</i></b>
Transition	3175
Teaching and Learning	59250
Academic Support	14200
Well Being and Mental Health	10650
Attendance/Behaviour and Sanctions	5550
Enrichment and Involvement	3087
Financial Support	2188
Preparing for the Future	3120
Total	101220