Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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 Hallows Catholic High School
Number of pupils in school	905
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Sept 2022 – August 25
Date this statement was published	Oct 22
Date on which it will be reviewed	Sept 23
Statement authorised by	C Horrocks
APupil premium lead	A Cooper
Governor / Trustee lead	S McKearney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,967
Recovery premium funding allocation this academic year	£ 13581
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	£117,548

Part A: Pupil premium strategy plan

Statement of intent

At All Hallows we aim to support all pupils to make good progress in all aspects of the curriculum. We also encourage their personal and social development so that they can flourish as individuals and as learners. Our Mission Statement challenges us to 'Grow together in the Spirit of Christ's Love' and this highlights to us the responsibility we have in supporting pupils who face the most challenging circumstances to have access to the resources and support which allows them to thrive in line with all pupils in our school. As with every child in our care, a child who is receipt of Pupil Premium Funding is valued, respected and entitled to develop to their full potential.

At the heart of our approach are 3 key strands:

- *Quality first teaching which focus' on the needs of the individual learners and identifies where disadvantaged pupils may need greater levels of support*
- *A curriculum which is designed to provide opportunity and access so that disadvantaged pupils are expected and able to reach their full potential*
- *An enrichment programme and extra-curricular opportunities which is accessible to disadvantaged pupils which encourages the development of cultural capital, resilience and personal development.*

The context of our school is that 13% of our current pupils are in receipt of Pupil Premium Funding and 8% are currently in receipt of Free School Meals. We feel that sensitivity around addressing the needs of these pupils is an important aspect of the strategy. Pupil Voice would suggest that pupils do not want to be treated differently than other pupils and some pupils are even unaware that they are in receipt of the funding.

Due to our relatively low numbers, our Pupil Premium strategy has been designed to be individualised and bespoke. It allows for decisions around support to be made on an individual level, based on diagnostic assessment and with the knowledge and understanding of the individual's needs and challenges. This allows us to track pupil progress, create high expectations in relation to attendance, behaviour and outcomes whilst providing early intervention where necessary.

Pastoral care is essential to the success of the strategy and the Learning Managers work with curriculum staff to support recovery and resilience. Alongside supportive services such as the National Tutoring Service, School –Led Tutoring and Mental Health Services, we aim to use evidence based research from the EEF to target resources most effectively. We ultimately believe that there is a whole school responsibility for the high academic and non-academic outcomes of our disadvantaged pupils and that we work together effectively as a school community to aim to achieve these.

Challenges

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

Challenge number	Detail of challenge
1	***Raise achievement outcomes for Disadvantaged Pupils.*** Disadvantaged pupils enter All Hallows with generally lower attainment levels than their peers. Average SATs equivalent entry in 2022 for Non-disadvantaged was 106 compared to 101 for the disadvantaged. 28% of disadvantaged pupils failed to reach expected standard in Maths and 28% in English Reading Outcomes in KS4 also show a significant gap with the leavers 2022 cohort achieving a A8 of 61.93 for the Non-disadvantaged compared to 42.43 for the disadvantaged.
2	***Addressing Knowledge Gaps for Disadvantaged Pupils*** Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are backed by several national studies. We have identified key learning gaps with many disadvantaged pupils falling further behind in key subject areas.
3	***Ensuring equitable access to equipment and educational resources*** Parental conversations highlight the need for additional support in the provision of ICT equipment, uniform, educational materials, printing and transport services.
4	***Addressing persistent absence of Disadvantaged Pupils*** Data suggests that there is a disproportionate amount of our Persistent Absentees are disadvantaged. Overall absenteeism in Y9-11 year group cohorts is higher for disadvantaged pupils compared to non-disadvantaged. During the pandemic our internal monitoring systems would suggest that engagement of disadvantaged pupils was lower than non-disadvantaged even when significant efforts were made to address this issue.
5	***Increase participation in enrichment and extra-curricular activities for Disadvantaged Pupils*** A significant proportion of our disadvantaged pupils are reluctant to participate in school visits, residential trips, intervention and voluntary clubs and activities. Data for 2021 Year 11 after school intervention indicated that 67% of disadvantaged engaged and attended at least one subject block of intervention.
6	***The provision of appropriate support for Social and Emotional Issues for Disadvantaged Pupils*** Our pastoral data shows that disadvantaged pupils post Covid have high prevalence of social and emotional issues compared to non-disadvantaged pupils. 15% of disadvantaged pupils have accessed support via our Pastoral Support Assistant, our school councillor or external mental health providers.
7	***To improve and sustain the number of behavioural sanctions that all pupils receive particularly including the disadvantaged pupils***

	Disadvantaged pupils consistently receive a disproportionate number of sanctions This includes low level behaviours, detentions and periods of isolation and exclusion.
8	***To provide personalised support for disadvantaged pupils to sustain the low number of NEET pupils and ensure appropriate pathways are sought.*** Data for 2022 leavers shows that there were 2 NEET pupils (one of which was disadvantaged). Destination data suggests that disadvantaged pupils go on to attend a wider number of tertiary colleges than non-disadvantaged pupils.

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
Raised achievement for Disadvantaged Pupils	Reduction in the proportion of disadvantaged pupils who remain below expected performance. Increased P8 score for disadvantaged pupils. Reduced gap between outcomes for Disadvantaged and Non-Disadvantaged
Addressing Knowledge Gaps for Disadvantaged Pupils	Diagnostic testing (Reading Age/PLC's) provides evidence that re-teaching and tutoring has been able to increase disadvantaged pupils knowledge and understanding of the wider curriculum. A greater proportion of pupils are on track to achieve their targets Pupil Voice indicates that intervention and tutoring has increased the academic confidence of the pupils.
Ensuring equitable access to equipment and educational resources	Ensuring that all disadvantaged pupils have access to all items of equipment and resources which are considered necessary to provide full access to the curriculum. Evidenced by pupil voice, parental surveys and evidence logs.
Addressing low attendance and persistent absence of Disadvantaged Pupils whilst improving overall attendance	Ensuring a sustained attendance rate for all pupils of over 96%. Reducing the number of disadvantaged pupils who have less than 90% attendance. Narrowing the gap between the attendance of disadvantaged and non-disadvantaged pupils. An improvement in the attendance of 'hard to reach' persistent absentees.
Increase participation in enrichment and extra-curricular activities for Disadvantaged Pupils	Monitoring of uptake by disadvantaged pupils will allow greater level of targeted support to those pupils who currently do not engage. Strategies to encourage participation can then be more effective and the overall success criteria being an increase in disadvantaged pupils becoming more involved in enrichment and extra-curricular activities.
The provision of appropriate support for Social and Emotional Issues for Disadvantaged Pupils	Increasing and sustaining high levels of wellbeing. Evidenced by: • Qualitative data from student voice, student and parent evidence and HOY monitoring

	• Data indicating that a significant majority of our disadvantaged pupils benefit from engaging with our enrichment and extra-curricular provision.
To improve and sustain the number of behavioural sanctions that all pupils receive particularly including the disadvantaged pupils	Reducing the number of Friday Night detentions particularly for disadvantaged pupils and to reduce the gap between the disadvantaged and non-disadvantaged in overall sanctions received.

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: *£83,568*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of diagnostic testing in English and Mathematics to support KS2-3 transition, Reading Age etc	'Standardised tests can provide reliable insights into the specific strengths and weaknesses of individual pupils to help ensure they receive the correct additional support through interventions and teacher instruction': ***Standardised Tests/ Assessing and Monitoring Pupil Progress/ Educational Endowment Foundation (EEF)***	1,2
Embedding the work of Literacy and Numeracy Co-ordinator to support who provide whole school cross curricular strategies to support reading and numeracy.	'Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. ***EEF Improving Literacy guidance report (2019)***	1,2
CPD for HOD to include curriculum development in line with the Ofsted framework by developing metacognition, retrieval practice and self-regulation skills throughout the KS3 and KS4 curriculum.	'The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective' 'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) ***EEF Toolkit: Metacognition and Self-Regulation***	1,2

Whole school CPD on identifying and teaching pupils with SEND eg. Autism	Some disadvantaged pupils also have SEND needs. This year's whole school appraisal target is to develop the curriculum with particular reference to SEND needs. Specific external CPD for all staff will be provided to develop their understanding and needs of these pupils. *"Many vulnerable pupils are more likely to be subject to SEND "under-identification"* **Identifying pupils with special educational needs and disabilities. Education Policy Institute funded by the Nuffield Institute**	1,2,3,7
CPD and Departmental Support for Online Learning through MSTeams and Google Classroom	As long as pupils have access to ICT resources a blended curriculum can provide greater opportunities for flexible learning and 24/7 learning. '*Leaders in these schools did not see remote education as a barrier to curriculum delivery. They thought the learning opportunities, level of engagement and expectations should be the same regardless, through a centralised, aligned curriculum.'* **DfE Remote Education Research Feb 21**	1,2,3
Develop Quality Assurance Strategies to improve the amount of Quality First Teaching	'*The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring that every teacher is supported in delivering high quality teaching is essential for achieving the best outcome for all pupils, particularly the most disadvantaged amongst them'* **EEF Toolkit: High Quality Teaching**	1,2,3

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

Budgeted cost: £*13,265*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on the teaching of phonics	Using specialist phonics teaching to support weaker readers in Year 7 and 8. *'If an older reader is struggling with decoding, phonics approaches will still be appropriate.'* **EEF Toolkit: Phonics**	1,2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 extended school day (optional)	Creation of a Lesson 7 in all viable subjects. All disadvantaged pupils will be encouraged to attend and transport costs covered if required. *"After school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours' provision."* **EEF Toolkit: Extending School Time**	1,2,5
Year 7 and 8 Literacy/Numeracy, cross curriculum and improved resilience project	Before school hours' projects supporting the learning of literacy and numeracy but also involving team building, personal resilience, coaching and cross curricular skills such as problem solving. Part of the project will be offsite. This is being offered to all disadvantaged pupils in Year 7 and 8 *'Some pupils will require additional support alongside high quality teaching in order to make good progress. The evidence suggests that small group and one to one interventions can be a powerful tool for supporting these pupils when used carefully'* **EEF Toolkit: Targeted Academic Support**	1,2,5,6,7
One to One Tutoring – Bespoke online tutoring for disadvantaged and vulnerable pupils	Offered to all disadvantaged pupils as an add on to the school day. This will take place in the home environment and monitored by the tutoring service as well as by the Maths, English and Science department in school. It is designed to re-teach and secure learning where gaps exist. *'Small group tuition can improve learning outcomes by up 4 months'* **Educational Endowment Foundation**	1,2,5,6
Pastoral and Academic Interventions after each Data Collection Point to evaluate provision for disadvantaged pupils.	*"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centered approach. These assessments allow us to do this, as and when our students are ready."* **Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy**	1,2,6

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

Budgeted cost: £16,587

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

Enhancing provision in the Learning Resource Centre	'Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others' *The Reading Agency 2015.*	1,2,5,6
Specific Wellbeing Teaching in the Personal Development Curriculum supported by Enrichment Day activities	*'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'* *EEF Toolkit: Social and Emotional Learning*	1,5,6,7
Embedding the work of the two Pastoral Support Workers to work alongside Learning Managers	*'Targeted approaches to SEL seem to have greater impacts on average'* *EEF Toolkit: Social and Emotional Learning*	1,5,7
New administration assistant who will focus on recording intervention and enrichment/extra-curricular data	*'There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology.'* *EEF Toolkit: Individualised Instruction*	1, 5
Increased Councillor hours provided and additional support from two external Mental Health Workers	*'Resilient pupils were also more likely to have a growth mindset. That is, resilient pupils recognise challenges as external, understanding they can be confronted and tackled. They believe that their efforts at school contribute to their success in school and the future.'* *NFER research (2018)*	5,6,7
Strategies employed to monitor and improve attendance	The attendance officer and Learning Managers apply strategies to support attendance such as the funding of transport and first day response. *'Make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.'* *'Robust school systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups'* *'Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's*	1,4

	social care and early help services which are working with families.' *DfE: Improving school attendance: support for schools and local authorities*	
One to One Careers Support from Year 9 (pre-options) to support disadvantaged pupils and ensure that aspirational pathways can be supported	Disadvantaged pupils are offered multiple opportunities to receive qualified independent careers advice. *'Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves'* **EEF Toolkit: Aspiration Interventions**	1,8
Specific representation through Student Council and Pupil Voice	*'These pupils like being noticed, considered important and appreciated - a member of staff knowing your name and talking to you, that seems to be the most impactful. It shows you are important.'* **Research to understand successful approaches to supporting the most academically able disadvantaged pupils: University of Warwick**	
Track and monitor rewards and sanctions to meet and address challenges with the support of pastoral staff	'*Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.'* **EEF Toolkit: Behaviour Interventions**	1,7
Facilitate the building of Cultural Capital for disadvantaged pupils	*'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'* **EEF Toolkit: Arts Education**	4,6,7

Total budgeted cost: £ *113,420*

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. This cohort were significantly affected by Covid and we were unable to operate many of our strategies as effectively as we would have wanted.

Outcomes from GCSE/Nationals and BTEC 2022				
	A8	P8	% achieved the EBacc at Grade 4+	% achieved Eng Lng and Maths at 4+
Disadvantaged	42.43	-0.52	20%	40%
Non-Disadvantaged	61.93	+0.62	13%	85%

Externally provided programmes

Programme	Provider
Mental Health Provider	Satveer Najjar
External Careers Support	Gary Morris
School Nurse	Gill Stec
EHMP	Compass UK
Self-Harm	Butterfly and Phoenix Project
Mental Health Support	CAMHS
Mental and Physical Health	Nuffield Health

Service pupil premium funding (optional)

Further information (optional)