

Pupil premium strategy statement – All Hallows Catholic High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	912
Proportion (%) of pupil premium eligible pupils	11.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Alison Cooper (Headteacher)
Pupil premium lead	Andrew Clitheroe Assistant Headteacher
Governor / Trustee lead	Mrs S McKerney Deputy Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,235
Recovery premium funding allocation this academic year	£25,806
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£N/A

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:

1. Quality first teaching which focus' on the needs of the individual learners and identifies where disadvantaged pupils may need greater levels of support.
2. A curriculum which is designed to provide opportunity and access so that disadvantaged pupils are expected and able to reach their full potential.
3. 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 11.4% of our current pupils are in receipt of Pupil Premium Funding and 6% 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.

To ensure success our plans must:

1. Support a challenging curriculum for all our pupils.
2. Be adaptable to account for burgeoning issues that could lead to underachievement.
3. Be evidence-based.
4. Continue to foster a shared understanding regarding how all staff support all our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Raise achievement outcomes for Disadvantaged Pupils. Disadvantaged pupils enter All Hallows with generally lower attainment levels than their peers. Average SATs equivalent entry in 2023 for Non-disadvantaged was 107 compared to 104 for the disadvantaged.</p>
2	<p>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.</p>
3	<p>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.</p>
4	<p>Increase participation in enrichment & 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.</p>
5	<p>The provision of appropriate support for Social and Emotional Issues for Disadvantaged Pupils Our pastoral data shows that disadvantaged pupils have a higher 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.</p>
6	<p>To provide personalised support for disadvantaged pupils to sustain the low number of NEET pupils and ensure appropriate pathways are sought. Data for 2023 leavers shows that there were 0 NEET pupils. Destination data suggests that disadvantaged pupils go on to attend a wider number of tertiary colleges than non-disadvantaged pupils.</p>
7	<p>High expectations & aspirations Lesson observations and work scrutiny suggest many lower attaining disadvantaged pupils lack appropriate strategies when faced with challenging tasks.</p> <p>Often the quality of their written work is hampered by the poor levels of literacy and poor-quality written work. Developing a positive mindset and a culture of high aspiration for all will be key to ensuring success. Ensuring that an ambitious curriculum provides support and appropriate levels of challenge for all, will consequently support our more disadvantaged pupils.</p>

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 extracurricular 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: 1. Qualitative data from student voice, student and parent evidence and HOY monitoring. 2. 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 sanctions particularly for disadvantaged pupils and to reduce the gap between the disadvantaged and non-disadvantaged.

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: £ 121,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of diagnostic testing in English and Mathematics to benchmark pupils and measure impact of interventions</p>	<p>Use of nationally standardised tests like GL assessments (Reading, spelling or CATS) provide robust information about the specific strengths and weaknesses our pupils. These tests are designed to indicate a pupil's propensity to succeed at school. We will use them to identify those pupils requiring further support, chose appropriate teaching groups and retest when necessary to monitor interventions. (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Embedding the work of Literacy and Numeracy Coordinator to support who provide whole school cross curricular strategies to support reading and numeracy.</p>	<p>'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)</p>	<p>1,2,7</p>
<p>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.</p>	<p>'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.</p>	<p>1,2,7</p>
<p>Developing a whole school approach to reading and literacy. In addition to existing literacy interventions (thinking/reading/bedrock) every subject area shall develop opportunities for Oracy in the curriculum.</p>	<p>Disciplinary literacy is a proven approach to improving literacy across the curriculum. Teachers in every subject become responsible for teaching students how to read, write and communicate effectively in their subjects. We know that there can be as much as a 27% gap in the vocabulary between pupils whose parents are in the lowest quintile for earnings vs those in the top quintile.</p>	<p>1,2</p>

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
Recruit additional pastoral support assistant	"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, 5

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

Budgeted cost: £ 18,500

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	1,2,7
Maths and English intervention sessions within the timetable	Research from the EEF indicates that one to one and small group tuition can be a highly effective intervention (average of 5 months of progress). These programmes are most effective when tuition is provided by experienced teachers who know the pupils and are familiar with taught curriculum in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,7
Literacy and Numeracy breakfast club	Research from the EEF indicates that one to one and small group tuition can be a highly effective intervention.	1,2,7
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	1,2,5

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

Budgeted cost: £ 23,805

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
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	5
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Member of SLT (JWA) to oversee and champion issues regarding attendance.	Research has repeatedly demonstrated that poor attendance is linked to poor academic attainment, engagement and sometimes behaviour across all stages. Despite this, evidence also suggests that small improvements in attendance can lead to meaningful improvements in outcomes for pupils. We know that our disadvantaged pupils are absent more often than their non-disadvantaged peers.	3
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	5
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	1,2,6
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	1,2,4,7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 163,305

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Disadvantaged	Non Disadvantaged
Cohort	28	154
Average Attainment 8	44.89	50.01
Average Progress 8	-0.41	+0.45
% with 4+ E and M	78.6%	83.8%
% with 5+ E and M	50%	52.6%
% achieving the EBacc at 4+	14.3%	19.5%

The vast majority of our PP pupils do take courses that contribute to EBACC. Additionally, we are pleased to offer a broad, balanced and flexible curriculum for our pupils including BTEC and vocational options for some of our disadvantaged learners. Literacy continues to be embedded across the curriculum and the thinking reading programme has been particularly effective in supporting some of our lowest ability readers.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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