

Pupil Premium Strategy Statement

for



**All
Hallows
Catholic
School**

Our School Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium (PP) 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.

What School Overview

Detail	Data
School name	All Hallows
Number of pupils in school	1381
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Dave Spare
Pupil premium lead	Dora Tennant
Governor / Trustee lead	Natalie Boniface

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,650.00
Recovery premium funding allocation this academic year	£2,392.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£73,433.00
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	£153,475.50

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects, that leads to successful next steps.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including increasingly high levels of progress for those who are already high attainers. We will identify and address key barriers to learning and the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Research, [such as the Educational Endowment Foundation](#), has proven this to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-



disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the external tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and that they are fully equipped with all of the strategies they need for great learning
- act early to intervene at the point need is identified, through the use of robust monitoring systems
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Progress of PP students as a cohort is lower than that of the non-PP cohort
2	Attendance of PP students as a cohort is lower than that of the non-PP cohort
3	Ensuring consistently high-quality teaching in all classrooms
4	Awareness of PP students and their needs, such as potentially lower literacy levels and the impact that this can have on their progress at school.
5	Ensuring that PP students have access to wider opportunities and enrichment activities to increase cultural capital
6	Engagement of PP families to ensure equality of opportunity for all students.
7	Well-being of students as we emerge from the pandemic

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
To narrow the gap in progress measures for all year groups	The gap between PP and non-PP students narrows without an overall reduction in standards
Narrow the gap in attendance between PP and non-PP students in all year groups	The gap between PP and non-PP students narrows without an overall reduction in standards
Increased awareness of PP students from staff and a higher level of engagement at school events e.g. parents evenings	All staff aware of and catering for PP students PP champions appointed by all departments



	Evidenced by achievement data, observational evidence gathered, student voice, parents evening attendance in line with peers by 2024.
Improved access to cultural capital for students	PP students achieve our new "Leadership award" at the same rate as non PP students Engagement in extra-curricular opportunities is high for all groups

What 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 & Retention)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of a common school wide approach to teaching</i>	Programme based on Rosenshines principle of instruction, breaking lessons into 4 phases – connection, activation, demonstration, consolidation	1,3,4
<i>Disciplinary literacy - CPD for staff on the importance and power of it</i>	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1,3,4
<i>Tier 2 language development</i>	EEF research emphasising importance of Tier 2 language in student attainment	1,3,4,
<i>Coaching programme for all staff</i>	EEF and Sutton Trust reports on the impact of coaching on student attainment and progress, supported by research from Hattie	1,3,4
<i>Curriculum reform KS3 – broaden cultural capital</i>	A broad, balanced and challenging curriculum is fundamental to the progress of all pupils and is critical to the development of cultural capital for PP students	1,3,4,

Targeted Academic Support (for example: tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading programme – teacher reading out loud – lesson time</i>	EEF research showing impact of improved literacy across the curriculum	1,3,4



<i>Lucid testing to provide baseline reading ages to assist staff</i>	Use of standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,3,4
<i>Intervention in Maths & English – Y11 plus additional classes in KS3 English</i>	EEF research showing impact of one to one tuition and small group teaching	1,3,4
<i>Targeted careers advice following Gatsby benchmarks</i>	Experience tells us that students who receive high quality careers advice and set clear achievable goals are more likely to succeed. Also the Careers Education Company report in 2020 highlights the positive effect that excellent careers education can have.	1,3,4

Wider Strategies (for example: related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance – we will continue to work with parents & carers to ensure that attendance of PP students is as high as non-PP students.</i>	Long standing data from DfE demonstrates that attendance is a key component in the success of all children, especially disadvantaged ones	2
<i>Well being</i>	Covid-19 has had a major impact on the mental health of many students and that has been seen more starkly amongst disadvantaged students	7
<i>House system & leadership awards</i>	Involvement in leadership and voice activities can improve students' and pupils' learning as well as helping them to develop the skills and traits needed for success outside of the classroom.	5



<i>Engagement with families</i>	Positive engagement by families has a significant impact on student motivation and attainment. We aim to ensure that attendance at parents evening for PP students is as high as non-PP students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
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Total budgeted cost: £ 125,000

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 2020 to 2021 academic year.

Our internal tracking data of students shows that the gap is narrowing between PP and non PP students. The EBacc entry for all students has reduced in recent years.

Attendance during 2020-21 was 95.2% and was well above the national average and during lockdowns we had a significant number of our vulnerable students attending school as a direct result of the work we did to engage with families.

During 2020-21 well-being and mental health were significantly impacted primarily due to Covid-19 and addressing the impact of this remains a high priority for the school moving forward.

Student surveys during 2020-21 told us:

- *70% of students preferred the 100-minute lessons*
- *Valued the new House System and Rewards*
- *Valued the introduction of counselling*

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
One to one tuition for Maths & English (Y11)	mytutor.co.uk

