

Pupil Premium Strategy Statement (2025-2028)

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 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 outcomes for disadvantaged pupils last academic year. .

What School Overview

Detail	Data
School name	All Hallows
Number of pupils in school	1514
Proportion (%) of pupil premium eligible pupils	15 % (PP Eligible)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Nicky Gill
Pupil premium lead	Nicky Gill
Governor / Trustee lead	Alison Paterson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,691.16
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	£209,126.16

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 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. Reading and oracy	Assessments and observations with KS3 students indicate that disadvantaged students have lower levels of reading comprehension than their peers.
2. Dysregulation	Behaviour data, including incident records, internal and external suspension rates show a disproportionate representation of disadvantaged students. Disadvantaged students account of a disproportionate amount of the internal exclusion and suspension rates. Observations and data suggest a lot of these students lack self-regulation strategies to cope with challenging tasks and situations which has a negative impact on their learning. This is also reflected in the disproportionate number of homework logs for disadvantaged students compared to non-disadvantaged.
3. Wellbeing, belonging and sense of connectedness	Observations and pastoral data have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged students, including their attainment due to impact on attendance and presence in school and lessons.
4. Attendance	Attendance data indicates that attendance among disadvantaged students is on average 1% lower than the figure for all students across year 7-11. Whilst attendance for all students and disadvantaged students is significantly higher than the national average figure, there is a strong desire to close our internal gap and variation within year groups. Observations and data indicate that SEMH need is a significant factor in student absence.
5. Attainment	The GCSE attainment of disadvantaged students at GCSE is lower than non-disadvantaged students.



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
Reading and Oracy To ensure identification and support for disadvantaged pupils with low levels of literacy is timely and well targeted	All disadvantaged pupils to routinely complete reading tests Student data used to appropriately target intervention and support Teachers recognise improvement in engagement in lessons as a result of improved comprehension of materials
Dysregulation Improved self regulation skills among disadvantaged students across the school	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning The need for extended exit from lessons is reduced The total time spent in the Ark is reduced resulting in an increasing presence in lessons
Wellbeing, belonging and sense of connectedness To improve awareness of wellbeing for all students, including those who are disadvantaged	Positive levels of wellbeing demonstrated by - reduced number of pastoral referrals - qualitative data from student voice, student and parent surveys and teacher observations - increase in participation in enrichment activities, particularly among disadvantaged students
Attendance Maintain narrow gap in attendance between PP and non-PP students in all year groups	Sustained high attendance Decreased difference in attendance between year groups
Attainment To maintain a narrow gap in progress measures for all year groups	The gap between PP and non-PP students remains narrow without an overall reduction in teaching standards

What Activity in this Academic Year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example: CPD, Recruitment & Retention)

Budgeted cost: £ 72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Monitoring and maintaining a common</i>	Programme based on Rosenshines principle of instruction, breaking lessons into 4 phases -	1, 2, 3, 4



<i>school wide approach to teaching</i>	connection, activation, demonstration, consolidation Consistency of routines and classroom expectations maintained	
<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>Disciplinary literacy - Continued CPD for staff on disciplinary literacy with a focus on Oracy</i>	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1, 2, 3, 4
<i>Homework - CPD for all staff on ensuring homework is effective and inclusive</i>	EEF Teaching and learning toolkit on impact of homework	1,2,3,4
<i>Scheduled year group testing to provide baseline reading ages</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	1,2
<i>Tutor time reading programme</i>	EEF research showing impact of improved literacy across the curriculum	1,2,5
<i>Staff CPD on developing resilience / trauma informed approaches</i>	Resilience ball information	4, 5
<i>Develop self regulation skills in all pupils through PSHE</i>	Teaching metacognitive strategies to pupils can help develop independent learners and support self regulation . EEF Teaching and learning toolkit metacognition and self regulation	4, 5

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 and small group academic interventions for pupils in need of additional support delivered in addition to and linked to normal lessons</i>	EEF research showing impact of one to one tuition and small group teaching Teaching assistant interventions	1, 2, 3, 4
<i>Adapted curriculum time to incorporate additional english classes in KS3</i>	EEF research showing impact of one to one tuition and small group teaching	1, 2, 3



Targeted careers advice following Gatsby benchmarks	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
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Wider Strategies (for example: related to attendance, behaviour, wellbeing)

Budgeted cost: £ 63,510

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 Embedding good practice from DfE guidance on working together to improve school attendance	1, 3
<i>1:1 and small group pastoral interventions for pupils in need of additional support (ELSA, Social groups,</i>	EEF Toolkit Social and emotional learning	1,4,5
<i>HOY CPD and behaviour interventions</i>	Both targeted interventions and universal approaches have positive overall effects. EEF Toolkit behaviour Interventions	1, 4, 5
<i>House system & leadership awards - Achievement monitored and celebrated</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.	3, 4, 5
<i>Engagement with families - Allocated family funding to support families addressing personal barriers to learning and education - Scheduled reminders of funding availability in line with trips/experiences or educational resources - aHOYs acting as first point of contact for all PP students in their year groups</i>	Positive engagement by families has a significant impact on student motivation and attainment.	3, 5

Total budgeted cost: £ 185,510



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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during 2024-25, using national assessment data and our own Internal assessments.

Data demonstrates that pupil premium students are achieving above the national average however the gap between PP and non PP remains.

Attendance during 2024-25 was 91% (with a slight increase shown from 2023-24) and was well above the national average, however this is still lower than the average for the the year which was 92%

Behaviour data suggests that PP students form a dispraportionate number of suspensions and Internal Isolations which has Infomred our focus for this year on developing regulation strategies for students.

Student surveys during 2025 told us:

- *Students feel engaged and Involved In lessons*
- *Students feel safe in school*

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

Further Information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising support from our local [Mental Health Support Team](#) and Educational Psychologist, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

