

## Pupil premium strategy statement

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 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 RC High
Number of pupils in school	705
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	A Cavanagh
Pupil premium lead	G Grundy
Governor / Trustee lead	M Peat

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,735
Recovery premium funding allocation this academic year	£89,456
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,745
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£409,936

## Part A: Pupil premium strategy plan

### Statement of intent

All Hallows is a vibrant, inclusive multicultural inner city Catholic school. Our intention is that all our pupils, no matter their background, achieve their full potential. Our pupil premium strategy is designed to help all of our disadvantaged pupils to achieve that goal.

Research has consistently shown that high quality teaching has the greatest impact on the progress and attainment of disadvantaged learners. Teaching and learning, therefore, is the main focus of our pupil premium strategy. All our pupils will benefit from this, including our non-disadvantaged pupils.

The Covid-19 pandemic has greatly impacted on the education of all pupils but in particular those that are disadvantaged. The National Tutoring Programme is a key part of our strategy to enable any pupils to catch up on lost learning.

Our strategy addresses the common challenges that are faced and uses an evidence based approach to identify the most appropriate way of helping our pupils to succeed.

Our aim is that all our pupils experience a broad and balanced curriculum which builds their confidence, social skills and cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>Figures for the academic year (2020/21) showed that attendance for disadvantaged pupils was 3.4% lower than for non-disadvantaged pupils.</p> <p>Data for the last academic year (2021/22) has shown that attendance for disadvantaged pupils is between 3% and 4% lower than for non-disadvantaged pupils.</p> <p>31% of disadvantaged pupils have been persistently absent compared to 18% of non-disadvantaged pupils.</p> <p>Non-attendance of school has a big impact on the progress of disadvantaged pupils.</p>
2	<p><b>Reading and Comprehension</b></p> <p>Over the last two years between 44% and 56% of our disadvantaged pupils have arrived with a reading age below age-related expectations. This compares to between 33% and 36% of our non-disadvantaged pupils. This impacts their progress in all subjects</p> <p>Over the last two years, on arrival, our disadvantaged pupils have been between 16 and 21 months below their expected reading age. This compares to between 4 and 7 months below for our non-disadvantaged pupils.</p> <p>Observations have shown that our disadvantaged pupils have lower reading comprehension levels than our non-disadvantaged pupils. This has a negative impact on the progress made in all subjects. In addition, many of our pupils don't read at home and don't have access to books.</p>
3	<p><b>Disadvantaged Pupils below age related expectations on entry</b></p> <p>Over the last five years between 17% and 67%* of our disadvantaged pupils arrived below age related expectations in maths compared to between 13% and 49%* of our non-disadvantaged pupils.</p>

	<p>Over the last five years between 22% and 53%* of our disadvantaged pupils arrived below age related expectations in English compared to between 14% and 39% * of our non disadvantaged pupils.</p> <p>*In the last two academic years we have used KS2 SATS papers internally to assess the pupils.</p>
4	<p><b>Impact of school closures and emotional well being</b></p> <p>After assessing our disadvantaged pupils on their return to school it is evident that they have been impacted by the school closures to a greater extent than our other pupils.</p> <p>The attendance of disadvantaged pupils to online lessons was lower than the other pupils. Several national studies over the past year have backed up our findings.</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
To improve the attendance of all our pupils but in particular our disadvantaged pupils.	Improved attendance by 2024/25 shown by: <ul style="list-style-type: none"> <li>● overall attendance of 95% and the attendance gap between disadvantaged pupils and other pupils to be lower than 2%.</li> <li>● a reduction in the percentage of persistently absent pupils to below 16% and the disadvantaged pupils persistent absence being no more than 5% higher than the other pupils.</li> </ul>
To improve the reading ages and comprehension skills of all our disadvantaged pupils in Key Stage 3.	<ul style="list-style-type: none"> <li>● The gap between the reading ages of our disadvantaged and other pupils has narrowed.</li> <li>● GORT tests to show throughout Key Stage 3 that our disadvantaged pupils' reading ages have become more in line with their chronological reading age.</li> <li>● Reading ages of disadvantaged pupils, on average, to be no more than 12 months below their chronological age by the end of Key Stage 3.</li> </ul>
Attainment to be improved for our disadvantaged pupils at the end of Key Stage 4.	2024/25 KS4 outcomes: <ul style="list-style-type: none"> <li>● an average Attainment 8 score of</li> <li>● an average P8 score of &gt; 0 (or equivalent, where available)</li> <li>● to improve the average EBacc point score.</li> </ul>
To improve wellbeing for all pupils, in particular those who are disadvantaged.	Wellbeing improved for all pupils by 2024/25. Evidenced by: <ul style="list-style-type: none"> <li>● The % of disadvantaged pupils who participate in extracurricular activities in the school is in line with the % of disadvantaged pupils in the school.</li> <li>● Positive data from Parent and Pupil surveys.</li> <li>● Teacher observations</li> </ul>

## 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: £ 285,000 (supported from other budgets)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning to focus on evidence based strategies to support Quality Wave One Teaching.	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) states that high quality wave one teaching has the biggest impact on the progress of disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	2, 3 and 4
Ensure the curriculum delivery strategy can be realised for all students by keeping class sizes small. This involves employing the equivalent of five extra teachers.	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. (Reducing class size - EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	2, 3 and 4
Teaching Assistants	<p>“Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.”</p>	2,3 and 4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 68,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Begin a reading intervention strategy which focuses on pupils' comprehension .	Reading comprehension strategies can have a big impact across all Ebacc subjects.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2
Year 11 pupils to be given one to one tutoring in EBacc subjects by teaching staff. At least 60% of the pupils targeted will be disadvantaged .	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  (Educational Endowment Fund 2020)	2 and 3
The National Tutoring Programme to be delivered by teaching staff. We will target the pupils who have been most impacted by the Covid-19 pandemic in Key Stage 3. The majority of pupils who	Tuition sessions which specifically target gaps in pupils' knowledge are an effective method to support pupils who have fallen behind. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2, 3 and 4.

receive tutoring will be disadvantaged . Pupils of all abilities will be targeted.		
Revision guides purchased for all pupils in Year 11 in maths, English and science.	Evidence shows that homework tasks have a positive impact on secondary school pupils (+5 months).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	2,3 and 4
An extension of the school day for all Year 11 pupils.	Programmes that extend the school day, have on average, a positive impact on pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	2,3 and 4

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

Budgeted cost: £ 92,000 ( supported from other budgets)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To continue to 'diminish the difference', by maintaining specialist 'Engagement' programmes, targeting hard-to-reach students requiring additional support in social aspects of learning in all year groups.	"Disadvantaged pupils are four times more likely to be excluded from school." P Humphries (HMI)  Giving these pupils the opportunity to attend an alternate provision (with a bespoke curriculum) keeps them in an educational setting and prevents this from happening.	1 and 4



<p>Music Tuition Disadvantaged pupils to have access to learning a musical instrument.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>3</p>
<p>Additional pastoral support. Caritas Counselling, pastoral support, chaplain etc.</p>	<p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p> <p>The EIF report on adolescent mental health showed that school based interventions such as counselling can reduce anxiety and depression and improve social skills.</p>	<p>1, 3 and 4</p>
<p>Attendance  Attendance officer etc.</p>	<p>Poor attendance has a huge impact on the attainment of pupils.</p> <p><a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a></p>	<p>1</p>

**Total budgeted cost: £ 445,000 (£35,064 supported from other budgets)**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was **-0.36** (including the English Literature TAGs, **-0.63** if the TAGs aren't included). For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was **39.21** (with TAGs and **37.1** without). See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019. Our 2022 cohort missed a great deal of school time both due to national lockdowns and isolation periods.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 figures was **37.5** and for non-disadvantaged pupils it was **52.6**. For Progress 8, the national average score for disadvantaged pupils was **-0.55** and for non-disadvantaged pupils it was **0.15**. Our P8 figure of **-0.36** is above the national PP average of **-0.55** but below 0 which is our long term target. Our A8 figure of **39.21** is above the 2021/22 national average for disadvantaged pupils.

The Key stage 4 data shows that, while our pupils are achieving above the national average, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below where we want it to be. (Our target is to be above 0 as it was in 2018 and 2019).

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was **0.32**, and the Attainment 8 score was **51.14**. (There is a gap of 0.68 in our progress scores) Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

Our disadvantaged pupils had an attendance of 89% in 2021/22. This compares favourably with the national disadvantaged attendance of 84.9%. Our non disadvantaged pupils had an attendance of 92.6%. Absence among disadvantaged pupils was 3.6% higher than their non disadvantaged peers in 2021/22 and persistent absence 9% higher. It is worth noting that attendance in 2021/22 continued to be greatly affected by the

pandemic. Raising the attendance of our disadvantaged pupils continues to be a focus on our plan.

## 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
PiXI	PiXL
Seneca	Seneca
Lexia	Lexia
MathsWatch	MathsWatch

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

### **Additional activity**

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

- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. The All Hallows Charter and eXtras will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate and over time to secure better outcomes for pupils.