

Pupil premium strategy statement

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 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	742
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	E Walker
Pupil premium lead	G Grundy
Governor / Trustee lead	N Johns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£323,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,517
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	£332,507

Part A: Pupil premium strategy plan

Statement of intent

All Hallows is a vibrant, inclusive multicultural inner city 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, including those who are already high attainers.

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.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

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. We will take a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Data for the last academic year (2023/24) has shown that attendance for disadvantaged pupils was nearly 4% lower than for non-disadvantaged pupils.</p> <p>In 2023/24, 28% of our disadvantaged pupils were persistently absent compared to 11% of our non-disadvantaged pupils.</p> <p>The attendance for our disadvantaged pupils, however, was above the national average for disadvantaged pupils in 2023/24 .</p> <p>Non-attendance of school has a big impact on the progress of disadvantaged pupils.</p>
2	<p>Reading and Comprehension</p> <p>Over the last three years between 2022 and 2024 (inclusive), between 33% and 39% of our disadvantaged pupils have arrived with a reading and comprehension score below expected standard. This compares to between 18% and 29% of our non-disadvantaged pupils. This impacts the progress of the pupils in all subjects.</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>Mathematics</p> <p>A greater number of disadvantaged pupils arrive below age expectations than non-disadvantaged pupils.</p> <p>Disadvantaged Pupils nationally arrive in secondary school below age related expectations on entry in mathematics</p> <p>Over the last three years between 2022 and 2024 (inclusive), between 31% and 38% of our disadvantaged pupils have arrived with a maths score below expected standard. This compares to between 17% and 31% of our non-disadvantaged pupils.</p>
4	<p>Wellbeing</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high. 60 pupils (24 of whom are disadvantaged) currently require additional support with social and emotional needs.</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 2026/27 shown by: <ul style="list-style-type: none"> • overall attendance of 95% and the attendance gap between disadvantaged pupils and other pupils to be lower than 3%. • a reduction in the percentage of persistently absent disadvantaged pupils to below 16% and the disadvantaged pupils persistent absence being no more than 5% higher than the other pupils.
To improve the reading and comprehension skills of all our disadvantaged pupils in Key Stage 3.	<ul style="list-style-type: none"> • Tests at the end of KS3 show significant improvement in the reading and comprehension of our disadvantaged pupils. • Teachers recognise an improvement through engagement in lessons and book scrutiny.
Improved attainment outcomes among disadvantaged pupils at the end of KS4.	By 2026/27 KS4 outcomes: <ul style="list-style-type: none"> • an average Attainment 8 score of 46 • an average P8 score of > 0 (or equivalent, where available)
To improve wellbeing for all pupils, in particular those who are disadvantaged.	Wellbeing improved for all pupils by 2026/27. Evidenced by: <ul style="list-style-type: none"> • The % of disadvantaged pupils who participate in extracurricular activities in the school is in line with the % of non disadvantaged pupils in the school. • Positive data from Parent and Pupil surveys. • Teacher observations

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: £ 295 000

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.	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. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	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.	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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	2, 3 and 4
Teaching Assistants	“Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to	2,3 and 4

	<p>learning and ‘catch-up’ with previously higher attaining pupils.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £70 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Begin a reading intervention strategy which focuses on pupils’ comprehension</p> <p>Form tutors to lead the reading of a book twice a week during registration.</p>	<p>Reading comprehension strategies can have a big impact across all Ebacc subjects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2
<p>The National Tutoring Programme to be delivered by teaching staff and external tutors. The majority of pupils who receive tutoring will be disadvantaged . Pupils of all abilities will be targeted.</p>	<p>Tuition sessions which specifically target gaps in pupils’ knowledge are an effective method to support pupils who have fallen behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2, 3 and 4.

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

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

Budgeted cost: £95 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	<p>"Disadvantaged pupils are four times more likely to be excluded from school."</p> <p>P Humphries (HMI)</p> <p>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.</p>	1 and 4
Music Tuition Disadvantaged pupils to have access to learning a musical instrument.	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3
Additional pastoral support. Caritas Counselling, pastoral support, chaplain etc.	<p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</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>	1, 3 and 4

<p>Attendance</p> <p>Embedding good practice set out in DfE's guidance on <u>working together to improve school attendance</u>.</p> <p>Attendance officer etc.</p>	<p>Poor attendance has a huge impact on the attainment of pupils.</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total budgeted cost: £ 460 000 (£127,493 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments.

For 2024, 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 **-0.07**. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was **45.1**. See [DfE guidance](#) for more information about KS4 performance measures

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils and to results achieved by our non-disadvantaged pupils. For Progress 8, the national average score for disadvantaged pupils was **-0.57 (2023)** and for non-disadvantaged pupils it was **0.16**. Our P8 figure of **-0.07** is considerably higher than the national PP average of **-0.57** and only just below 0 which was our long term target in our previous strategy report. The national Attainment 8 score for disadvantaged pupils in 2023/24 figures was **34.5** and for non-disadvantaged pupils it was **50**. Our A8 figure of **45.1** is well above the 2023/24 national average for disadvantaged pupils.

The Key stage 4 data shows that our PP pupils are now achieving only slightly below the national average for progress and attainment (our target was to be above 0 at the end of our last strategy report). Our initial predicted figures for the 2024/25 cohort show that we are forecasting an A8 score of 44.8 for our disadvantaged pupils.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has now decreased. The Progress 8 score of our non-disadvantaged pupils was **0.45**, and the Attainment 8 score was **52.3**. (There is a gap of 0.42 in our progress scores, down from 0.77 in the last academic year).

Our disadvantaged pupils had an attendance of 92.1% in 2023/24. This compares favourably with the national disadvantaged attendance of 82.9%. Our non-disadvantaged pupils had an attendance of 95.4%. Attendance among disadvantaged pupils was 3.3 points lower than their non-disadvantaged peers in school in 2023/24. The non-disadvantaged pupils nationally had an attendance of 92.8% in 2023/24. This is a gap of only 0.7 points with our disadvantaged pupils.

28% of our disadvantaged pupils were persistently absent in 2023/24 (The national average for disadvantaged pupils was 45%). 11% of our non disadvantaged pupils were persistently absent (national average was 20%). This is a gap of 17 points. There was, however, only an 8 point gap between our disadvantaged and the national disadvantaged. Raising the attendance of our disadvantaged pupils continues to be a focus on our plan.

In 2023/24, 39% of attendees at extra- curricular clubs were disadvantaged. 61% of attendees were non - disadvantaged. This means that the percentage of PP pupils who attended clubs is broadly in line with the PP percentage of the whole school cohort. This is pleasing and is a result of our continual focus on encouraging PP pupils to attend clubs.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above

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
PiXL	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.