



Pupil Premium Strategy Report 2020/2021

National Guidelines

The Pupil Premium is a Government initiative designed to address the under-achievement of our most disadvantaged children, nominally those who are (or have been at any point in the last six years) eligible for free school meals (FSM), or are looked after by the Local Authority. It is up to schools to decide how best to use this additional funding, however, they must report how it is used to parents in a transparent manner, and evaluate its impact on students eligible for free school meals.

While the number of students receiving free school meals determines the funding for a specific school, this should be regarded as a 'proxy indicator', as schools are required to diminish **any** attainment gap by addressing the underachievement of **any** cohort or group of students. In short, the Pupil Premium will be used to address the under-achievement of any student, not just those students who attract specific funding. At All Hallows RC High School, we are committed to ensuring that the attainment and progress of all pupils is supported.

All Hallows RC High School Pupil Premium Funding Allocation

For the financial year April 2020 to March 2021 the school received £ 299,870 for 314 Pupil Premium pupils.
(47% of the whole school cohort of 673)

For the financial year April 2021 to March 2022 the school is projected to receive £ 290,320 for 304 Pupil Premium pupils.
(45% of the whole school cohort of 673)

An outline of how the school has allocated funding is shown in the pages below with many of the initiatives which began in the previous year(s) continuing and new initiatives being introduced.



In the academic year Sept 2020 to August 2021 there are 128 students on roll in Year 11.

44% of the year group (56 pupils) are classified as disadvantaged and eligible for the Pupil Premium.

Impact from Pupil Premium Funded Initiatives from 2018-2020

Progress 8	2018	2019	2020 *	National Average (2019)
All pupils	0.16	0.47	0.29	0
Pupil Premium Pupils	0.11	0.41	0.39	-0.37 (approx)
Non Pupil Premium Pupils	0.26	0.55	0.19	0.13

* The 2020 results are Centre Assessed Grades (CAG's) which were used as a result of the Coronavirus Pandemic.

Pupil Premium pupils have made excellent progress during their time at All Hallows in 2019 and 2020. Their P8 score is significantly above the national average for non PP pupils (as seen in the table).



BASIC MEASURES		2018	2019	2020*	2019 National Average
5+ in Eng & Maths	All Pupils	31%	43%	53%	43%
	Pupil Premium	18%	38%	48%	25%
	Non Pupil Premium	48%	48%	59%	50%
4+ in Eng & Maths	All Pupils	56%	65%	68%	65%
	Pupil Premium	42%	59%	63%	44%
	Non Pupil Premium	75%	71%	72%	72%

The percentage of Pupil Premium pupils achieving the basic measures has increased in 2020 (CAG) for both 4+ in English and maths and 5+ in English and maths.



PUPIL PREMIUM STRATEGY

2020-2021

Pupil premium pupils have been greatly affected by the COVID-19 pandemic. PP pupils have less access to ICT equipment and are much less likely to have quality internet access. These are vital tools to allow pupils the opportunity to access remote learning in the event of any further disruption to schools. PP pupils are also more likely to live in unstable home situations so they will be even more affected by any potential school closures.

During the first lockdown period PP pupils were supported by staff throughout. Unfortunately, many of our PP pupils did not possess the ICT equipment needed to access remote learning and the internet connections for some pupils was also a problem. In some cases we were able to lend a pupil one of the school's laptops but there was only a finite amount of these. Work was provided in folders where possible and delivered to pupils' houses but this was not an adequate substitution for face to face learning in school. As a result some PP pupils did not make expected progress during the final term of 2019/20.

There is the strong possibility that pupils may have to isolate at various times during this academic year and will need to have the necessary equipment to access "live lessons". The government has said that they intend to provide laptops for any disadvantaged pupils who may need them. ****JAN 2021 UPDATE** . During the course of this academic year there have been instances where groups of pupils have had to isolate. The government provided us with laptops to allocate to pupils who couldn't access work online. Since the start of Lockdown 3 (the second school closure) we have sourced further supplies of laptops and dongles for pupils who don't have internet access.**

Since the return to school in September 2020 PP pupils have been educated within year group bubbles where they have been safe and received high quality wave one teaching.

Meal vouchers were delivered to homes and regular conversations took place in person and over the phone to check on pupils' welfare throughout lockdown.



We will continue to respond to the needs of our Pupil Premium cohort and the gaps in attainment between these and non Pupil Premium students by maintaining and developing on successes made in this area in previous years. Through the review and revision of existing strategies and the development of new interventions we aim to respond to the needs of students and increase educational aspirations and outcomes.

Our key focus will be to continue to employ and train staff against a curriculum model that allows us to keep class sizes small, which allows us to effectively deploy the support of teaching assistants and intervention staff and which means that the specific learning needs of students within identified cohorts and/or where gaps in attainment are evident, can be more ably met.

Our strategy will develop with new initiatives emerging as the year progresses and as interventions and their impact for and on student attainment is reviewed across the year.

Due to the large number of Pupil Premium students at All Hallows most of our provisions are offered to all students, but we ensure that all PP students are targeted to ensure they receive the maximum support available.



Barriers to future attainment for PP pupils

- Lack of equipment and internet provision to access remote learning in the event of further lockdowns.
- Lower starting points in literacy and numeracy for some PP pupils on arrival in Year 7.
- High attaining PP learners who are not making the expected progress.
- Lower attendance rates for pupils eligible for the pupil premium.
- Poor home learning environment for some learners which prevents good quality study, homework and revision.

Desired outcomes

- Pupil Premium pupils to have access to all remote learning opportunities during the pandemic
- Diminish gaps between PP and non PP learners in Year 7 and 8 in numeracy and literacy. Improve the chronological reading age of affected cohorts in both year groups.
- There is no difference in the attendance of PP students and other students.
- More rapid progress across KS3 for all affected learners to ensure that they are ready for the challenge of a more robust KS4.
- To maintain a positive progress score for Pupil Premium learners at KS4.
- Progress scores for PP learners to be in line with non PP learners in all year groups in all subject areas. Reduce the progress gap between PP and non PP learners at KS4.



- To further increase PP attendance and reduce behaviour points for PP learners.
- Destination outcomes of PP students will be aspirational.
- To reduce exclusions for PP learners.

Interventions that will support and feed into the overall strategy

- Literacy: A range of programmes/software/techniques to be used with the students with a reading age below their chronological reading age. Small group and one to one sessions that support and develop reading for lifelong learning and enjoyment.
- Numeracy: focused intervention sessions once a week for learners with below average numeracy test scores at KS2/entry to school.
- English as an additional language: deploy staff and resources to support the language needs of students in accessing a full curriculum. (26% of the PP cohort are EAL pupils)
- Deploy teaching assistants effectively to support learning in and out of the classroom wherever the need for targeted intervention is identified.
- Continue to develop high quality feedback mechanisms that support student understanding and growth.
- Raise aspirations through a robust careers programme; incorporating professional careers advice, university visits, employability skills and awareness of career opportunities.
- Counselling service for affected learners who need additional support to attend school and make good progress.



Pupil Premium Funded Initiatives 2020 – 2021

Item/Project	Resource Allocation	Objective	Budget Allocation	Intended Impact
Curriculum				
Ensure the curriculum delivery strategy can be realised for all students by keeping class sizes small.	3 x Core subject teachers TA support of PP eligible pupils	To diminish the attainment gap between PP and Non PP eligible students in school and nationally. Funding allows the small class size curriculum delivery strategy adopted by the school to be deployed for the benefit of all students.	£166,041 (Based on 3 x Ups 3 Teachers – FTE) (£55,347 x 3=£166,041) £27,088 (Based on a TA3 – Pt 17 – FTE/TTO + 1 Week)	Positive outcomes for PP pupils in the GCSE exams, that compare favourably with national averages for non PP pupils and continue our recent success.



<p>Maintain the focus on the attainment and progress of pupils who do not have English as their first Language. Work focuses across the Curriculum Programme, with extended focus on KS3 students in preparation for GCSE examinations.</p>	<p>Employment/deployment of specialist tutors and staff to provide bespoke support for targeted EAL students</p> <p>EMTAS tutor</p> <p>Employed staff member with EAL support responsibilities</p>	<p>Funding has been used to focus on the individual needs of EAL students and continues the work begun in previous years around an increase in the level of mentoring in this important area.</p>	<p>£13,544</p> <p>£5,344</p> <p>(Based on a TA3 – Pt 17 – 0.5 FTE)</p> <p>(Based on 10% of Salary for</p> <p>Head of MFL – EAL Support)</p>	<p>EAL pupils to make progress at least in line with non EAL pupils at GCSE and to have a positive P8 score.</p>
<p>Maintain a focus on diminishing the gap, in terms of attainment and progress by continuing to expand the offering of vocational</p>	<p>Onsite provision Construction (CSkills Level 1); plus physical resources Sports Leaders award and Horticulture.</p>	<p>The school has historically offered vocational subjects both on-site and off-site working with external organisations and LA teams. The Pupil Premium has allowed continuation of this offering and given students the opportunity to achieve academic qualifications and workplace based learning which continues.</p>	<p>£18,736 (Based on 50% of the construction tutor time)</p> <p>£13,093 (Based on 50% of the construction technician time)</p>	<p>A widening of career choices, experiences and opportunities for PP pupils.</p>



<p>qualifications, to engage and to tailor learning for difficult-to-reach students</p>				
<p>Deployment of a Transition Team focused on targeted interventions which introduces students to secondary education.</p>	<p>Transition Mentor (0.5 WTE) Head of Year 7 (Pupil Progress Leader) (1 WTE) Multi-Sport Coaches (1 WTE) Salford Foundation – primary liaison summer school</p>	<p>A series of workshops and events are run both at Partner Primary schools and at All Hallows aimed at easing the transition process.</p>	<p>£13,260 (Based on 50% of Transition Mentor salary) £2,500 (Based on the average cost of a Pupil progress leader) £12,319 (Cost of 50% of Multi-Sport Coach – FTE)</p>	<p>PP pupils make a smooth transition from primary to secondary education.</p>



		Alongside this All Hallows deploys a number of staff into (7) primaries to support transition opportunities and inter school competition and activities	£2,300	
		Resources and staffing of Summer School. Resources and staffing of transition events and support.	£5,500	
Teaching and Learning				
To continue to work to diminish the gap, especially in terms of attainment and progress, in Literacy across the Curriculum Programme with extended focus on Y11 students in preparation for GCSE examinations.	Employment/Deployment of specialist tutors to provide bespoke support in English for targeted students Lexia Intervention	Funding has been used to continue the work begun in previous years around an increase in the level of mentoring in this key curriculum area with one to one tuition and smaller class sizes. It has allowed school the ability to offer individual intervention and targeted interventions to boost academic performance.	£ 13,554 (Based on 50% of TA Time on a TA3 – PT 17 doing Maths/English interventions) £21,670	The teaching of phonics is effective in enabling pupils to tackle unfamiliar words. Pupils completing Reading Recovery on average increased their spelling age by more than 2 years and Reading age by 3 or more years.



			(Based on 80% of TA Time on a TA3 – PT 17)	
To continue to work to diminish the gap, especially in terms of attainment and progress, in Numeracy across the Curriculum, with an extended focus on Y11 students in preparation for GCSE examinations.	Employment of specialist tutor to provide bespoke support in Maths for targeted students. Year 7 1-2-1 tutor (0.2 wte)	Funding has been used to continue the work begun in previous years around an increase in the level of mentoring in this key curriculum area with one to one tuition and smaller class sizes. It has allowed school the ability for individual intervention to boost academic performance	£4,000	Pupils who arrive below a standardised score of 100 in numeracy at KS2 to make progress.



<p>Provision of a specific budget for the support of academic opportunity for LAC students.</p> <p>Deployment of staff to support student needs</p>	<p>Through regular assessment and monitoring of students attainments needs and of student specific requirements.</p> <p>Specialist equipment, resources and additional learning support was made available to support the learning needs of LAC students.</p>	<p>The school is committed to ensuring that LAC students do not miss out on opportunities to enhance their individual attainment levels due to an inability to access necessary resources.</p> <p>Staff are deployed to support students impacted within this important area</p>	<p>£6,488</p> <p>(Based on 10% of LAC Co-Ordinator in School – Teacher(T McAvoy)</p> <p>£3,965</p> <p>(Based on 10% of LAC TA Support in School)</p> <p>£1,000</p> <p>(Resources for LAC)</p>	
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<p>Continue and develop support programmes for very vulnerable KS3 students, in each of Years 7, 8 and 9, along with working with primary partner schools to enhance the primary/secondary transition process.</p>	<p>1 x Teacher - FTE 1 x TA1 - FTE Multi sports Coach (1), Primary Co-ordinator. Event costs , Physical Resources , SNSSP provision, BEP provision</p>	<p>Funding has allowed for the continuation and further development of a transition programme, coordinated at Senior Leadership level, and supported by the Transition Mentor.</p>	<p>£51,385 (Based on UPS 1 of a teaching scale) £19,826 (Based on TA 1) £36,162 (50% of the primary sports co-ordinator)</p>	<p>In the past CAU pupils, on average, improved their numeracy age by +2.4 years. Pupils in the Aquinas centre improved their word reading on average by +1.8 years, comprehension age by +1.0 years and spelling by +1.4 years. This will again be the aim for all the PP CAU and Aquinas students.</p>
Enrichment				
<p>To 'diminish the difference', in terms of extra curricular facilities, including musical instrument</p>	<p>Cost of service from Music Service and peripatetic tutors</p>	<p>The school is able to continue to offer PP students the opportunity to continue and commence personalised musical instrument tuition at GCSE level from the Music Services.</p>	<p>£7,000 (Out of 47 Pupils taking GCSE Music, 27 pupils are PP) – This is the schools</p>	<p>PP students to engage well and enjoy wider opportunities to perform and gain valuable experience in the community. PP students to fulfil their potential in Music GCSE.</p>



tuition. LA funding removed Sept 2011.			contributed amount to support this)	
Provision of targeted reward interventions for year 11 students who are PP eligible and who have been identified as being in need of additional focused academic support.	Deployment of SLT and key staff to act as individual/small group mentors in an attempt to increase the attainment levels of a targeted group of students.	The school is committed to ensuring that all students achieve the very best that they can in all subjects. Through identification of vulnerable cohorts the school can better support their individual learning needs.	£9,639 Based on an average L17 x 6 members of SLT x 3 hours per week x 8 Weeks) £66.91 per hour x 3 Hrs per week x 8 Weeks =£1,605.84 x 6 members of SLT	The reward interventions will contribute to positive outcomes for PP students. Reward focus will be maintained in the coming year but will be developed to include wider revision and mentoring strategies
Working to develop intervention and enrichment and reward programmes that support the	Educational trips to Universities and Centre of excellence. Supporting pupils with costs of extra-curricular activities and classes.	The pupil premium funding has allowed us to offer additional support to pupils across a number of disciplines; Gifted and Talented, EAL, SEN, Year group Cohorts. Interventions included PP students visiting a number of Tertiary	£13,330	Pupils report a raise in aspiration and wider education and employment options.



personal development needs of students	Encourage parental engagement through award communications and ceremonies, encouraging students to recognise and celebrate their successes. Support by a dedicated staff member - TA3 - Pt17 (0.5fte).	education establishments including Oxford University, Newcastle University and Manchester University. PP eligible students to be prioritised and to take part in all interventions in school.		
Pastoral Support				
To continue to 'diminish the difference', by maintaining specialist	Use of: <ul style="list-style-type: none"> • Enterprise Liaison • Salford Foundation 	This provision has been offered to students to enhance their social welfare and greater wellbeing in school.	£9,036 (TA3, Pt17 - 1/3 of time)	Development of social and emotional growth, anger management, self-esteem and confidence.



<p>'Engagement' programmes, targeting hard-to-reach students requiring additional support in social aspects of learning in all year groups.</p>	<ul style="list-style-type: none"> • Caritas Counselling • 'In house' teams and external partnerships. • Connexions 	<p>The cost of this has risen significantly and without the pupil premium funding school would have had to cut back on this offering.</p>	<p>£6,390 (50% of Salford Foundation annual cost).</p> <p>£16,648 (80% of annual CARITAS costs).</p> <p>£5,125 (50% of Connexions cost).</p>	<p>.</p>
	<p>Employment of a Pastoral Manager to lead and support the work of the pastoral Team and ensure all students needs are met</p>			<p>£12,655 (50% of the Pastoral Support Salary)</p>
<p>Attendance</p>				



<p>Maintain and develop specialist 'Engagement' programmes aimed at targeting hard to reach students and persistent refusers.</p>	<p>Use of specialist providers to provide an alternative curriculum and education off site.</p>	<p>The funding has allowed the school to continue to use and expand bespoke timetables.</p> <p>This has allowed greater engagement in learning for particular students, who otherwise would not engage in normal classroom learning.</p>	<p>£ 45,000 (5 alternative provision places with the LA. £9,000 each)</p>	<p>This provision will be supplemented and supported by Alternative Curriculum provision in the coming year.</p>
<p>Increase pupil punctuality and attendance to above national average over the academic year</p>	<p>Recognition and reward programmes with a half termly focus on raising punctuality and attendance.</p> <p>Staff deployed to support parental engagement around punctuality and attendance</p> <p>Pupil awareness of time as they arrive at school</p>	<p>The attendance officers and SLT lead run a series of focused and targeted interventions aimed at raising pupil punctuality and attendance figures across the year.</p> <p>Attendance reward programmes are in place across the school</p> <p>This area remains a key focus</p>	<p>£3,000</p> <p>£23,965 (Social Inclusion Officer - 70% of time)</p> <p>£8,385 (Assistant Head Teacher - 10% of time)</p> <p>£2,512</p>	<p>Pupil attendance for the year matches the national average.</p>



			(Admin Staff -10% of time)	
		Total spend	£ 600,460	
		Total allocation	£ 299,870	
		Supported by school budgets	£ 300,590	