



All Hallows RC High School Pupil Premium Strategy Report 2019/2020

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 2019 to March 2020 the school received £ 302,940 for 324 Pupil Premium pupils.
(52% of the whole school cohort of 629)

For the financial year April 2020 to March 2021 the school is projected to receive £ 291,720 for 312 Pupil Premium pupils.
(47% of the whole school cohort of 660)

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



In the academic year Sept 2019 to August 2020 there are 125 students on roll in Year 11.

47% of the year group (59 pupils) are classified as disadvantaged and eligible for the Pupil Premium.

Impact from Pupil Premium Funded Initiatives from 2017-2019

Progress 8	2017	2018	2019 (unvalidated)	National Average
All pupils	-0.03	0.16	0.49	0
Pupil Premium Pupils	-0.08	0.11	0.42	Approx -0.4
Non Pupil Premium Pupils	-0.00	0.26	0.57	0.13

Pupil Premium pupils have seen their progress increase over the last two years. The 2019 PP progress figure is significantly higher than the national average for non PP pupils.

BASIC MEASURES		2017	2018	2019
5+ in Eng & Maths	Pupil Premium	22%	18%	38%
	Non Pupil Premium	28%	48%	48%
4+ in Eng & Maths	Pupil Premium	42%	42%	59%
	Non Pupil Premium	53%	75%	71%

The percentage of Pupil Premium pupils achieving the basic measures has increased in 2019 for both 4+ in English and maths and 5+ in English and maths.



PUPIL PREMIUM STRATEGY

2019-2020

We will continue to respond to the needs of our Pupil Premium cohort and the gaps in attainment between these and other 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

- 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

- 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.
- That 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.
- 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 2019 – 2020

Item/Project	Resource Allocation	Objective	Budget Allocation	Intended Impact
Curriculum				
<p>Ensure the curriculum delivery strategy can be realised for all students by keeping class sizes small.</p>	<p>3 x Core subject teachers TA support of PP eligible pupils</p>	<p>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.</p>	<p>£158,559 £26,659</p>	<p>Positive outcomes for PP pupils in their GCSE exams, which compare favourably with the national averages for non PP pupils and continue our recent success.</p>
<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 EMTAS tutor 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>£13,330 (TA3-Pt17-0.5FTE) £4,887 (10% of teacher salary)</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 qualifications, to engage and to tailor learning for difficult-to-reach students</p>	<p>Off-site provision Hair & Beauty; Vocational placement, Alternative Provision (SoL, Brighter Futures, CSIN) Onsite provision Construction (CSkills Level 1); Horticulture; plus physical resources Sports Leaders award</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>£18,171 £12,678</p>	<p>A widening of career choices, experiences and opportunities for PP pupils.</p>
<p>Deployment of a Transition Team focused on targeted interventions which introduces students to secondary education.</p>	<p>Transition Mentor (0.5 WTE) Dedicated 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>Alongside this All Hallows deploys a number of staff into (7) primaries to support transition opportunities and inter school competition and activities</p> <p>Resources and staffing of Summer School</p> <p>Resources and staffing of transition events and support</p>	<p>£93,704 (Staff costs)</p>	<p>PP pupils make a smooth transition from primary to secondary education.</p>



Teaching and Learning				
<p>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.</p>	<p>Employment/Deployment of specialist tutors to provide bespoke support in English for targeted students</p> <p>Lexia Intervention</p>	<p>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.</p> <p>It has allowed school the ability to offer individual intervention and targeted interventions to boost academic performance.</p>	<p>£ 13,330</p> <p>£21,327</p>	<p>The teaching of phonics is effective in enabling pupils to tackle unfamiliar words.</p> <p>Pupils completing Reading Recovery on average increased their spelling age by more than 2 years and Reading age by 3 or more years.</p>
<p>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.</p>	<p>Employment of specialist tutor to provide bespoke support in Maths for targeted students.</p> <p>Year 7 1-2-1 tutor (0.2 wte)</p>	<p>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.</p> <p>It has allowed school the ability for individual intervention to boost academic performance</p>	<p>£4,000</p>	<p>Pupils who arrive below a standardised score of 100 in numeracy at KS2 to make progress.</p>



<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>£6,174</p> <p>£2,665</p> <p>£1,000</p>	
<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</p> <p>1 x TA1 - FTE</p> <p>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>£48,882</p> <p>£17,384</p> <p>£34,407</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 tuition. LA funding removed Sept 2011.</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</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>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>£1,445</p>	<p>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</p>
<p>Working to develop intervention and enrichment and reward programmes that support the personal development needs of students</p>	<p>Educational trips to Universities and Centre of excellence. Supporting pupils with costs of extra-curricular activities and classes. Encourage parental engagement through award communications and ceremonies, encouraging students to recognise and</p>	<p>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 education establishments such as: Oxford University, Newcastle</p>	<p>£13,330</p>	<p>Pupils report a raise in aspiration and wider education and employment options.</p>



	celebrate their successes. Support by a dedicated staff member - TA3 - Pt17 (0.5fte).	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 'Engagement' programmes, targeting hard-to-reach students requiring additional support in social aspects of learning in all year groups.	Use of: <ul style="list-style-type: none"> ● Enterprise Liaison ● Salford Foundation ● Caritas Counselling ● 'In house' teams and external partnerships. ● Connexions 	This provision has been offered to students to enhance their social welfare and greater wellbeing in school. The cost of this has risen significantly and without the pupil premium funding school would have had to cut back on this offering.	£8,886 (TA3) £6,390 (50% of Salford Foundation annual cost). £16,800 (80% of annual CARITAS costs). £6,750 (50% of Connexions cost).	Development of social and emotional growth, anger management, self-esteem and confidence.



	Employment of a Pastoral Manager to lead and support the work of the pastoral Team and ensure all students needs are met		£15,334	PP pupils are supported throughout their time in school.
Attendance				
Maintain and develop specialist 'Engagement' programmes aimed at targeting hard to reach students.	Use of specialist providers to provide an alternative curriculum and education off site.	The funding has allowed the school to continue to use and expand bespoke timetables. This has allowed greater engagement in learning for particular students, who otherwise would not engage in normal classroom learning.	£ 36,000 (4 alternative provision places with the LA)	This provision will be supplemented and supported by Alternative Curriculum provision in the coming year.
Increase pupil punctuality and attendance to above national average over the academic year.	Recognition and reward programmes with a half termly focus on raising punctuality and attendance. Staff deployed to support parental engagement around punctuality and attendance Pupil awareness of time as the arrive at school	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. Attendance reward programmes are in place across the school This area remains a key focus	£3,000 £22,687 (Social Inclusion Officer - 70%) £7,906	Pupil attendance for the year matches the national average.



			(Assistant Head Teacher - 10%) £2,245 (Admin Staff -10%)	
		Total spend	£ 602,243	
		Total allocation	£ 302,940	
		Supported by school budgets	£ 299,303	