**Pupil Premium Report September 2018**

**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) 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 under-achievement 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 2016 to March 2017 the school received £338,045 for 354 qualifying students; 346 FSM6, 5 LAC and 4 Post LAC students (58% of the whole school cohort - 610)

For the financial year April 2017 to March 2018 the school is projected to receive £334,530 for 352 qualifying students, 346 FSM6 and 6 LAC students (57% of the whole school cohort - 616)

For the financial year April 2018 to March 2019 the school is projected to receive £ 331,439 for 334 qualifying students, 331 FSM6 and 3 LAC (54% of the whole school cohort 622)

For the academic Year September 2017 to August 2018 the school is projected to receive £332,786 in Pupil Premium related funding

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 2017 to August 2018 there were 114 students on roll in Year 11.

53% of the year group were Pupil Premium eligible

**Impact from Pupil Premium Funded Initiatives**

In recent years the figures in terms of 5A\*-C (including English and Maths) show that the gap between Pupil Premium eligible students and Non Pupil Premium eligible students at All Hallows RC has narrowed from 32.8% in 2013, 20.8% in 2014, 19.6% in 2015 to 11% in 2016.

Due to new qualification assessment grades and point scores for exams, this data is no longer comparable between year groups.

**Progress 8** (2015-16) – All Pupils 0.00 PP eligible pupils -0.21 and Non PP eligible pupils +0.31

**Progress 8** (2016-17) – All Pupils -0.01 PP eligible pupils -0.032 and Non PP eligible pupils +0.023

**Progress 8** (2017-18) – All pupils 0.151 **Attainment 8** (2017-18) All pupils 44.89

**In Mathematics:** The gap in attainment between PP eligible students and Non PP eligible students has narrowed from 14.6% in 2014 to 10% in 2016, in 2017 PP eligible students at All Hallows out performed Non PP eligible students (64.4 against 62.3 respectively),

In 2017 63.4% of students achieved 4+ in maths in 2018 the figure dropped slightly to 59.1%.

**In English:** The gap in attainment between PP eligible students and Non PP eligible students narrowed from 12.6% in 2014 to 6% in 2016, however in 2017 we have seen an increase in the gap between PP eligible students and Non PP eligible students (49.2 against 60.4 respectively). In 2017 54.5% of students achieved 4+ in English, in 2018 the figure increased significantly to 71.8%.

The Individual initiatives and their impact for students are detailed in the table below

**Pupil Premium Funded Initiatives 2017 – 2018**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item/Project** | **Resource Allocation** | **Objective** | **Budget Allocation** | **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. | £155,684 | Positive outcomes for pupils overtime.  Positive impacts for PP eligible pupils have been seen in Maths and Sciences. |
| Following a dip in the English results in 2016-17 this area was made a focus for 2017-18 | Subject improvement plan redesign supported by Senior Leader, focussed staff training took place, lesson plans were reviewed and redrafted. In depth data analysis helped to understand individual and group development needs. | To raise the outcomes for students in English and to diminish the gap between cohorts through focussed intervention. | £9,800 | An increase in the attainment achieved by students in English at summer 2018. |
| Maintain focus on diminishing the gap, in terms of attainment and progress, for 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. | Employment/deployment of specialist tutors and staff to provide bespoke support for targeted EAL students  EMTAS tutor    Employed staff member with EAL support responsibilities | 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. | £24,929 |  |
| 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 | 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 | 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. | £67,066 | A widening of career choices, experiences and opportunities for pupils. |
| Deployment of a Transition Team focused on targeted interventions which introduces students to secondary education | 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 | A series of workshops and events are run both at Partner Primary schools and at All Hallows aimed at easing the transition process.  Alongside this All Hallows deploys a number of staff into (7) primaries to support transition opportunities and inter school competition and activities  Resources and staffing of Summer School  Resources and staffing of transition events and support | £86,383 |  |
| **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  KS3 1-2-1 tutor (0.4 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 and targeted interventions to boost academic performance. | £ 14,440 | 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. |
| To continue to work to diminish the gap, especially in terms of attainment and progress, in **Numeracy** across the Curriculum Programme, with extended focus on Y11 students in preparation for GCSE examinations. | Employment of specialist tutors to provide bespoke support in Maths for targeted students  KS3 1-2-1 tutor (0.6 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 | £ 22,800 |  |
| Provision of a specific budget for the support of academic opportunity for LAC students.  Deployment of staff to support student needs | Through regular assessment and monitoring of students attainments needs and of student specific requirements.  Specialist equipment, resources and additional learning support was made available to support the learning needs of LAC students. | 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.  Staff are deployed to support students impacted within this important area | £13,417 |  |
| 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. | CAU Support (0.6 wte),  TA1 (1 wte),  Multi sports Coach (1),  Primary Co-ordinator.  Event costs , Physical Resources ,  SNSSP provision, BEP provision | Funding has allowed for the continuation and further development of a transition programme, coordinated at Senior Leadership level, and supported by the Transition Mentor. | £34,828 | In the 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. |
| **Enrichment** | | | | |
| To ‘narrow the gap’, in terms of extra curriculum facilities, **musical instrument tuition.** LA funding removed Sept 2011 | Cost of service from Music Service and peripatetic tutors | The school is able to continue to offer students the opportunity to continue and commence personalised musical instrument tuition at GCSE level, from the Music Services, after the existing funding stream for these students was removed. | .  £20,000 | Students engage well and have enjoyed wider opportunities to perform and gain valuable experience in the community. |
| 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. | £4,200 | It is difficult to extract hard data for this area and claim attainment success overtime, soft data is evident in the form of increased relationships, confidence of students and staff understanding of student needs.  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 personal development needs of students | 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 celebrate their successes. Support by a dedicated staff member (0.3wte). | 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 Further Educational establishment including Oxford University, Newcastle University and Manchester Universities  PP eligible students take part in all interventions in school. | £12,733 | Pupils report a raise in aspiration and wider education and employment options. |
| **Pastoral Support** | | | | |
| To continue to ‘narrow the gap’, by maintaining specialist **‘Engagement’** programmes, targeting hard-to-reach students requiring additional support in social aspects of learning in all year groups. | Use of Enterprise Liaison; Salford Foundation; Connexions; Caritas Counselling and ‘In house’ teams and external partnerships. | 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. | £44,944 | Development of social and emotional growth, managing of anger, 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 |  | £19,949 |  |
| **Attendance** | | | | |
| Maintain and develop specialist **‘Engagement’** programmes aimed at targeting hard to reach students and persistent refusers | Use of specialist providers to provide an alternative curriculum and education off site, including Private Tutelage (Randstad Education. Kit McGrath Ltd) | 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. | £ 34,600 | 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 | £6,000 | Pupil attendance for the year matches the national average. |
|  | | Total spend £ 571,773    Total allocation £ 332,786    Supported by school budgets £ 238,987 | | |