



All Hallows Catholic College

Pupil Premium Strategy 2024/2025

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1046
Proportion (%) of pupil premium eligible pupils	17% (174 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 to 2025/26
Date this statement was published	5 th November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Timothy Beesley, Principal
Pupil premium lead	Alex Cook/Jo Pridding, Assistant Principals
Governor / Trustee lead	Helen Rawlinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,350
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	Ended
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£196,350

Part A: Pupil premium strategy plan

Statement of intent

We provide our students with the best possible opportunities to succeed. We understand that no single intervention provides a complete solution to complex educational issues and it is important that we operate a multi-faceted approach. Our aim is to ensure that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Within our strategy we consider the challenges faced by vulnerable students such as those with a social worker or young carers. The provision outlined in this statement is intended to support student needs regardless of whether they are disadvantaged or not.

We know that high quality teaching and learning is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The intended outcomes of our strategy detailed below will sustain and improve the progress of non-disadvantaged students alongside progress of disadvantaged peers.

We continue to use an evidence informed approach to best practice surrounding the use of the Pupil Premium. This includes explicit use of the recommendations in the EEF suite of resources to support the effective use of the pupil premium, including their 'menu of approaches'. This statement is also supported through the use of the DFE guidance on using pupil premium. Additionally, we have reviewed and responded to the following resources:

- *'The Student Premium, how schools are spending the funding successfully to maximise achievement.'* OFSTED (2013).
- *'The Student Premium, how schools are using the Student Premium to raise achievement for disadvantaged students.'* OFSTED (2012).
- *'Evaluation of Student Premium Research Report', Department for Education, (July 2013).*
- *'A guide to Effective Student Premium Reviews by the Teaching School Council.'* (2018)
- [The tiered approach to Pupil Premium spending | Education Endowment Foundation \(d2tic4wvo1iusb.cloudfront.net\)](https://www.educationendowmentfoundation.org.uk/pupil-premium/aligned-approaches-to-pupil-premium-spending/)

At All Hallows we aim to challenge and support every individual to achieve without limits and 'shine', whatever their background, starting point and aspirations. We do not make assumptions about our students based upon their disadvantage and our approach is responsive to the individual needs of students through robust assessment.

We use student premium funding to make this a reality by:

- Providing a whole school approach that ensures that all staff share a responsibility for disadvantaged students outcomes and promote raising aspirations for all students.
- Swift identification and intervention when needs are identified.
- Identifying and removing barriers to learning for individuals and groups of students
- Academic challenge for all students, including disadvantaged students.
- Prioritising mental health and wellbeing. Supporting all students to capacity for resilience

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils at GCSE sits at just below one grade than that of their peers. Teacher diagnostic assessments suggest that many pupils particularly struggle with independent learning skills and self-regulation.
2	Our assessments, observations and discussions with pupils and families have recognised social and emotional issues for many pupils, including mental health and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment. Family Support Worker, Year Learning Leader and Pastoral team referrals for support remain high. 14 pupils currently receive additional support through social care. 17 students are currently receiving 1:1 in College counselling (12 of whom are disadvantaged). 14 students are currently receiving 1:1 and small group interventions through the Aspire Hub (9 of whom are disadvantaged).
3	The attendance of disadvantage students is lower than non-disadvantaged students. (currently 89.04 compared with 95.21) Assessment indicates that those disadvantaged students with lower attendance do not achieve as well as the disadvantaged students who attend College more regularly. This can result in knowledge gaps, resulting in disadvantaged pupils falling further behind age-related expectations, especially in reading, literacy and oracy.
4	Some students lack self-efficacy . This presents in many ways. Some examples for our students are: Parents with low literacy, poor parental experience of school, lack of aspiration, lack of encouragement and support from an adult care provider. The outcome of this can appear as lack of engagement, a reluctance or blank refusal to take responsibility for their actions, a lack of understanding that students have the power to make positive changes to their potential outcomes.

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
<p data-bbox="119 436 734 504">Improve the attainment of disadvantaged pupils across the curriculum by the end of KS4.</p> <p data-bbox="119 1198 734 1265">Develop disadvantaged students metacognitive and self-regulatory skills across the curriculum.</p>	<p data-bbox="826 436 1372 504">KS4 results will show a reduction in the gap between disadvantaged students to non</p> <p data-bbox="826 515 1181 548">Increased uptake to 6th form</p> <p data-bbox="826 560 1372 593">Increased studying of A Level qualifications</p> <p data-bbox="826 604 1452 750">By the end of our current plan in 2024/25, we will have increased the proportion of disadvantaged students entering the English Baccalaureate (EBacc).</p> <p data-bbox="826 761 1340 817">2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul data-bbox="829 840 1436 1075" style="list-style-type: none"><li data-bbox="829 840 1436 907">• an average Attainment 8 score in line with non-disadvantaged students<li data-bbox="829 907 1436 974">• an EBacc average point score in line with non-disadvantaged students<li data-bbox="829 974 1436 1075">• No gap between disadvantaged & non-disadvantaged students passing GCSE maths at grade 5 or above <p data-bbox="826 1131 1468 1243">All teachers will be confident and skilful with their questioning and place a greater emphasis on planning opportunities for oracy in lessons.</p> <p data-bbox="826 1254 1436 1366">Lessons will demonstrate learners taking ownership of their learning, asking questions, completing all tasks and engaging with discussion.</p> <p data-bbox="826 1377 1476 1668">Students will be less fearful of failure. This may 'look like' a contribution to class discussion, completing a challenging task, giving an opinion or challenging another. Work in books or practical work will demonstrate that feedback has been processed and acted on with positive results, for example, green pen work will demonstrate a more detailed and articulate response to a question than a previous attempt.</p>

<p>To improve and sustain the attendance of all students, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 for all students and particularly those who are disadvantaged and SEND demonstrated by:</p> <ul style="list-style-type: none"> • Reducing the overall unauthorised absence rate for all pupils, and closing the attendance gap between disadvantaged pupils and their non-disadvantaged peers • Reducing the percentage of pupils who are persistently absent and closing the gap between disadvantaged pupils and their non-disadvantaged peers
<p>To improve wellbeing, mental health and parental engagement for all pupils, including those who are disadvantaged</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher feedback. • Quantitative data from referral requests, and counselling provider reporting,
	<ul style="list-style-type: none"> • an increase in participation in enrichment activities, particularly among disadvantaged pupils, parents and carers
<p>Improved reading comprehension, literacy and oracy across KS3 and KS4</p>	<p>Demonstrate an improvement in reading comprehension tests & skills among disadvantaged pupils, and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through pupil engagement in lessons, with homework and from work scrutiny.</p>

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: £43,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
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High Quality Teaching & Learning, CPD, Perf Appraisal, QA, ECF	QFT is the single most important factor in reducing the attainment gap, for example when teachers plan opportunities for structured oracy, opportunities to read and metacognitive talk there is evidence of better outcomes for pupils. Improving Literacy in	1
	Secondary Schools EEF (educationendowmentfoundation.org.uk) Bespoke CPD will give teachers the autonomy to develop their own practice based on evidence and research. Encouraging teachers to take ownership of their development yields more impactful results (EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)) The Performance Appraisal system must link to college priorities (Closing the Gap) to ensure that all staff are consistently and continually reviewing their own successes and barriers. Robust and frequent quality assurance by SLT and Subject Leads helps to keep CTG as a priority. Staff engaging with the NPQs at Leadership level are better equipped to improve outcomes for all pupils.	
PP Champion	Some students have complex needs and by appointing an individual who has time to develop a professional relationship with a student, know their strengths and areas for development, we can expect that student to engage more 'for' their key worker. We know that attendance can improve if a student trusts an adult with their behaviours and feelings. Jean Gross writes in her book 'Reaching the unseen children' about the impact of forging positive relationships with students. The benefits of having a key adult as a central point of communication between a student and several staff can reduce anxieties for pupils who have communication anxiety.	1, 2, 3, 4,
Student voice	Having been called 'A Listening School' we know that responding to student voice will increase the capacity for trust between staff and students. Students who can see that their voice has been heard feel empowered, readily engage with change and will feel more confident in speaking out.	2, 4,

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £101,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will raise the profile and importance of literacy across the school through focussed activity. Teachers will be supported through Literacy coordinators, CPD and strategies specific to subject areas.</p> <p>Oracy will be improved and embedded through whole school staff training and action research.</p> <p>Student reading ages will continue to be tracked and supported through the roll-out of the Bedrock programme. Regular diagnostic assessment will</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>word-gap (Oxford University Press)</p>	<p>1, 4</p>

<p>be carried out and interventions put in place. Progress will be monitored and reported to stakeholders.</p> <p>Form time reading and reading across the curriculum will be prioritised and monitored via Line Management meetings, learning walks and QA processes.</p>		
<p>Assessment & feedback policy</p>	<p>Dylan Williams has done much work on the impact of assessment. Bespoke marking and assessment policies have been created by departments to try to reduce workload for teachers but also to ensure that learner feedback is timely, effective and purposeful. Misconceptions are challenged as they occur and verbal feedback is used more frequently with pupils, especially when asking them to articulate responses which will help them to develop their skills set across a plethora of subjects. For example, in many subjects we will see command words such as evaluate and analyse. When all staff use the common language (tier 2 vocabulary) students will improve their understanding and begin to make connections between skills needed in varying subjects.</p> <p>Dylan William: Formative assessment Resources National Improvement Hub (education.gov.scot)</p> <p>Teachers will encourage students to 'speak as they would write' which will help them to better their comprehension and ability to articulate themselves. Language and low literacy have the biggest impact on attainment of the disadvantaged with more pupils than ever before coming to secondary school with a reading age of 5 or below. By getting students to answer metacognitively, encouraging them to describe, justify, explain or re phrase are all skills which we know will improve their literacy. Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4, 5</p>

Curriculum	<p>An alternative curriculum may be beneficial to some students to support them in the pursuit of a chosen career or to reduce issues surrounding declining mental health. Regularly revisiting our curriculum to ensure that it meets the needs of All Hallows learners is vital. We are unique in that we have a farm and living in Macclesfield some of our demographics are used to working with animals. We must foster and develop these qualities so that our students have choice, ownership and enjoyment as they learn. With the ebacc target of (90% by 2025) some students are marginalised, and their needs should be catered for. By offering a suite of creative and alternative subjects, students have that to look forward to and engage in. The Henley report in 2012 is more relevant than ever in a world which favours academia and where more and more disadvantaged pupils are not continuing with FE. The government response to Darren Henley's review of cultural education in England - GOV.UK (www.gov.uk)</p>	

<p>Enrichment activities which include the College Farm, Music lessons, Drama initiative and support for students to attend trips.</p>	<p>As well as being valuable in itself, arts participation can have a positive impact on education outcomes when the interventions are linked to academic targets.</p> <p>The College Farm supports transition for student with SEND and those with identified barriers to learning. Students are provided with an opportunity to apply our core values and participate in activities otherwise unavailable to them.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p> <p>The government response to Darren Henley's review of cultural education in England - GOV.UK (www.gov.uk)</p>	<p>2, 3, 4,</p>
<p>Continued development of our Behaviour and Rewards policy to recognise and celebrate student achievement. Early identification of students who require support with regulating their behaviour and emotions. The Aspire Hub, PIL and PSM's to work closely with leads for Pastoral and Inclusion to adopt strategies to support behaviour and aspirations.</p> <p>This strategy includes strategic use of Alternative Provision where it better suits the needs of individual students and will provide a demonstrable improvement in attendance, behaviour and progress.</p>	<p>There is evidence to suggest that knowing and understanding our pupils needs has a high impact on supporting their behaviour. The EEF recognises that a universal behaviour systems is unlikely to meet the needs of all students. For pupils with more challenging behaviour, the approach should be adapted to individual needs</p> <p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3</p>

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

Budgeted cost: £51,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and support to develop and implement procedures. Assistant Principal for Attendance will work closely with the Attendance Officer and key staff such as SENCO and YLL's. An EWO has been appointed to improve attendance.</p> <p>We are funding EdClass software to provide targeted academic support and support phased return for persistent absenteeism, including for anxiety, mental health.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Attendance Hub lead school have a proven record in improving attendance in their trust.</p> <p>EEF research has been consulted regarding evidence-based interventions for improving attendance.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4,</p>
<p>Continuing to improve Mental Health and wellbeing through targeted support including NHS MHST's, JDI Counsellors in College 4 days a week. Pastoral Support Managers, Pastoral Intervention Lead, Family Support Worker, EWO, Aspire and Mental Health Lead.</p> <p>Senior Mental Health Lead and Operational Lead to work with the DSL to oversee mental health provision and initiatives</p>	<p>Based upon our knowledge and understanding of all students, including our most vulnerable, we have identified the need for comprehensive mental health and wellbeing support. The DFE has acknowledged the role schools play in its paper on promoting children and young people mental health and wellbeing.</p> <p>Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk)</p> <p>Evidence from EEF research has demonstrated that effective social and emotional learning can have on improving students outcomes.</p>	<p>2, 3</p>

<p>including appropriate referrals Key staff trained in interventions including ELSA and Emotion Coaching.</p>	<p>Prioritise social and emotional learning to avoid “missed... EEF (educationendowmentfoundation.org.uk)</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy (Youth Endowment Fund)</p> <p>Early Intervention Foundation’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	
<p>Continue to work to the Gatsby Benchmark to provide effective and aspirational transition and aspirations (CIEAG) Unifrog</p>	<p>The transition from primary to secondary school is an important life transition that can affect children’s attainment and wellbeing in the longer term (The School Transition and Adjustment Research Study, STARS, 2013). The school environment and the connection both parents and pupils have to school can shape future outcomes. Effective interventions delivered during transition periods can have long lasting positive effects (Gottfredson and Hussong, 2011) for this reason AHCC have myriad experiences for students as early as Year 4 to ensure they are ready, confident, assured and know the school environment and other faces before they begin. The offer of a trip to ‘Liverpool Hope’ is one such bespoke offering that has many benefits for pupils. They are able to ‘graduate’ from Primary in to secondary and work on key life skills and team building skills, make new friends, meet their form tutor and learn about the aspects of secondary life.</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £196,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024

	PP	Number of Students	PP Male	Number of Students	PP Female	Number of Students	Non PP	Number of Students	PP GAP
>=97%	0.6	7	0.13	4	1.22	3	0.86	41	0.26
>=93%	0.77	15	0.19	8	1.43	7	0.65	96	-0.12
>=90%	0.67	17	0.19	8	1.1	9	0.52	119	-0.15
>=85%	0.44	21	-0.02	10	0.87	11	0.49	131	0.05
>=80%	0.07	24	-0.16	11	0.26	13	0.46	135	0.39
>=70%	-0.16	29	-0.46	14	0.12	15	0.4	142	0.56
>=60%	-0.22	32	-0.5	15	0.04	17	0.39	144	0.61
>=50%	-0.27	34	-0.52	16	-0.05	18	0.34	148	0.61
<50%	-2.81	8	-2.81	5	-2.8	3	-2.54	5	0.27

The end of KS4 data and in school analysis demonstrates that if PP students attend well, they achieve positive progress scores and close the gap further between them and their peers.

	ALL	Number of Students	Male	Number of Students	Female	Number of Students	PP	Number of Students	PP Male	Number of Students	PP Female	Number of Students	Non PP	Number of Students	PP GAP
All	0.03	195	-0.09	88	0.13	107	-0.75	42	-1.06	21	-0.45	21	0.24	153	0.99

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Alternative Provision	Fermain Academy (YES Trust), The Lodge
Reading assessment and intervention programme	Bedrock
Mental Health: Counselling	JDI and NHS MHST
LearningPlus	Cre8
Work Experience	Safer Opportunities
Academic tutoring for LAC	Visyon for Education
EAL intervention	Flash Academy

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

No funding received

The impact of that spending on service pupil premium eligible pupils

n/a

Further information (optional)

Following Yr.11 mock exams, PP progress will be monitored and reviewed. Actions to be identified where required.

Progress at KS3 monitoring: following KS3 assessments PP progress will be monitored and reviews. Actions to identified where required. (Progress Pyramids)

- Targeted interventions and revision for disadvantaged students across the curriculum in GCSE subjects were successfully implemented with some success. A priority is addressing gaps in learning for those students who have poor attendance. This was addressed by subject leaders during 2023-24 and monitored through line management
- Individual and small group work was successfully implemented through PP champions and Aspire. Students were mentored and supported through GCSE preparation, including individualised revision plans and equipment support.
- The school, through form Tutors and PP Champions encouraged disadvantaged students to engage in extracurricular activities promoting a positive attitude in students to their school life, music tuition is an excellent example of this in action.
- The school continues to support disadvantaged students to participate in curriculum-based trips and extra-curricular activities whenever possible.
- Disadvantaged young people have been supported through CIEAG including aspirational speakers (BBC), work experience both individual throughout the year and as part of our Yr.10 work experience week, visits facilitated through the Macclesfield Pledge and the Macclesfield Careers fair. Targeted work was completed by Journey 1st who worked from the Aspire Hub to target key young people in Yr.10 and 11. The impact of this work can be seen in the readiness for College and Apprenticeships, CV preparation and next steps planning. Working with the NEET team including youth support has allowed more vulnerable students (including SEND) to be able to access targeted support and 1:1 work to help them to access appropriate and accessible post 16 provision.
- No child will be disadvantaged because of their background. The profile of pupil premium students remains high. All staff, including support staff are aware of the college priorities and these are clearly communicated. Staff know our students well and this has been recognised in our recent denominational inspection. The progress and attendance of our disadvantaged students remains a key priority. Leadership identifies key strategies to improve and monitors their impact. Examples include the work of the PP champions who build relationships with

disadvantaged students and their families. This work supports engagement in College events such as Parents evenings and extra curricular activities as well as ensuring students are well prepared with equipment and materials. SLT monitor progress through assessment

- Although, there is still a lot of work to be done to increase the attendance of our PP students and decrease the gap, there was an increase of 1% from 82.3% in 2020-21 to 83.3% in 2021-22, and then a 0.5% increase to 83.9%.
- All staff are fully aware and equipped to meet the emerging needs of PP students. INSET days and annual CPD prioritises closing the disadvantaged gap. All staff are aware of the disparity between non PP and PP students re attainment (currently half a grade). JNP has shared evidence from EEF/ Best Practice and the DFE relating to strategies that have been effective in CTAG. Staff are provided with stationary to limit barriers to learning.
- Updates to the pastoral team, rewards and behaviour policy and the Aspire Hub has enabled all students, including our disadvantaged students and those with SEND to be supported in accessing and contributing to the vision and values of our School. Students who are disadvantaged, vulnerable or are struggling to manage school for reasons such as behaviour, mental health and SEND are supported through building positive relationships, behaviour change and mentoring. Students work with the PIL, PSM and FSW with 1:1 and small group work. Aspire promotes the schools values through high expectations of students, modelling of behaviour by adults and contributing to the wider life of the school including collective acts of worship and catholic social enterprise. Staff voice and data on suspensions and behaviour incidents has indicated that there is less disruption to learning and staff are positive about the improvement in student behaviour.