



# Student Premium Report & Review

## September 2021

*Aspire not to have more but to be more*

Archbishop Oscar Romero

+ Honourable Purpose + Respect + Compassion + Cooperation + Stewardship +

# Student premium report for All Hallows Catholic College

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## INTRODUCTION

The Student Premium was introduced in April 2011. It is funding that is given to schools by the Government to raise the attainment of disadvantaged students. In 2012-2013 the Student Premium was extended to students who have been eligible for free school meals at any point in the last six years (Ever6 Free School Meals measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel. The following document details how All Hallows Catholic College makes use of the additional funding it gains through Student Premium, along with details of the impact it has on the students.

In the 2021 to 2022 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £935 for students in year 7 to year 11

Schools will also receive £1,900 for each student who has left local-authority care because of one of the following reasons:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

<https://www.gov.uk/guidance/student-premium-information-for-schools-and-alternative-provision-settings>

Each school must publish an account of their Student Premium spending each academic year. As a minimum, the same information should be reported to governors.

This must also include:

## Student premium spending 2021-22

SUMMARY INFORMATION (BASED ON JANUARY 2019 CENSUS)			
Date of last external student premium review:	October 2019	<i>(Recommendations listed and cross-referenced in Appendix A)</i>	
Total number of students:	1,016	Total student premium budget:	£187,606
Number of students eligible for student premium:	178	Amount of student premium received per child:	£935 (£2300 for PP+, £300 for service children)

COHORT 2020 – 2021 (BASED ON SEPTEMBER 2019 DATA)		
	Students eligible for PP (18%)	Students not eligible for PP (82%)
Year 7	35 (16%)	174 (84%)
Year 8	39 (18%)	172 (82%)
Year 9	35 (17%)	161 (83%)
Year 10	37 (17%)	170 (83%)
Year 11	37 (19%)	156 (81%)

## STRATEGY STATEMENT

We appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for students to succeed. However, we do believe that one key to the narrowing of any difference in attainment is **quality first teaching and learning**. We do not want our interventions to be required to make up for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at teaching and learning, as well as staffing costs aimed at supporting attendance, punctuality and the welfare of the students .

We are very much aware of an ever-growing body of evidence documenting 'best practice' surrounding the use of Student Premium. There is a growing body of evidence both within our own community and wider education world on the use of the Student Premium, and we continue to review and revise the ways in which we are planning, budgeting, reviewing and then measuring the impact of our allocation.

Firstly, for instance we continue to access the growing body of evidence provided by the EEF: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

- *'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)

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 use student premium funding to make this a reality by:

- Removing barriers to learning for individuals and groups of students
- Building the capacity and resilience in students to enable them to build their own futures
- Ensuring that our students have positive mental health and wellbeing.

## PRIORITIES

Our aim is to extend and enhance the provision to all students in order that the disadvantages experienced in society by some of our students do not provide barriers to their educational attainment.

To raise attainment and narrow the gap between our Student premium and non-student premium students we will be working towards ensuring their progress and attendance is at least good. As well as quality first teaching and learning, the four key areas for us as a College are:

Making sure everyone **knows** who these students are, and what individual needs they may have

All teachers have consistently high **expectations** of them

We are **positive** about these expectations and work towards building strong and effective relationships

We are continually looking at ways to raise levels of **parental engagement** and further improve the home-school partnership

This year we are focusing on the following priorities:

- Continuing to raise attendance of students
- Clear and effective leadership of Student Premium strategy and interventions, including the appointment of a new Student Premium Champion
- Effective tracking of progress data to ensure timely intervention
- Maths and English Intervention at KS3 that is supported through effective links with SEN
- Effective and well-focused homework support
- Raising aspirations through working with local Colleges and universities
- Core intervention sessions for English and Maths to support progress further
- A three-year curriculum at KS3, with predominantly mixed-ability teaching groups, to develop engagement, resilience and positive mental health
- Specialised tutor support in Year 11

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Lack of independent learning skills leading to inability to self-regulate learning means students fall behind peers in terms of progress.
B	A higher percentage of PP students experience social, emotional and mental health issues (SEMH) which affects behaviour and attendance and, therefore, has a detrimental effect on progress

### ADDITIONAL BARRIERS

#### External barriers

C	Attendance of non-PP students is lower than non-PP students, and data shows us that those PP with students with lower attendance do not achieve as well as those PP students who attend College more regularly.
D	Lack of support with learning at home and a lack of engagement of parents, limiting opportunities to develop cultural capital
E	Travel time between the home and school; ability to engage with extra-curricular activities and key stage 4 exam preparation

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Increased attendance rates for students eligible for PP	Overall attendance among students eligible for PP improves to be in line with non-PP students.
B	Improve the progress of disadvantaged students through high quality teaching and learning	The quality assurance of lessons involving disadvantaged students will show a good standard of teaching and learning with no inadequate teaching. Higher expectations and aspirations of disadvantaged students will result in progress throughout the year.
C	Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions	Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most. Intervention sessions will be quality assured to and progress tracked. This will result in the progress of disadvantaged students. Behaviour and attendance data will also be tracked to ensure interventions are put in place so students are not missing the high quality teaching and learning happening in lessons.
D	Reduce the number of negative behaviour points, isolations, suspensions & FTEs accumulated by PP students	There is no significant gap between behavior sanctions received by PP and non-PP students.
E	Improve engagement with disadvantaged parents in the community	Greater contact with disadvantaged student's parents through phone calls, academic mentoring, parental support evenings and attendance to parents' evening will result in improved progress, attendance and behaviour for disadvantaged students. Through greater contact with the community the number of disadvantaged students on role will increase.
F	Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education.	Enrichment activities will result in better student wellbeing as well as success out of the classroom (such as sporting success). The increased opportunities disadvantaged students will have to visit higher education establishments should result in a greater uptake to KS5 and increase the number of students going to university.

## Planned expenditure for current academic year

ACADEMIC YEAR 2019-20					
A. Increased attendance rates for students eligible for PP					
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Predicted cost
<b>Increased attendance rates for students eligible for PP</b>	<b>The work of the attendance officer and family support worker.</b> Tracking of PP student's attendance. Weekly reports to SLT lead of SLT PP SLT attendance leads regarding attendance and appropriate interventions then put in place. Phone calls home for students who are close to the persistent absenteeism limit. Home visits and fines if necessary	Students need to be in lessons to achieve.	Tracking of attendance data. Minutes from attendance meetings.	SJL / SRM / AWI	<i>Costed below</i>

	<p><b>Rewards</b>  <i>The new attendance policy is being used effectively. Monitor previously poor-attending disadvantaged students whose attendance is gradually improving, so that they can be recognised. Year Learning Leaders to nominate the most improved attendance of the half term and Form Tutors to give achievement points for where disadvantaged students' (and others') attendance has significantly improved in a week/fortnight. .</i></p> <p>Every half-term a different year group attendance competition is launched, with rewards achieved</p>	<p><b>External PP Review</b></p> <p>To build the culture of competition and good attendance</p>	<p><i>The Pupil Premium lead and Pupil Premium champion must monitor these individuals and accordingly use the outcomes as part of ongoing ILPs or case studies.</i></p> <p>Tracking of attendance data. Student voice.</p>	<p>SJL / SRM</p>	<p><b>Half termly</b></p> <p>£1,000</p>
	<p><b>Attendance Policy &amp; Letters</b>  Attendance policy &amp; letters revised, aligned with MAT schools</p>	<p>To inform parents of their child's attendance and effect on progress, and to develop bespoke strategies / interventions to solve the issues in their attendance</p>	<p>Tracking of attendance data. Minutes from attendance meetings.</p>	<p>SJL / SRM / AWI</p>	<p><b>Annually</b></p> <p>£500</p>
	<p><b>Transport</b>  Subsidising the cost of transport to College for those students eligible</p>	<p>Students need to be in College, in lessons to achieve.</p>	<p>Tracking of attendance data.</p>	<p>EF</p>	<p>£14,000</p>

Total budgeted cost: £20,500

**B. Improve the progress of disadvantaged students through high quality teaching and learning.**

Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Predicted cost
<p>Improve the progress of disadvantaged students through high quality teaching and learning</p>	<p><b>Raise levels of challenge for all disadvantaged students</b></p> <p>Ensure PP students have as challenging, if not more so, target grades set than non-PP</p> <p>All staff have CPD on challenge and learning objectives</p> <p>PP students will be represented in the higher sets where possible and appropriate.</p>	<p>EEF toolkit has shown that high expectations along with peer-tutoring can have a huge impact on PP student progress.</p>	<p>Quality assurance of curriculum and lessons. Analysis of data.</p>	<p>SRM / GRT / MAG / ALC / HoFs</p>	<p><b>Every data capture</b></p> <p>£100</p> <p>£400</p> <p>Free</p>

	<p><b>Develop whole school teaching and learning strategies to promote the progress of disadvantaged students</b></p> <p>T&amp;L Leadership team to develop strategies and disseminate to all teachers through CPD</p> <p>QA the strategies to see their effectiveness in lesson and hold staff to account</p>	<p>Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged students.</p>	<p>QA the strategies in lessons. Use PP champion / SLT lead to promote and QA the strategies</p>	<p>ALC / T&amp;L Leadership Team / SRM / TS</p>	<p><b>Throughout the year</b></p> <p>£500</p> <p>£1,000</p>
	<p><b>Ensure that all lesson observations / Open Teach week / Learning Walks have a focus on disadvantaged students</b></p> <p>Targeted questioning</p> <p>Differentiation</p> <p>Learning objectives</p> <p>Feedback</p> <p>Challenge and aspirations.</p> <p>Targeted in and out of class interventions</p>	<p>Teaching standards.</p>	<p>Quality assurance of lessons. Discussions with HoF</p>	<p>ALC / HoFs</p>	<p><b>Termly</b></p> <p>£1,500</p>

	<p><b>The work of the pupil premium champion:</b>          Researching &amp; promoting whole school teaching and learning strategies          Half termly meetings with SLT lead          Time in weekly meetings / forum          QA of lessons          Data analysis</p>	<p>Through effective data analysis based on accurate assessments the PP champion, working with AP T&amp;L, to facilitate staff in targeting in class interventions. QA teaching and learning strategies to judge their effectiveness and to hold staff to account.</p>	<p>QA of T&amp;L and lessons. Progress data showing that the gap is closing.          Meetings with PP champion and HoFs.          Ensuring paper-work is completed to a high quality.</p>	<p>TS</p>	<p><b>Half termly</b>          £1,000</p>
	<p><b>Feedback</b>  <i>Develop a more consistent approach to the areas identified in work scrutiny to further develop quality first teaching and assessment.</i>  <i>Teachers to consider carefully that there are actionable learning outcomes in both class and homework that are embedded across the department.</i>  <i>Formative feedback: ensure that feedback is responded to in all Key Stages and routinely signed off/ticked by teachers</i>  <i>Ensure that extension tasks are set so that all students are challenged.</i></p>	<p><b>External PP Review</b>          EEF toolkit has shown that the effective use of feedback can result in +8 months progress in a year for disadvantaged students.</p>	<p>Work scrutiny, lesson observations</p>	<p>ALC, HoFs and line-managers</p>	<p><b>Half termly</b>          £1,000</p>

	<p><b>ILPs</b>  <i>To create ILPs – Individual Learning Plans - (following the format used for SEND students) for PP students so that the interventions in place for PP students can be tracked more effectively. Therefore, no student will slip through the net and it will also allow leaders to monitor which strategies used have a good impact by adding data capture regularly to the ILP. To look at the gap, it would be worth having ILPs for some non PP students who receive the same interventions to see if the strategies are more effective and undertake a deep analysis of why if this is the case. In addition, case studies should be established to run concurrently with the ILP so that impact (pastoral and departmental) can be reported to governors. These case studies should inform the actions of future PP activities.</i></p>	<p><b>External PP Review</b></p>	<p>Progress data showing that the gap is closing. Ensuring paper-work is completed to a high quality.</p>	<p>PP Champion</p>	<p><b>Half termly</b>  £1,000</p>
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	<p><b>Homework</b>  <i>In preparation for mocks/assessments develop a prominence of revision-based homework activities that is clearly understood by students using spiral learning and exam-based questions.</i></p>	<p>External PP Review</p>			
	<p><b>PA Students.</b>  <i>Students who are PA are more closely monitored for work sent home and returned for marking.</i></p>	<p>External PP Review</p>	<p>Work scrutiny, line-management</p>		<p><b>Annually</b>  £1,000</p>
	<p><b>Creating a culture of coaching for all staff.</b>  Quality teachers to assist other teachers in the delivery of lessons to PP students.  Open door culture  Training of coaches at the school  Coaching cycles</p>	<p>EEF toolkit has shown effective teaching has a huge impact on the progress of PP students and poor teaching has a disproportionately negative impact on PP students.</p>	<p>Quality assurance of lessons.  Coaching logs  Student voice</p>	<p>ALC</p>	<p><b>Annually</b>  £3,000</p>

	<p><b>To improve the literacy skill of all students especially students in KS3</b></p> <p>The work of the literacy coordinator &amp; librarian</p> <p>New year 7 students to know what to expect when they arrive at the start of KS3</p>	EEF toolkit has shown an improvement in reading and literacy skills can have a huge impact on progress	Tracked reading ages for all students.	SLD / SCS / SRM	<p><b>Termly</b></p> <p>£1,500</p>
	<p><b>Review of SOW and assessment for all faculties</b></p> <p>Increase challenge in SoW.</p> <p>Ensure assessments are fit for purpose</p>	High challenge is needed for all PP students to ensure progress is made	Work scrutiny, data collection points	HOF, GRT	<p>Annually</p> <p>£4,000</p>
	<p><b>Alternative provision site for PP students (The Fermain, CR8, CAPS) removed from mainstream education</b></p> <p>Reduce the amount of permanent exclusions. Reintegrate disadvantaged students back into the College.</p>	All students should be educated and have the right to an education	QA Progress of PP students	SRM	<p><b><u>Annually</u></b></p> <p>£40,000</p>
Total budgeted cost:					£81,900

**C. Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions**

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
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<p>Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions</p>	<p><b>There are differences in PP performance.</b>  <i>Adding and tracking % gaps at data capture points to show leaders how quickly gaps are closing over the year (i.e.. tracking % change in the gap e.g. “gap closed by +0.3% between half term 1 and half term 2 for HPA in X subject – this was as a consequence of xxx interventions”), and to further allow Faculty Leaders alongside their line managers to identify strategies that are either having little or significant impact so that funding can be directed more swiftly to areas of need.</i></p>	<p>Effective interventions must be based on accurate assessments.</p> <p><b>External PP Review</b></p>	<p>QA during line-management meetings with HoFs  Assessments discussed in faculty meetings.  QA of staff marking in work-scrutiny</p>	<p>SRM / GRT / SLT / HoFs</p>	<p><b>Half termly</b></p> <p>£1,000</p>
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	<p><b>Roles of PP lead and PP champion</b></p> <p><i>Further establish the roles of the PP lead and PP champion so that their profiles are clear to all staff and the high profile of PP students is firmly established across the College.</i></p> <p><i>Establish clear chain for how attendance, academic and pastoral middle and senior leaders support the work and deliver the data required by the PP lead and PP champion.</i></p>	<p><b>External PP Review</b></p> <p>Through effective data analysis based on accurate assessments the PP champion, working with AP T&amp;L, to facilitate staff in targeting in class interventions. QA teaching and learning strategies to judge their effectiveness and to hold staff to account.</p> <p>Ensure there is a centralised approach to report impact to the leadership of the school and governors.</p>	<p>QA of T&amp;L and lessons. Progress data showing that the gap is closing.</p> <p>Meetings with PP champion and HoFs. Ensuring paper-work is completed to a high quality.</p>	<p>SRM / PP Champion</p>	<p><b>Half termly</b></p> <p>£1,000</p>
	<p><b>Student Voice</b></p> <p><i>Further develop the use surveys that will measure the improvement in disadvantaged students' confidence and resilience in dealing with, for example, new topics in class or from PP-specific extra-curricular activities to further quality assure interventions that are being implemented as part of the Pupil Premium strategy statement.</i></p>	<p><b>External PP Review</b></p>			<p><b>Annually</b></p> <p>£2,000</p>

	<p><b>SIMS</b>  <i>Refresher training for all tutors to ensure that they have personalised their front page to monitor the behaviour and achievement points of the tutees with a focus on trends for PP students.</i></p>	<p>External PP Review</p>			<p><b>Annually</b>  £500</p>
	<p><b>Line-Management</b>  <i>The frequency of line management should be considered to support and upskill middle leaders with the implementation of the new policies and procedures across the school in relation to disadvantaged students.</i></p>	<p>External PP Review</p>			<p><b>Half termly</b>  £2,000</p>

	<p><b>Transition</b>  <i>Transition data needs to have a greater focus on barriers – such as KS2 to KS3 data on attendance and those who were PP who did not make the progress expected in either reading writing or maths, whether they be low mid or high ability. This influences KS4 target setting and aspiration as well as potential curriculum pathways. Transition for attendance is looked at year to year so that early patterns in attendance can be an area of focus for earlier intervention. This should be part of the first day presentation to all staff.</i></p>	<p><b>External PP Review</b></p> <p>Reduce any dip of performance, and a positive start to new school is made – No ‘wasted year’s (Ofsted)</p>	<p>Tracking of data.  Student voice.</p>	<p>MPB / YLLs / SRM</p>	<p><b>Annually</b>  £5,000</p>
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	<p><b>Ensure PP students are supported during their education at All Hallows</b></p> <p>Close monitoring of all interventions through a detailed provision map.</p> <p>The appointment of new TLR for a PP Champion to track PP student progress resulting in interventions in and out of the classroom</p> <p>The targeting of Academic Mentoring towards PP students.</p> <p>PP student progress to be discussed at every line-management &amp; faculty meeting.</p>	<p>Senior leader in charge of PP students can hold all members of staff to account as well as implement new strategies.</p> <p>Detailed data analysis followed by effective intervention can have a huge impact on PP progress.</p> <p>High quality teaching and learning has a huge impact on PP student progress.</p>	<p>Detailed analysis after each data entry.</p> <p>Quality assurance of all interventions.</p> <p>Improved attendance and behaviour</p>	<p>SRM / PP Champion / SJL / HoFs</p>	<p><b>Annually</b></p> <p>£5,000</p> <p><i>Costed above</i></p> <p><i>Costed above</i></p> <p><i>Costed above</i></p> <p><i>Costed above</i></p>
	<p><b>Destination</b></p> <p>Destination outcomes of PP students will be aspirational. There will be a broad range of destinations that challenges stereotypes. Aspirations will not be limited by financial background.</p>	<p>Best Practice and Local Barrier</p>		<p>MPB / DHO / SRM</p>	<p><b>Annually</b></p> <p>£2,000</p>

	<p><b>STEM</b> Encourage uptake of girls in STEM subjects post-16</p> <p>Planned a series of interventions to raise aspirations and awareness of this route which in turn will see an increase in transition to our Sixth Form.</p>	Best Practice and Local Barrier		GRT / JF	<b>Annually</b> £1,000
Total budgeted cost:					£39,500
<b>D. Reduce the number of negative behaviour points, isolations, suspensions &amp; FTEs accumulated by PP students</b>					
Reduce the number of negative behaviour points, isolations, suspensions & FTEs accumulated by PP students	<p><b>Rewards &amp; Behaviour Policy</b> Fully implement amended policy to ensure a more consistent and graduated response to students' behavior</p> <p>Implement a more consistent approach to rewards, including whole-school rewards day, achievement points, praise postcards – disadvantaged students prioritised where appropriate.</p>	As well as being clear of expectations, it is also important for all students to know that there is consistency and fairness with regard to consequences, and that response to poor behavior is graduated	Tracking of behaviour data. Student voice.	MPB / YLLs	<p><b>Annually</b> £500</p> <p>£5,000</p>

	<p><b>CPD</b> CPD for all staff on implementation of policy, behaviour management &amp; restorative approaches</p>	<p>All staff have shared understanding of the policy, are equipped to manage poor behavior, and can support students in making better choices moving forwards</p>	<p>Tracking of behaviour data. Student voice.</p>	<p>ALC / MPB</p>	<p><b>Annually</b>  £2,000</p>
	<p><b>Monitoring &amp; Planning</b> <i>Develop a deeper scrutiny of behaviour and achievement points accumulated by PP vs. non PP pupils, so that where trends are identified by senior and middle leaders, swift action is taken and successes can be celebrated.</i></p>	<p>There is significant evidence linking behaviour to outcomes. Our aim is to improve the behaviour of some of these individual students in order to maximise their time spent productively in lessons (e.g. by reducing time in isolation or exclusion)</p> <p><b>External PP Review (2019)</b></p>	<p>Tracking of behaviour data. Student voice.</p>	<p>MPB / YLLs / SRM</p>	<p><b>Weekly</b>  £250</p>
Total budgeted cost:					£17,250
E. Improve engagement with disadvantaged parents in the community.					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Improve engagement with disadvantaged parents in the community.	<p><b>Communication.</b> Academic phone calls home to discuss progress data Meeting during parents' evening and open evenings to discuss data and learning at home Parental support evening targeted specifically at year groups.</p>	<p>Support parents and students academically and behaviourally.  Provide parents with information regarding the progress of their child in an attempt to gain parental support</p>	<p>Development of scripts to use during the phone calls and meetings Parental voice</p>	<p>SRM / MAG / GRT</p>	<p><b>Termly</b> £1,000</p>
	<p><b>Support</b> <i>Further increase parental voice, through questionnaires, phone calls and online surveys. In addition, short workshops on metacognitive (learn to learn) approaches in the first term of Y11 on GCSE topics and/or refresher learning for parents will help break down the barrier for parents who are 'fearful' of school from their own experiences. Introduce a termly coffee morning for Pupil Premium parents and their children to enhance parental engagement.</i></p>	<p>Best practice has shown that regular contact with parents has increased parental engagement.  <b>External PP Review</b></p>	<p>Student voice and climate walks</p>	<p>SRM / YLLs</p>	<p><b>Half-termly</b> £500</p>
<b>Total budgeted cost:</b>					<b>£6,000</b>

F. Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education.

<p>Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education.</p>	<p><b>Further develop an enriching curriculum</b>          Now that we have a longer KS3, continue to review the choice of subjects taken by year 9 students          Ensure disadvantaged students are represented in the student council, peer mentors and any group that makes decisions within the student body.</p>	<p>At All Hallows we strongly believe in developing the whole individual. College should not just be about exam results. Disadvantaged students should have the opportunity to develop skills they enjoy as well as the skill they need to succeed in their exams. With 183 of the students being from a disadvantaged background it is essential that they have a say in the decisions made at the school</p>	<p>SLT member in charge of curriculum development and monitoring.          Student voice          QA of enriching lessons</p>	<p>GRT / HoFs / SRM / MPB</p>	<p><b>Termly</b>          £1,000</p>
	<p><b>To provide all students at All Hallows with an engaging and varied enrichment programme.</b>          Coordinate and publish regular timetable of enrichment activities on offer          Ensure that PP students to get first choice.          Greater engagement from PP students</p>	<p>At All Hallows we strongly believe in developing the whole individual and 'Engaging Positively'.</p>	<p>Improvement in behaviour and attendance data.          Student voice</p>	<p>SRM / MAG / MPB / YLLs / FLs</p>	<p><b>Half termly</b>          £1,500</p>

	<p><b>To raise the aspirations of PP students at All Hallows</b>          Trips to places of higher education. Visits ran by local universities.          Work experience          Trips to cultural establishment          All disadvantaged students in Years 10 &amp; 11 to have two careers interviews</p>	<p>All students deserve the chance to experience higher education. We also want to raise the aspirations of students at All Hallows so that we produce students that strive for academic excellence.</p> <p>One of the biggest barriers to raising the aspirations of disadvantaged students is the student not knowing their future career path. These meetings will remove that barrier</p>	<p>Student voice, attendance on trips</p>	<p>MPB / HoFs / YLLs / SRM</p>	<p><b>Annually</b></p> <p>£14,000 for support with trips, equipment, and extra-curricular tuition</p> <p>£4,000 to support CEIAG &amp; work experience</p>
Total budgeted cost:					£30,000
<b>TOTAL BUDGETED COST:</b>					<b>£195,150</b>

Other Planned Expenditure with a breakdown of costs involved		
Item	Cost	Objective
Contribution towards salary of KS3 & KS4 Pastoral Support Managers	£16,000	Supporting behaviour and welfare of students across the College, with a particular focus on our PP cohort
Contribution towards salary of Assistant Principal (Inclusion)	£8,000	Supporting vulnerable students across the College, including our PP cohort
Contribution towards salary of full-time Family Support Worker	£8,000	Supporting vulnerable students and families, particularly our PP cohort
Contribution towards salary of full-time Attendance Officer	£8,000	Supporting the attendance of students across the College, with a particular focus on our PP cohort
Contribution towards salary of full-time Pastoral Administrator	£4,000	
Contribution towards salary of full-time Farm Manager	£8,000	Supporting vulnerable students, particularly our PP cohort, through enrichment, motivation, well-being and encouraging attendance
Contribution towards Visyon Councilor Service	£3,000	Supporting the mental health & well-being of all students, particularly our PP cohort
<b>TOTAL OTHER EXPENDITURE:</b>		<b>£57,000</b>

## Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £174,340				
Quality of teaching for all				
Intended outcome	Action	Impact	Lessons learned	Cost
Improve the progress of disadvantaged students through high quality teaching and learning	<p><b>Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged students and that this is planned for in lessons.</b></p> <p>Review whole school marking with Faculties, and write bespoke Faculty policies, in line with agreed whole-school principles</p>	SLT & Faculty leaders met and agreed whole-school principles, before faculties worked on individual faculty policies. The impact of this is likely to be more long-term, once the new policies are embedded.	<p>Policies need regular monitoring and reviewing through line-management process and QA framework</p> <p>Continue into 2019/20</p>	£2,000

	<p><b>Develop whole school teaching and learning strategies to promote the progress of disadvantaged students</b></p> <p>T&amp;L Leadership team to research strategies and share as part of T&amp;L Conference</p> <p>The following strategies have been targeted to promote the progress of disadvantaged students:</p> <p>Disadvantaged students identified on seating plans</p> <p>Disadvantaged students given priority in marking &amp; feedback.</p> <p>Disadvantaged students given priority in all intervention planning.</p> <p>Retrieval practice to be used in every lesson.</p>		<p>Strategies need building upon and become more of a focus on lesson observations for the coming academic year. Disadvantaged students will be prioritised when selecting students for intervention.</p> <p>Strategies must be constantly quality assured throughout the year to ensure they are having the maximum impact possible. Members of SLT are to support in the quality assurance along with the student premium champions</p> <p>SLT to be restructured to clearly identify designated member of team with responsibility for disadvantaged students and clear strategy to address disadvantage</p> <p>Disadvantaged / PP Champion to be appointed</p> <p>The focus will be on ensuring that the disadvantaged students are placed in groups with the highest quality teachers.</p> <p>Coaching will also be used to ensure that all teachers are either at or on their way to becoming good.</p>	£2,000
	<p><b>Transition</b></p> <p>Year 6 teachers from AHLC spent an afternoon with former students (Year 7) to conduct work scrutiny and student voice</p>	<p>Feedback given to Heads of English &amp; Maths, and SLT. Both pastoral &amp; academic actions agreed, including further development of extended writing, a stronger focus on SPAG elements, and ensuring that written feedback given is as instructive as verbal feedback</p>	<p>Continue into 2019/20 in revised format, to include other subjects and work scrutiny</p>	£500

	<p><b>Culture</b> Create a culture of openness within the teaching community</p>	<p>“Open door” policy in place across the College. Regular lesson drop-ins by members of the Senior Leadership Team. Have resulted in a relaxed atmosphere concentrated around personal improvement.</p> <p>Open Teach weeks continue, with sharing of good practice, and focus on disadvantaged learners</p>	Continue into 2019/20	£3,000
	<p><b>CPD</b> Teaching &amp; Learning Conference a focus Disadvantaged / PP Learners, along with other strategies to impact across the whole-College</p>	All staff have better understanding of different strategies available	Feedback from attendees very positive, and strategies seen to be implemented through lesson observations and open teach week.	£5,000
	<p><b>Develop an enriching curriculum</b> Review and consult upon revised KS3</p>	<p>Three-year KS3 in place for 2019/20. Students experiencing a broad &amp; balanced curriculum for longer</p> <p>SoW rewritten by teachers, in preparation for September 2019</p>	Continue to monitor in 2019/20	£10,000
	<p><b>College Day</b> <b>A new College Day, with shorter lessons, consulted on and implemented on for September 2019</b></p>	Still early days, but one-hour lessons having a positive impact on student engagement and concentration	Continue to monitor in 2019/20	£1,000

## Targeted support

Action	Intended outcome	Impact	Lessons learned	Cost
Develop culture of aspiration amongst disadvantaged learners	<p><b>Destinations</b></p> <p>Destination outcomes of PP students will be aspirational. There will be a broad range of destinations that challenges stereotypes. Aspirations will not be limited by financial background.</p> <p>Increase the aspirations of all students and ensure that PP students have the independent careers advice that they need. Increase exposure to people from different careers and routes. Ensure students have financial education.</p>	NEET figures continue to be very low, with majority of PP students going to their first-choice destination	Continue into 2021/22	£5,000
	<p><b>STEM</b></p> <p>National trends around the take up of STEM subjects, specifically by girls, will be reversed.</p> <p>Planned a series of interventions to raise aspirations and awareness of this route which in turn will see an increase in transition to our Sixth Form.</p>	Planned a series of interventions to raise aspirations and awareness of this route which in turn will see an increase in transition to our Sixth Form.	Continue into 2019/20	£2,000

No child will be disadvantaged because of their background.	<b>Exams</b> In the build up to exams students will be able to access a breakfast club and staff are on hand to give support	Improved attendance at exams, and better behavior / focus	Continue into 2019/20	£3,000
	<b>Extra-Curricular</b> Data used to increase the number of PP students involved in Extra-Curricular activities, subsidies including accommodation & transport	More students supported in 'Engaging Positively' with the opportunities available	More of a whole-school approach needed, rather than year groups. Continue into 2019/20	£7,000
	<b>Personal Equipment</b> (1) Specialist IT equipment. (2) Personal Text Books and revision materials. (3) Calculators. (4) PE equipment. (5) Uniform (6) Food Technology equipment and ingredients.	As above	Continue into 2019/20	£7,000
	<b>Transport</b> College transport subsidised to encourage attendance & punctuality to College – if they are not here, they cannot learn	As above	Continue into 2019/20	£14,000
	<b>Homework Club</b> Provide access to the Library, before, during and after-school	As above	Continue into 2019/20	£5,000

	<p><b>Transition</b> Focus on transition period from primary to secondary. Ensure that this is done in a supportive way for our PP students.</p>	PP students better known and supported when transitioning to Year 7	Continue into 2019/20	£5,000
Increased attendance rates for students eligible for PP	<p><b>The work of the attendance officer and family support worker.</b> Tracking of PP student's attendance. Weekly reports to SLT lead of PP attendance, and appropriate interventions then put in place. Phone calls home for students who are close to the persistent absenteeism limit. Home visits and fines if necessary</p>	Despite all of these actions happening, not enough of an impact realized, particularly with the Year 11 cohort. SLT lead for Attendance & Punctuality appointed January 2019, possibly too late for some of the interventions to have an impact.	Continue into 2019/20 with improved / revised attendance policy & letters.	<i>Costed below</i>
	<p><b>The use of attendance rewards</b> Every half-term a different year group attendance competition is launched, with rewards achieved To build the culture of competition and good attendance</p>	As above	Continue into 2019/20	£6,000

<p>All staff are fully aware and equipped to meet the emerging needs of PP students.</p>	<p><b>All staff are fully aware and equipped to meet the emerging needs of PP students.</b></p> <p>PP Champions appointed</p> <p>Regular Forum slots and staff briefings / meetings used to highlight disadvantaged students, their needs and their progress</p>	<p>Faculty PP Champions not as effective as planned, due to time-constraints, etc. Re-evaluate for next year, with appointment of whole-school PP Champion</p>	<p>The role of a whole-school PP champion will be introduced into the 2019 / 2020 academic year. Lessons learned are that this should be essential in keeping the focus on the progress and teaching and learning of disadvantaged students.</p>	<p>£1,000</p>
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**Other approaches**

Action	Intended outcome	Impact	Lessons learned	Cost
<p>Continue to embed the core vision and values of the academy, including SHINE</p>	<p>Our clear vision, underpinned by our Christian Values supports student's spiritual, moral, social and cultural development ensuring they are responsible for their actions as good citizens. Our values are embedded and form the basis of all aspects of our policies with weekly acts of worship, PSHCE and foci in lessons constantly teaching students about the behaviours which make good citizens.</p>	<p>Core vision / mission &amp; values well established and having an impact, as evidenced by parent &amp; Student voice, and visitors the College. SHINE recently introduced, and being embedded</p>	<p>Very little cost implication but a big impact in terms of developing the whole child. Although every disadvantaged student has different needs the College values will help these students develop into well rounded citizens that can contribute to their community.</p> <p>To be integrated into new Rewards &amp; Behaviour Policy</p>	<p>£500</p>

Other Expenditure with a breakdown of costs involved		
Item	Cost	Objective
Contribution towards salary of Assistant Principal (Inclusion)	£8,000	Supporting vulnerable students across the College, including our PP cohort
Contribution towards salary of full-time Family Support Worker	£8,000	Supporting vulnerable students and families, particularly our PP cohort
Contribution towards salary of full-time Attendance Officer	£8,000	Supporting the attendance of students across the College, with a particular focus on our PP cohort
Contribution towards salary of full-time Pastoral Administrator	£4,000	Supporting our vulnerable students and families with regular communication regarding PCD's, information evenings and progress / behavior reports
Contribution towards salary of full-time Farm Manager and costs of running the Farm	£8,000	Supporting vulnerable students, particularly our PP cohort, through enrichment, motivation, well-being and encouraging attendance
Contribution towards Visyon Councilor Service	£3,000	Supporting the mental health & well-being of all students, particularly our PP cohort
<b>TOTAL OTHER EXPENDITURE:</b>		<b>£37,000</b>

## Appendix A – Recommendations from External PP Review (October 2019)

*Recommendations (to be considered as a menu of suggested strategies). These can also be used to further develop and update the strategy statement and action planning for Pupil Premium students.*

Item	PP Report Intended Outcome(s)
There are differences in PP performance. Adding and tracking % gaps at data capture points will show leaders how quickly gaps are closing over the year (i.e.. tracking % change in the gap e.g. “gap closed by +0.3% between half term 1 and half term 2 for HPA in X subject – this was as a consequence of xxx interventions”), which will further allow Faculty Leaders alongside their line managers to identify strategies that are either having little or significant impact so that funding can be directed more swiftly to areas of need.	C
Students who are PA should be more closely monitored for work sent home and returned for marking.	A / B / E
There needs to be a deeper scrutiny of behaviour and achievement points accumulated by PP vs. non PP pupils, so that where trends are identified by senior and middle leaders, swift action is taken and successes can be celebrated.	D
Roles of PP lead and PP champion: this is ongoing at the school. Establish the roles of the PP lead and PP champion so that their profiles are clear to all staff and the high profile of PP students is firmly established across the school. In addition, it would be worthwhile setting up a chain of how attendance, academic and pastoral middle and senior leaders support the work and deliver the data required by the PP lead and PP champion. This will ensure there is a centralised approach to report impact to the leadership of the school and governors.	C / D / E
SIMS – refresher training for tutors to ensure that they have personalised their front page to monitor the behaviour and achievement points of the tutees with a focus on trends for PP students.	B / C / D
The frequency of line management should be considered to support and upskill middle leaders with the implementation of the new policies and procedures across the school in relation to disadvantaged students.	B / C
Identified strategies need to have a target outcome or KPI and baseline measurements need to be considered in all circumstances (including looking at improved reward, attendance, aspiration, motivation, engagement, self-esteem as well as progress).	A / B / D / E / F
Transition data needs to have a greater focus on barriers – such as KS2 to KS3 data on attendance and those who were PP who did not make the progress expected in either reading writing or maths, whether they be low mid or high ability. This influences KS4 target setting and aspiration as well as potential curriculum pathways. Transition for attendance is looked at year to year so that early patterns in attendance can be an area of focus for earlier intervention. This should be part of the first day presentation to all staff.	A / B / C
The school should consider how they can develop a consistent approach to the areas identified in the work scrutiny and link these to appraisal in order to further develop quality first teaching and assessment. Work is regularly marked but not consistent in feedback across Key Stages. Teachers need to consider carefully that there are actionable learning outcomes in both class and homework that are embedded across the department. Formative feedback: ensure that feedback is responded to in all Key Stages and routinely signed off/ticked by teachers. (EEF Toolkit Feedback +8 months). Ensure that extension tasks are set so that all students are challenged.	B
Homework: in preparation for mocks/assessments develop a prominence of revision-based homework activities that is clearly understood by students using spiral learning and exam-based questions.	B

<p>To create ILPs – Individual Learning Plans - (following the format used for SEND students) for PP students so that the interventions in place for PP students can be tracked more effectively. Therefore, no student will slip through the net and it will also allow leaders to monitor which strategies used have a good impact by adding data capture regularly to the ILP. To look at the gap, it would be worth having ILPs for some non PP students who receive the same interventions to see if the strategies are more effective and undertake a deep analysis of why if this is the case. In addition, case studies should be established to run concurrently with the ILP so that impact (pastoral and departmental) can be reported to governors. These case studies should inform the actions of future PP activities.</p>	<p>B / C / D / E</p>
<p>Consider using surveys that will measure the improvement in disadvantaged students' confidence and resilience in dealing with, for example, new topics in class or from PP-specific extra-curricular activities to further quality assure interventions that are being implemented as part of the Pupil Premium strategy statement.</p>	<p>A / B / D / E</p>
<p>The new attendance policy is being used effectively by staff who were part of the review. Consider how previously poor-attending disadvantaged students whose attendance is gradually improving can be recognised. For example, the Year Learning Leader could nominate the most improved attendance of the half term or tutors could give achievement points for where disadvantaged students' (and others') attendance has significantly improved in a week/fortnight. The Pupil Premium lead and Pupil Premium champion must monitor these individuals and accordingly use the outcomes as part of ongoing ILPs or case studies.</p>	<p>A / D</p>
<p>Best practice has shown that regular contact with parents has increased parental engagement. The school should look at increasing parental voice, through questionnaires, phone calls and online surveys. In addition, short workshops on metacognitive (learn to learn) approaches in the first term of Y11 on GCSE topics and/or refresher learning for parents will help break down the barrier for parents who are 'fearful' of school from their own experiences. RTSA could run courses to support staff in delivering this and work with the Research School (<a href="https://researchschool.org.uk/about/the-network/">https://researchschool.org.uk/about/the-network/</a>) will support with the latest evidence-based approaches. Consider a termly coffee morning for Pupil Premium parents and their children to enhance parental engagement.</p>	<p>E</p>
<p>Website: once the new website is completed, ensure the statutory guidance for CEIAG (website link below) shows the statutory requirements that the school need to publish and adopt on their website for this academic year</p>	<p>E</p>