



Pupil premium strategy statement – Blessed Thomas Holford Catholic College

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	1381
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	C Hogg
Pupil premium lead	J Regan
Governor / Trustee lead	J Shuttleworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,595
Recovery premium funding allocation this academic year	£41,469
Pupil premium (and recovery 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>	£274,064

Part A: Pupil premium strategy plan

Statement of intent

At Blessed Thomas Holford Catholic College our school motto is ***'May God's love be our guide'*** and we believe that every pupil coming into our school will develop a strong personal faith, achieve the best qualifications and be prepared for adult life. At Blessed Thomas Holford Catholic College all pupils will have equal opportunities and the potential to achieve high attainment enabling them to continue onto further study and a vocation of their choice, irrespective of their socio-economic background.

The school have centred the Pupil Premium strategy around the educational research of the Education Endowment Foundation (EEF) and we follow their three categories of: high quality teaching; targeted academic support and implementing wider strategies to close the disadvantage attainment gap in our school. This is the third year of our three-year Pupil Premium strategy.

Primarily our pupil premium strategy is centred around high quality teaching to ensure pupils are challenged and supported to achieve their very best to create a curriculum that is ambitious for all and responds to the needs of all pupils, including those who are disadvantaged. Educational research suggests that high quality teaching is one of the biggest factors in pupils' attainment. At Blessed Thomas Holford Catholic College, a large proportion of the pupil premium funding will be used to improve the quality of teaching and learning via professional development, suitable class sizes and ensuring the curriculum is challenging yet accessible to all through high quality teaching. In addition to this the school will be prioritising the development of reading skills in every aspect of school life.

During the academic year, we will be responsive and reflective to the needs of our disadvantaged pupils and where appropriate targeted academic support will be put in place to support those pupils and their families who are not making the expected level of progress.

We recognise that one of the longer-term impacts of the pandemic is disadvantaged pupils may require more attendance, social, emotional, and behavioural support than their peers to ensure their academic progress is not impacted in a detrimental way. Therefore, we use a wide range of internal and external agencies to support our disadvantaged pupils in these areas. Furthermore, we also aim to use the funding to ensure all pupils have access to the same opportunities and extra-curricular experiences as part of our school family.

For the three categories we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and well-being in school with the aim of raising expectations of what they can achieve, as we believe ***achievement is for all***.

Challenges

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

Challenge number	Detail of challenge																				
1	<p>Reading Fluency at KS3: In school assessments, observations, and pupil voice with KS3 pupils highlight that disadvantaged pupils have lower levels of reading fluency than their non-disadvantaged peers. Research shows that there is a clear link between reading age and potential attainment across the curriculum.</p> <p>On entry into year 7 in 2023, 23% of the Year disadvantaged cohort are below their reading age. In the academic year of 2023-24 of the 157 pupils in academic reading intervention, 25% of the cohort were disadvantaged. In addition to this, of the pupils who are at least 2 years below their chronological reading age 38% of the group are disadvantaged.</p>																				
2	<p>Attainment gap on arrival at school: The data for the KS2 Sats show that disadvantaged pupils score lower than their non-disadvantaged peers in KS2 Maths, KS2 Reading and KS2 Grammar. This can impact the disadvantaged pupils’ accessibility to the curriculum on offer at Blessed Thomas Holford Catholic College.</p> <table><tr><th>KS2 Sats</th><th>Disadvantaged Pupils</th><th>Non-Disadvantaged Pupils</th><th>Difference</th></tr><tr><td>KS2 Reading</td><td>102.39</td><td>106.12</td><td>3.73</td></tr><tr><td>KS2 Grammar</td><td>100.80</td><td>105.2</td><td>5.11</td></tr><tr><td>KS2 Maths</td><td>99.25</td><td>105.73</td><td>6.48</td></tr><tr><td>Overall</td><td>100.57</td><td>105.68</td><td>5.11</td></tr></table> <p>When comparing this to the current Year 11 who completed their KS2 sats in 2019, the differences in each category was much less and for Maths, Grammar and Overall was 50% less difference.</p>	KS2 Sats	Disadvantaged Pupils	Non-Disadvantaged Pupils	Difference	KS2 Reading	102.39	106.12	3.73	KS2 Grammar	100.80	105.2	5.11	KS2 Maths	99.25	105.73	6.48	Overall	100.57	105.68	5.11
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3	<p>Attendance: Our attendance data indicates that our disadvantaged pupils attend school less than their non-disadvantaged peers. This has been a year on year trend, however the attendance gap has increased since the pandemic.</p> <p>During the 2022/23 academic year, disadvantaged pupils collective attendance was 85.4% whilst non-disadvantaged pupils collective attendance was 93.7%.</p> <p>Although the attendance for disadvantaged pupils was just above the national average for disadvantaged pupils across all schools, we recognise and the 2023 Blessed Thomas Holford Catholic College exam data indicates that there is a very strong correlation between attendance and academic outcomes.</p>																				

4	<p>Social, Emotional and Mental Health: Our assessments, observations and pupil voice with pupils have identified social and emotional concerns for many pupils, such as anxiety and low self-esteem.</p> <p>These challenges are more prominent in our disadvantaged pupils than non-disadvantaged; this has increased year on year and has been influenced by the impact of the pandemic. From our internal data this has had an impact on disadvantaged pupils constantly engaging positively in their lessons across the whole curriculum, which ultimately can impact the academic progress of disadvantaged pupils.</p> <p>The school has demonstrated improvement for pupils with particular needs including disadvantaged pupils. This shows a commitment to supporting all pupils, including those who may face additional challenges. The number of 3's (inconsistent behaviour for learning code) issued to disadvantaged pupils decreased by 35% from January to July 2023. There is a similar picture for pupils with SEND, with the number of 3s decreasing by 34%. We also saw 30% fewer SEND pupils issued with a 4 (cause for concern) during the same time. For disadvantaged pupils 7% decrease in 4's for this same period. A lot of this support was tailored to meet the SEMH needs of disadvantaged pupils' group with break away and Ark support. Disadvantaged pupils who accessed the Ark increased attendance to individual lessons by 12%.</p>																																													
5	<p>KS4 Attainment and Progress: Like the national picture, there is an attainment gap in our disadvantaged pupils' GCSE results when compared to their non-disadvantaged peers.</p> <p>The latest national published data indicates:</p> <table><tr><th></th><th>Whole Cohort</th><th>BTHCC Disadvantaged Pupils</th><th>BTHCC Non-disadvantaged Pupils</th><th>National Disadvantaged Figures</th></tr><tr><td>Progress 8</td><td>0.21</td><td>-0.56</td><td>0.36</td><td>-0.57</td></tr><tr><td>Attainment 8</td><td>47.10</td><td>38.54</td><td>48.28</td><td>34.9</td></tr><tr><td>Grade 4+ Eng & Maths</td><td>68%</td><td>53%</td><td>71%</td><td></td></tr><tr><td>Grade 5+ Eng & Maths</td><td>46%</td><td>33%</td><td>47%</td><td>25%</td></tr><tr><td>P8 English</td><td>0.52</td><td>-0.03</td><td>0.66</td><td></td></tr><tr><td>P8 Maths</td><td>-0.11</td><td>-0.67</td><td>0.01</td><td></td></tr><tr><td>P8 Ebacc Subjects</td><td>-0.18</td><td>-1.17</td><td>0.02</td><td></td></tr><tr><td>P8 Open Subjects</td><td>0.59</td><td>-0.24</td><td>0.73</td><td></td></tr></table>		Whole Cohort	BTHCC Disadvantaged Pupils	BTHCC Non-disadvantaged Pupils	National Disadvantaged Figures	Progress 8	0.21	-0.56	0.36	-0.57	Attainment 8	47.10	38.54	48.28	34.9	Grade 4+ Eng & Maths	68%	53%	71%		Grade 5+ Eng & Maths	46%	33%	47%	25%	P8 English	0.52	-0.03	0.66		P8 Maths	-0.11	-0.67	0.01		P8 Ebacc Subjects	-0.18	-1.17	0.02		P8 Open Subjects	0.59	-0.24	0.73	
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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
To improve the attainment of disadvantaged pupils at KS4 across the curriculum, but especially in GCSE English and Maths.	<p>By the end of the current strategy in 2024/25 KS4 outcomes will show that the attainment gap between disadvantaged and non-disadvantaged pupils has narrowed. We strive to continue for our disadvantaged pupils to achieve good results and achieve above the national average for disadvantaged pupils.</p> <p>The school monitoring system shows that all pupils have access to consistent high-quality teaching which provides pupils with regular opportunities to learn and recall key knowledge, and through adaptive teaching, effective feedback and targeted academic interventions this will ensure disadvantaged pupils have got the opportunity to achieve good outcomes.</p>
Improved reading fluency among disadvantaged pupils across the school	<p>Reading fluency demonstrates improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Reading will be part of every aspect of school and a promotion of love of reading will be encouraged across all subjects. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The school aspires to work towards an overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged pupils being reduced. In addition to this the school aspires for the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils is no more than their peers.</p> <p>Like the national picture we know that attendance of all pupils, but especially disadvantaged pupils has decreased since the pandemic and the school will continue to strive to improve this to work towards pre-pandemic levels and reduce the attendance gaps year on year for our disadvantaged pupils.</p>
To sustain an improvement in wellbeing for all pupils, including those who are disadvantaged.	<p>To be proactive and respond to the emerging social, emotional and mental health needs of our pupils, particularly disadvantaged pupils. We recognise that for pupils to be successful in school their social, emotional and mental health needs need to be met through a range of methods. The school will also encourage an increase in participation in enrichment activities, personal development programmes and interventions beyond the classroom, particularly those who are disadvantaged.</p> <p>The improvement of wellbeing will be demonstrated by quantitative data from the PASS survey and Power of Bi, as well as qualitative data from pupil voice, parent surveys and teacher observations.</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: £71,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of the GL standardised assessments including CATS as a diagnostic tool to help identify gaps and barriers to learning to then enable effective classroom intervention.</p> <p>Owned by: SPG / JR / JS</p>	<p>EEF research suggests that the diagnostic standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support and intervention within the classroom.</p> <p>All Year 7 pupils complete these prior to arrival and the CAT4 results are shared with teaching staff to help adaptive teaching to ensure all pupils' needs are met in the classroom and they can access and ambitious, supportive and challenging curriculum throughout school.</p>	1,2,5
<p>Throughout the academic year there will be staff CPDF on the quality of teaching for all pupils and curriculum design to ensure all pupils have access to an ambitious and knowledge rich curriculum.</p> <p>Owned by: AEB</p>	<p>All teaching staff will be involved in the school's CPDF cycle to ensure every disadvantaged pupil has access to high quality teaching and learning. CPDF is delivered through the school and will focus on a range of teaching and pastoral strategies to support pupils. Curriculum intent, implementation and impact is an ever-evolving process. At Blessed Thomas Holford, our mission is that "achievement is for all" and we will continue to develop our curriculum to ensure pupils and students leave us knowledge rich and ready for the next stage of their education.</p> <p>Our CPDF provision will focus on: behaviour and attitudes, quality of education and personal development. Whole school CPDF and departmental CPDF will support pupils and students in ensuring they understand and learn curriculum content, learning habits and that knowledge is retained in the long-term memory.</p> <p><u>INSET(S):</u></p> <p>SEPTEMBER - Safeguarding Training/Behaviour and Standards Training/KCSIE Part 1/Policy Documentation/Deaf Awareness Training/Curriculum planning time</p> <p>NOVEMBER - ResearchEd BTH (including explicit session to support staff in raising attainment for DP) and Phonics Training for all Teaching Assistants to support with reading and curriculum support.</p>	1,2,3,4,5

	<p>JULY - September Ready</p> <p><u>HEAD OF DEPARTMENT MEETINGS:</u></p> <p>Quality Assurance/Focus 10 and Disadvantaged pupils/curriculum vision and intent/Power Bi/difficult and demanding work/curriculum review</p> <p>DEPARTMENT MEETINGS:</p> <p>Disadvantaged pupils - KS3 and 4/Quality Assurance/Feedback and assessment/implementation/climate for learning/Focus 10/progress KS3-KS5</p> <p>TEACHMEET:</p> <p>Quality Assurance/vocabulary/reading/disciplinary literacy/high expectations and demanding work/Personal Development - Together for Good</p> <p>YEAR TEAM MEETINGS:</p> <p>Behaviour and Attitudes/pastoral curriculum/PSHE and Together for Good</p> <p>MIDDLE LEADERSHIP MASTERY:</p> <p>A Middle Leadership Mastery Course is also made available to both curriculum and pastoral leads to ensure leaders know what and how to ensure disadvantaged pupils achieve the best outcomes and effective pastoral support.</p> <p>Leading change/ Ofsted and Middle Leadership/Classroom culture and curriculum/Achievement is for all – SEND and DP/Behaviour for learning and pastoral support/Assessment, data and impact/Developing staff and leading a team/Support and challenge – QA and PM/Middle leadership mastery – next steps.</p> <p>External CPD opportunities will also be offered to staff to ensure our disadvantaged pupils will receive high quality teaching and learning and be supported across all of their subjects.</p> <p>External providers will be used such as The National College / Curriculum Communities We are in Beta</p> <p>The EEF states that the best available evidence indicates that great teaching is the most important level schools must improve pupil attainment. The CPDF programme delivered within school will help to ensure every teacher is supported in delivering high-quality teaching to achieve the best outcomes for all pupils, particularly disadvantaged pupils.</p>	
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<p>A focus on improving the attainment around disadvantaged pupils, including those with SEND</p> <p>Owned by: JR and SCR</p>	<p>The focus of improving the attainment and progress for all disadvantaged pupils is embedded into the school improvement plan (SIP). Examples of this could be:</p> <ul style="list-style-type: none"> - Regular reviewing of settings across the school to ensure all disadvantaged pupils are appropriately challenged. - KS3 and KS4 academic focus groups such as the school's Get to know me profiles and Focus 10 groups. - Whole staff appraisal targets as part of performance management which is in line with departmental and whole school targets. - All disadvantaged pupils are known and planned for with focused and specialised seating plans. - Ensuring the curriculum and home learning is accessible to all, so all disadvantaged pupils are able to access this and make their expected progress. 	<p>1,2,5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF</p> <p>Owned by: ES, EB & AEB</p>	<p>Pupils acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject area</p> <p>Blessed Thomas Holford is a school that reads.</p> <p><u>TIER #1 BTH READS ACROSS THE CURRICULUM</u></p> <ol style="list-style-type: none"> 1. All teachers to prioritise disciplinary literacy across their curriculum. 2. All teachers to provide targeted vocabulary instruction in every subject to help pupils access and use academic language (inclusive of Tier 2 and Tier 3 vocabulary); 3. All teachers support the development of pupils' ability to read academic texts, encouraging pupils to engage in responsive reading across every subject area <p>All Teaching Assistants completing Phonics Training November 24th. Reading co-ordinators (X3) phonics trained.</p> <p>Investment in training package available to all staff for self-study</p> <p>Reading strategies, explicit vocabulary teaching and disciplinary literacy focus of Teach Meet #2</p>	<p>1,2,3,4,5</p>
<p>Using academic data to track and improve progress across the school.</p> <p>Owned by: LAF / JR / AEB / JS</p>	<p>The school uses Sisra Analytics to track academic progress, reading and attitude to learning. This is used at all levels in the school from class teacher, HoY, HoD and SLT. The use of Sisra allows a laser sharp focus on the achievement and progress of disadvantaged pupils. This helps teaching staff to continuously evaluate disadvantaged pupils' progress and where necessary provide in class and out of class intervention.</p>	<p>1,2,3,4,5</p>

<p>Continued review of the effectiveness of the KS3 and KS4 curriculum by the school's monitoring programme.</p> <p>Owned by: CH / LAF / AEB / JR</p>	<p>Quality assuring the curriculum is the responsibility of middle leaders and senior leaders to ensure our intent is visible in lessons, books and through what pupils and students tell us. Senior leaders will conduct book looks at regular intervals.</p> <p>Our curriculum is designed to be remembered; to be stored in pupils' and students' long-term memory. Knowledge is sequenced and mapped deliberately and coherently from KS3 through to KS5 so that new knowledge and skills build on what has been taught before and towards defined end points.</p> <p>Each of our curriculum leads have thought deeply about the design and sequence of their curriculum to ensure pupils know more and remember more through an inspiring and knowledge rich curriculum offer.</p> <p>The intent, implementation and impact of the curriculum should be seen through the following teaching and learning principles:</p> <ul style="list-style-type: none"> -Sequencing of the curriculum supports long term acquisition of knowledge -Adaptive and responsive teaching so progress and achievement is for all -Literacy and reading supports curriculum delivery -Checking for understanding assess the learning of all pupils -Climate for learning ensures learning is not disrupted. <p>Half Term 1 - Departments evaluate their curriculum and set targets and action points which will feed into Performance Management Targets</p> <p>Half Term 2 - HoD and Leadership SLT and book looks. Disadvantaged Pupils will form the part of this process and will be involved in both pupil voice and book looks. Areas of success and development will be documented with action steps that will form part of the next cycle.</p> <p>Half Term 4 - Progress of action reviewed by HoD and Leadership link.</p> <p>Half Term 6 - Curriculum development will form part of INSET and Head of Department meeting.</p> <p>Quality of Education Team undertake weekly book looks - Disadvantaged Pupils form part of the sample.</p>	<p>1,2,3,4,5</p>
<p>For Year 11 pupils there will be additional curriculum time of 1 hour per week in Maths, English, and Science.</p> <p>Owned by: LAF</p>	<p>In Year 11 pupils will have an extra 1 hour of English, Maths, Science per week from 3pm until 4pm Monday, Tuesday and Wednesday.</p> <p>EEF guidance shows that by extending the school time progress of pupils can improve pupil outcomes when consistently implemented. We feel this would support our disadvantaged pupils, as they would have more time to help consolidate their learning in core subjects.</p>	<p>5</p>

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

Budgeted cost: £41,719

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disciplinary reading programme for disadvantaged pupils who need additional support to comprehend texts and address vocabulary gaps. Reading interventions and Read with Power strategies in lessons.</p> <p>Owned by: AEB, CEL, AR & IR</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. The EEF states that effective reading comprehension can have an average of 6+ months on pupil learning.</p> <p>Research from EEF suggests that disadvantaged children are less likely to read and have access to reading materials than their non-disadvantaged peers. Embedding reading comprehension strategies can improve learning by up to 6 months.</p> <p>Blessed Thomas Holford is a school that reads.</p> <p>High quality teaching across the curriculum will reduce the need for extra literacy support. Nevertheless, it is likely that a small number of students will require additional support—in the form of high quality, structured, targeted interventions—to make progress. Tiers of support move from whole class teaching to small group tuition increasing intensity with need.</p> <p>Pupils complete a reading test at two points in the year through using The New Group Reading Test (NRGT) a standardised assessment that reliable measure reading skill. The data produced may result in some pupils engaging with reading a 3 tiered approach focusing on:</p> <p>TIER #1 BTH reads across the curriculum.</p> <p>TIER #2 Literacy provision: Reading interventions for pupils below their chronological reading age.</p> <p>TIER #3 Literacy provision: Reading intervention for pupils significantly below their chronological reading age.</p>	<p>1,4,5</p>

<p>All disadvantaged pupils will have access to learning resources that can be used outside the classroom to improve knowledge and understanding of subjects.</p> <p>Owned by: JR</p>	<p>Improved access to learning resources for disadvantaged pupils at KS3/KS4. Materials and resources are provided for pupils in each subject area (texts or revision guides etc) to help them complete studying outside the subject.</p> <p>During Personal Development KS3 pupils are taught how to embed the BTHCC Core Four revision strategies effectively, as well as focusing on the importance of study habits, how we learn and developing metacognition and self-regulation skills. Furthermore, KS4 pupils are also shown in more detail how to embed effective study habits and routines to support progress and improve well-being during their GCSE exams. This is also embedded across the national curriculum, with a half-term focus of the BTHCC Core Four revision strategies so pupils can apply these across their subjects. Each half-term this is communicated home to parents to help support this at home, with KS4 revision evening also held for disadvantaged pupils and their parents / carers.</p> <p>The EEF show that improving pupils' metacognition and self-regulation can improve learning by up to 7 months and improving parental engagement can improve learning by up to 4 months.</p>	1,2,3,4,5
<p>Department intervention</p> <p>Owned by: JR and HoD</p>	<p>Each subject area is given allocated budgets to support pupils within their subject to help improve academic progress and learning beyond the curriculum / specification. This can range from small groups tuition, strategies to improve the subject knowledge and teaching and learning within subjects and external trips that will help improve outcomes and attainment.</p>	1,2,3,4,5
<p>KS4 Study Sessions for all subjects during school holidays.</p> <p>Owned by: JR</p>	<p>Throughout the academic year all subjects will be hosting intervention study sessions for pupils to attend. These study sessions will be smaller than regular class sizes and the EEF research suggests that small group tuition can have a positive impact on pupils' learning.</p> <p>This can be available for the whole year group cohort, however disadvantaged pupils meet with staff from the Key Stage and Year group team, who encourage signing up and attending. This is also communicated home to pupils.</p>	5
<p>Use of National Tutoring programmes to support pupils in English, Maths and Science</p> <p>Owned by: JR / AT</p>	<p>The school will put targeted academic intervention in place to support disadvantaged pupils' progress in KS3 and KS4 in core subjects. This will be linked with the allocation of the National Tutoring Programme funding from the DfE and will be allocated across the year when reviewing the needs of disadvantaged pupils.</p> <p>The EEF states that this is an effective strategy in improving pupil outcomes by up to 4 months.</p>	2,5

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

Budgeted cost: £ 161,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behavioural intervention for specific pupils who require support.</p> <p>Owned by: RG & AT</p>	<p>The pastoral team has been increased this academic year to increase the behaviour support and provision which can be put in place to support pupils, particularly disadvantaged pupils.</p> <p>The EEF toolkit shows that regular behaviour interventions can improve learning by up to 4 months.</p> <p>The behaviour system is now well embedded within school. There is now an effective 'buddy' system in place to support staff in de-escalating situations and managing potentially challenging situations</p> <p>The use of chance, choice, consequence is common language used amongst all staff when dealing with behavioural issues to ensure consistency whole school. Staff have received CPD (including scenarios) and what to do's created to ensure consistency when dealing with a range of situations.</p> <p>PANEL meetings take place on a weekly basis between pastoral staff. The meeting allows staff to analyse referrals and discuss the appropriate course of action to support pupils through a range of intervention pathways. These include GOAL, LINC, 1-1 mentoring support, Art therapy. All interventions have a entry and exit questionnaire which provides impact data.</p> <p>GOAL encourages pupils to develop their mindset, decision making and resilience, whereas LINC places as focus on developing social skills and communication.</p>	1,2,3,4,5
<p>Power of Bi Data and Tracking</p> <p>Owned by: RG, JS and AT</p>	<p>The school will use the Power of Bi programme. This will link with the school's behaviour policy and help the leadership team, pastoral and HoD to look at any patterns of behaviour incidents across year groups, subjects and in particular different pupil groups.</p> <p>By using the tracking system the school will be able to put behaviour support and interventions in place to help improve attainment and reduce any challenging behaviour in lessons.</p>	4,5

<p>GL PASS Survey</p> <p>Owned by: JR, AT and SCR</p>	<p>During the first term the school will run a round of GL PASS surveys which will mainly focus on our disadvantaged and SEND pupils. The survey is a pupil attitudes to self and school survey which helps identify learners who may be held back by factors such as a lack of confidence, motivation or connection to the school. This will help the pastoral team identify pupils who may need pastoral support before it becomes a barrier to learning in the classroom.</p> <p>Following on from the survey the pupils then may be involved in interventions that help focus on pupils' feelings about school; perceived learning capability; preparedness for learning; attitudes to teachers; work ethic; self-efficacy and confidence and attitudes to attendance.</p>	2, 4,5
<p>Football Beyond Borders - KS3</p> <p>Owned by: AT</p>	<p>To support the academic progress of our disadvantaged pupils in Year 9 the school has invested in the support of Football Beyond Borders this academic year. FBB works with pupils from a disadvantaged background, SEND and those pupils who find it challenging to access the school curriculum because of social, emotional needs. FBB will be supporting pupils 2 days a week for the 2023/24 academic year and this will consist of delivering personal development sessions, community projects alongside parents/carers and working alongside class teachers and the KS3 pastoral team</p>	2,3,4,5
<p>Cameron Parker - KS4</p> <p>Owned by: JR</p>	<p>To support the academic progress of our disadvantaged pupils in Year 10 the school are working alongside Cameron Parker this academic year. Cameron Parker will be working with a group of disadvantaged pupils to increase engagement, motivation and attainment inside the classroom. When visiting the school throughout the year Cameron will work with the pupils on Increasing Internal Motivation, Developing Growth Mindset, Academic Performance, Road to Resilience and Stress to Success.</p>	2,3,4,5
<p>Girls Network Programme</p> <p>Owned by: JR</p>	<p>To help improve the academic aspirations, engagement and attainment of disadvantaged girls the school will work alongside the Girl's network programme. This will involve pupils working alongside adult women in business as part of a school mentoring programme.</p>	2,3,4,5
<p>KS4 PGL Outward Bound and Maths Residential</p> <p>Owned by: JR</p>	<p>Disadvantaged and SEND pupils will be invited to attend an outward bound and maths residential on two occasions in Year 11. This will help the pupils experience enrichment trips, develop communication, teamwork skills, a sense of belonging to the school and targeted intervention in maths.</p>	3,4,5
<p>Alternative provision / Well-being support</p>	<p>To assist disadvantaged pupils' engagement in their education, progress, well-being, and progression on to suitable post-16</p>	1,2,3,4,5

<p>Owned by: AT / SCR DG / SW / ATA</p>	<p>education the school will work alongside a range of alternative provision providers which are listed below.</p> <ul style="list-style-type: none"> - The Ark (On school site) - Breakaway Support (on school site) - Art Therapy (on school site) - GOAL / LINC (on school site) see above - Sale Sharks Mentoring - School Counsellor AFPC - 42nd Street -- MThrive 	
<p>To improve attendance and reduce the number of disadvantaged pupils who are persistently absent.</p> <p>Owned by: RG / JB / TT</p>	<p>To improve the attendance of disadvantaged pupils, as well as reducing the number of disadvantaged pupils who are persistently absent from school.</p> <p>By achieving this, it will clearly have an impact on pupils' overall progress, attainment, and well-being as they will be spending more time in school and accessing the whole school curriculum, wider opportunities and well-being support.</p> <p>In previous years the number of disadvantaged Pupils who were persistent absentees was too high. Our pastoral team, heads of year and form tutors now work closely with pupils especially pupils who are disadvantaged or who have SEND to improve their attendance.</p> <p>The strategies being used to improve attendance are included in our Attendance Position Paper which is embedded below.</p> <p>The figures for the Autumn Term 2022 and regular checks against live published national figures indicated that attendance at BTHCC was slightly above the national average and that persistent absence was slightly lower than the national average. In common with other schools, disadvantaged Pupils had the highest number of absences and the highest number of persistent absentees.</p> <p>To significantly improve attendance and reduce persistent absence, we devised and began implementation of our Plan Do Review Attendance Support Plan., which has a specific focus on disadvantaged and SEND pupils.</p>	<p>1,2,3,4,5</p>
<p>Providing food, clothing and specific items on an individual basis.</p>	<p>All children have access to free breakfast before 11:30am.</p> <p>The pastoral team will review each case on an individual basis.</p>	<p>1,2,3,4,5</p>

Owned by: Pastoral		
<p>Providing priority high-quality careers guidance for all disadvantaged pupils to raise their aspirations of post 16 education and reduce the risk of NEET pupils.</p> <p>Owned by: NJ & SPG</p>	<p>All disadvantaged pupils will receive high quality career guidance at BTHCC. In both key stages pupils will receive curriculum time to develop their knowledge of potential careers in specific subjects, as well as wider career's guidance through the personal development programme.</p> <p>In key stage 4 all pupils, with disadvantaged pupils being one of the priority groups, will receive a careers guidance meeting with the BTHCC careers guidance officer and a member of staff from an external provider (MPloy). Additionally, the school will work alongside NC&S who will work with disadvantaged and SEND pupils to raise aspirations and success at post 16 education and beyond.</p> <p>The school will also provide wider opportunities via careers fairs and university visits that will focus on our disadvantaged pupils.</p> <p>Evidence suggests that good careers guidance is a necessity for social mobility and pupils from a disadvantaged background have the most to gain from high-quality careers guidance.</p>	3,4,5
<p>Disadvantaged pupils are provided with enrichment opportunities.</p> <p>Owned by: SPG / AT</p>	<p>There is a broad extra-curricular programme at Blessed Thomas Holford, as well as a range of external trips throughout the academic year. This ranges from morning, lunch and after school clubs; sporting competitions and school leadership opportunities.</p> <p>These can help increase self-esteem, well-being, behaviour, and aspirations to succeed. During the 2023/24 academic year there will be a rigorous monitoring of which disadvantaged pupils are accessing the enrichment opportunities on offer to pupils. The school will then use this to review how we encourage more disadvantaged pupils to get involved in the wider opportunities beyond the school curriculum.</p>	3,4,5

Total budgeted cost: £274,468

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2022 / 23 academic year and in the second year of our pupil premium strategy our priorities focused on the below four areas:

To improve the attainment of disadvantaged pupils at KS4 across the curriculum, but especially in GCSE English and Maths

The 2023 GCSE exam series results were completed in a way that would bring the exam structure and results back to the 2019 pre-pandemic standards. The 2023 exam results would therefore be able to be compared to the 2019 results for national and school trends. GCSE results in 2019 indicated that the progress 8 for disadvantaged pupils was -0.08, compared to 0.22 for non-disadvantaged pupils. The percentage of our disadvantaged pupils leaving with a grade 4 in English and Maths in 2019 was 56% and a grade 5 in English and Maths in 2019 was 26%.

The national data indicates that the gap between disadvantaged pupils and non-disadvantaged pupils has widened due to the impact of the pandemic, specifically attendance and engagement in school. This is also the case at Blessed Thomas Holford Catholic College. In the 2023 GCSE exam series disadvantaged pupils' progress 8 was -0.56, compared to non-disadvantaged pupils whose progress 8 was 0.36 (SISRA). Disadvantaged pupils' strongest areas were in English (P8 of -0.03) and Open Subjects (P8 -0.24). Moving forward during the academic year 2023/24 there will be a focus on improving the progress of disadvantaged pupils in Maths (P8 -0.67) and Ebacc subjects (-1.17).

The percentage of our disadvantaged pupils leaving with a grade 4 in English and Maths in 2023 was 53% (18% gap) and a grade 5 in English and Maths in 2023 was 33% (14% gap). Despite there being a gap in our school, we felt that we were providing our disadvantaged pupils with a strong quality of education in maths and English, since this was above the national average for other disadvantaged pupils in England.

The national progress 8 score for disadvantaged pupils was -0.57 and at BTHCC it was -0.56. Despite there being a gap at Blessed Thomas Holford Catholic College, the national data does indicate that our disadvantaged pupils are performing in line with the national average for disadvantaged pupils. It is a big focus of the school's to improve the progress of our disadvantaged pupils and narrow the gap between them and their non-disadvantaged peers.

Improved reading fluency among disadvantaged pupils across the school

During the academic year disciplinary reading was promoted across the school curriculum through the implementation of whole school reading summary tasks in subjects to develop tier 2 and 3 vocabulary and 3 drop everything and read days to promote reading across the school. Additionally, pupils who were under their expected reading age received targeted reading intervention with the school librarian and this consisted of 30 minute weekly reading interventions. This involved the below number of pupils in each year group, with a specific focus on disadvantaged and SEND pupils.

Year 7: 65 pupils Year 8: 59 pupils Year 9: 53 pupils Year 10: 47 pupils

The impact is highlighted in the below table and it is important to note that many pupils were able to reach their expected chronological reading age through the intervention sessions which ultimately will help the pupils to access the curriculum easier and make good progress.

	Group 1 (Average improvement of disadvantaged pupils' reading age)	Group 2 (Average improvement of disadvantaged pupils' reading age)
Year 7	1 year and 3 months	1 year and 10 months
Year 8	4 months	1 month
Year 9	2 months	1 year and 3 months
Year 10	1 year and 3 months	1 year and 8 months

TIER #1 BTH READS ACROSS THE CURRICULUM

1. All teachers to prioritise disciplinary literacy across their curriculum;
2. All teachers to provide targeted vocabulary instruction in every subject to help pupils access and use academic language (inclusive of Tier 2 and Tier 3 vocabulary);
3. All teachers support the development of pupils' ability to read academic texts, encouraging pupils to engage in responsive reading across every subject area

TIER #2 LITERACY PROVISION: READING INTERVENTION FOR PUPILS BELOW THEIR CHRONOLOGICAL READING AGE

The Literacy Team identified pupils requiring support following the reading tests. Pupils who fall below their chronological reading age will engage with reading through small group intervention. Parents are informed and further information is sent home with a point of contact.

Pupils read texts in line with the reading curriculum and selected reading ages.

The reading intervention lead will model reading to indicate speed/intonation/fluency, then each pupil reads one page, imitating the same speed/intonation/fluency. The reading intervention lead tracks progress through potential patterns of error for each pupil. Where substitution, mispronunciation and omission regularly occur, pupils' understanding of the text will be affected. The reading intervention lead provides strategies during the intervention to promote improved reading accuracy for each pupil. Patterns of error are tracked over the course of the intervention cycle for each pupil to monitor progress.

The reading intervention lead questions pupils to monitor comprehension levels throughout the sessions and recaps plot at the beginning of each session as a form of formative assessment addressing misconceptions.

To promote success, weekly vocabulary is sent home via email: three words that students have struggled with within the session. Success in vocabulary is tracked at the beginning of the following week through tasks such as match up activities, putting the word into context/sentences or transforming into pictures.

Each session is 30 minutes long and will run for a half term.

Pupils are retested at the end of the intervention cycle.

TIER #3 LITERACY PROVISION: READING INTERVENTION FOR PUPILS SIGNIFICANTLY BELOW THEIR CHRONOLOGICAL READING AGE

The Literacy Team and SEND Department identify pupils who are significantly below their reading age to engage in reading intervention with the SEND Literacy Lead. Parents are informed information sent home with a point of contact.

Pupils' fluency of reading is tested using the 'Test Of Word Reading Efficiency' to measure fluency in sight word reading and phonetic decoding skills. Pupils are then grouped according to reading fluency... Average/ below average/poor/very poor. Pupils also complete a reading questionnaire before and after intervention sessions take place. Further testing would be recommended.

Pupils read extracts from a range of texts (fiction, non-fiction/play/poetry) as per the list below to develop reading fluency, word reading and language comprehension, where necessary, work on code knowledge is also carried out.

Each session is 30 minutes long and timetabled as per the direction of SC/IR

Pupils are retested at the end of the intervention cycle.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance figures for 2022 - 2023 demonstrate that attendance levels both nationally and at Blessed Thomas Holford Catholic College have still not yet returned to pre-pandemic levels. For the 2022/23 academic year our whole school attendance was 92.6%, which was 1.9% greater than that national average. Disadvantaged pupils' attendance was 85.4% (0.1% greater than the national average), compared to 93.7% for non-disadvantaged pupils. This shows that there is a 8.3% attendance gap between our disadvantaged and non-disadvantaged pupils.

Like the national picture, our disadvantaged pupils are more likely to be classed as a persistent absentee (PA). The school's overall PA figure was 21.2% (national PA figure: 22.3%) and although this is higher than pre-pandemic levels, the attendance data from FFT show that it is lower than the national data and each year group has a lower PA figure when comparing them nationally. Although the gap has narrowed slightly to 8.6% when compared to the whole school persistent absence figure and this is something the school will be continuing to work hard to reduce during this academic year.

The attendance of our disadvantaged pupils will continue to be a big focus of the school to narrow the attendance gap between our pupil groups, as the data from the 2023 GCSE exam results show there is a very strong correlation between attendance and academic outcomes.

To sustain an improvement in emotional wellbeing for all pupils, including those who are disadvantaged.

From our observations pupil behaviour, social, emotional wellbeing and mental health has been impacted significantly by the pandemic and the school believes this can be a barrier for some of our disadvantaged pupils. Therefore, we see this as a whole school priority to support all of our pupils' well-being, but specifically for our disadvantaged pupils.

During the 2022/23 academic year the school has invested in the development of the provision we can offer our pupils and disadvantaged pupils to support their emotional wellbeing. We had access to a school counsellor, external support using 42nd street, Trafford Thrive, Art therapy and Talk Shop. In addition to this we have internal provision such as the Ark, Break Away room and behavioural intervention programmes such as GOAL, LINC and Personal Development through football which aims to support pupils' overall behaviour and emotional well-being.

The Ark's aim was to provide support for those pupils who were finding it challenging to access school and the full curriculum due to a range of medical and mental health needs. This was staffed by a higher level teaching assistant who could support the delivery of the national curriculum when the pupils were accessing the Ark, as well as providing support for any mental health needs. Despite the school only having 15% of pupils eligible for pupil premium funding, 30% of those pupils accessing the Ark were disadvantaged. We believe this helped to provide these pupils with a structured learning environment to help them access the national curriculum and also improve their attendance and engagement in school. This can be shown that for those pupils accessing the Ark the average increase in attendance present marks was 12% higher than

the previous academic year and for disadvantaged pupils this ranged between a 7% to 33% increase in attendance present marks when compared to the previous academic year.

The CPOMS referral data for the 2022/23 academic year indicates that disadvantaged pupils are twice as likely to have a CPOMS referral than their non-disadvantaged peers. This enabled us to ensure the school could put the necessary safeguarding and behavioural interventions and referrals in place to support the pupils' wellbeing and progress.

To support pupils' emotional wellbeing and self-regulation the school offered internal and external wider intervention strategies to help pupils, as this would have an improvement in their engagement in the curriculum and ultimately their overall attainment and outcomes. For the internal intervention programmes which were ran during the 2022/23 academic year 40% of pupils who were involved in the POD, GOAL, LINC, Personal Development throughout football and Boxing Mentoring programme were from disadvantaged backgrounds. Of the external wider strategies, such as Art therapy, Talk Shop, the School Counsellor, 42nd Street and Trafford Thrive 29% of the pupils accessing the provision were from a disadvantaged background.

At Key Stage 4 we run two outward bound residential trips. This is aimed at supporting pupils' emotional wellbeing, developing teamwork and cooperative skills. Over the two visits 21 of the disadvantaged pupils in Year 11 attended. From a pupil voice conducted at the end of the trip the data showed that the pupils that attended felt like they had a greater sense of belonging to the school, developed their relationships with their peers, increased motivation to attend and engage in school and develop their generic resilience skills. In addition to this maths sessions were built into the activity plan for both weekends and 17 of the 24 disadvantaged pupils who attended achieved a grade 4+ in maths.

The school has demonstrated improvement in the behaviour and attendance of pupils with particular needs. This shows a commitment to supporting all pupils, including those who may face additional challenges. The number of 3's (inconsistent behaviour for learning code) issued to disadvantaged pupils decreased by 35% from January to July 2023. There is a similar picture for pupils with SEND, with the number of 3s (inconsistent behaviour for learning code) decreasing by 34%. We also saw 30% fewer SEND pupils issued with a 4 (cause for concern) during the same time. For disadvantaged pupils there was a 7% decrease in 4's for this same period.

During the 2022/23 academic year we had a new member of staff who manages the restorative hub, where any pupils who have been placed in here will take part in a restorative and reflective process to help reduce any incidents of poor behaviour to prevent it from repeating and reducing the number of fixed term and permanent suspensions.

We further developed the work of the Hub and our restorative approach to behaviour problems from January with the aim of further improving behaviour throughout BTHCC whilst reducing suspensions. Since that time, we have reduced the number of days pupils were suspended from 697 to 521. This shows suspensions have decreased whilst we have also achieved some small improvements to behaviour. We believe this had a positive impact on our disadvantaged pupils as the suspension data for 2022/23 shows.

	Total Number of Suspensions	Total Percentage of Suspensions	Total Number of days suspended	Total Percentage of days suspended
Whole Cohort	94	100%	521	100%
Disadvantaged	17	18%	76	85%
Non-Disadvantaged	77	82%	445	15%

Externally provided programmes

Programme	Provider
Alternative Provision Site	Grip Adventure
Counselling	42 nd Street / Trafford Thrive / Counselling and Centre
Mentoring	Sale Sharks Mentoring Programme
NTP Tutoring	Sarah Gaffney
KS4 Team Building and Well-being Retreat	PGL

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>During the 2022 / 23 academic year, five of our disadvantaged pupils were entitled to the service pupil premium funding. The funding was spent ensuring they had access to all learning materials for their optional subjects and inviting and supporting any school enrichment opportunities such as sports, cultural visits and outward-bound trips they wished to go on.</p> <p>One KS4 pupil attended both outward bound trips which helped work on their teamwork and communication skills, as well as including maths tutoring whilst they attended the trip. This helped the pupil achieve a grade 4 in maths. In addition to this, the KS4 team checked in regularly with the pupil and the parent to ensure they had everything they needed to access the curriculum and their exam subjects.</p>
The impact of that spending on service pupil premium eligible pupils
<p>For the KS4 pupil they passed all of their GCSE qualifications, achieving 9 GCSE at grade 4+, which allowed them to move onto their first choice of post 16 qualifications.</p> <p>For the 4 KS3 pupils, each pupil was known and checked in on by their form tutor and Head of Year. Out of the 4 KS3 pupils, one pupil took part in the school intervention of the GOAL programme and had access to a breakaway pass.</p> <p>All service children attended any curriculum and end of year trips experiences offered.</p>

Further information (optional)

The current Pupil Premium strategy is underpinned by our school belief that at Blessed Thomas Holford Catholic College we inspire people to change lives and that every pupil coming to our school will develop a strong personal faith, achieve the best qualifications and be prepared for adult life and ultimately achievement is for all pupils.

The strategy aims to recognise that we must have high expectations and aspiration for all with a focus on inclusive and adaptive teaching and learning to ensure all pupils, particularly disadvantaged pupils achieve their potential and beyond.

It is important to note that the strategy is supplemented by additional activity that is not being funded by Pupil Premium and this is detailed in our ***school improvement plan*** which is under constant review to ensure we secure better outcomes for our pupils and increase their life chances.

Below are the staff who are identified in activity section:

CHO - Mrs Hogg (Headteacher)

RG – Mrs Geoghegan (Associate Headteacher – Behaviour and Attitudes - Safeguarding - DSL)

LAF – Mr Fishwick (Deputy headteacher - Quality of Education)

AEB – Mrs Butterworth (Assistant Headteacher – Quality of Education Implementation)

JR – Mr Regan (Assistant Headteacher – Quality of Education: Impact & Pupil Premium Lead)

AT – Mr Thorpe (Assistant Headteacher – Behaviour & Attitudes - Mental Health Lead and Alternative Provision)

SCR – Mr Crampton (Assistant Headteacher – SENCO)

SPG – Mr Goldrick (Assistant Headteacher – Personal Development Lead)

JS - Miss Simister (Data Manager)

TT – Mrs Tarry (DSL and Pupil attendance and intervention lead)

DG – Mrs Greenwood (Child Protection Officer)

JB – Mrs Board (Education Welfare Officer)

SW – Mrs Williamsen (The Ark)

ATA - Miss Tanner

LCS – Miss Sigsworth (Head of English)

CWO – Mrs Swindells (Head of Literacy)

AR – Mrs Rowe (Librarian)

IR - Mrs Ryan (TA4 Literacy Internal Intervention)

NJ – Miss Johnson (Careers Advisor)

HoD – Head of Departments across the school / subjects

Pastoral Team: Head of KS3 / KS4, Heads of Year and Pastoral Mentors