

## Pupil Premium for 2016/17

*In 2016/17 Pupil Premium funding received = £148,665*

Pupil premium funds supported our school in raising achievement and standards for pupils on free school meals or who are looked after. The progress of each pupil is tracked across the year so that early intervention can take place. Pupil Premium funding has enabled Blessed Thomas Holford Catholic College to identify and provide a number of interventions including some personalised programmes of support to ensure every child makes at least 3 levels of progress. Our targets are to ensure that all pupils make rapid and sustained progress so that they attain their fullest learning potential.

### Nature of Support for 2016/17

#### Core Support

- Additional Teaching Groups: Teaching groups in English, Maths, Science and Computing have increased to ensure PP pupils receive more support from their classroom teachers.
- Additional learning time in Years 7 and 11 specifically aimed at literacy intervention and GCSE achievement.
- Senior management and Heads of Department lead training on developing outstanding teaching and learning including the identification and tracking of key groups of pupils across the school.
- Targeted Intervention for pupils depending on their area of need.

### Intervention

#### Raising Achievement Programme for Key Stage 3

- The Raising Achievement Programme is specifically for pupils in Key Stage 3, now in its 2nd year.
- This has come about following the success of the existing Raising Achievement Programme at Key Stage 4.
- It has been developed to ensure all pupils at Blessed Thomas Holford Catholic College make the expected levels of progress during their time in education here.
- Its main priority is to track pupil progress, apply early intervention, to encourage pupils to take responsibility for their learning and see the benefits of education in the longer term. This is achieved through study skills sessions, educational visits and rewards opportunities.

- Pupils on the programme are those who have not made expected progress to date in English, Maths or both.
- The RAP3 group meet in small groups every 2 weeks to discuss their learning and other factors relating to their education following a structured timetable provided at the start of the year.
- External mentoring Elevate Youth
- School pay for external support for some of our more vulnerable pupils

## One-to-one Tuition

Provision of 9 hours per week of one to one tuition in Mathematics and English.

## Careers Guidance Support

Pupil Premium pupils at Blessed Thomas Holford Catholic College have a variety of Careers and Guidance Support.

Our aim is to ensure they will leave Blessed Thomas Holford Catholic College prepared for life in Modern Britain.

- They all have the opportunity to explore New Kudos, an impartial careers guidance information program which helps young people plan their future and make informed decisions;
- Pupils in Year 8 have a drop down day for Young Enterprise which is a Careers Focused: Learning to Earn Workshop. This half-day task develops their employability skills, such as communication, problem solving, confidence and initiative that can be used in the future.;
- Pupils in Year 10 have a drop down day for Young Enterprise Learning to Earn: Helps pupils understand how education is key to their future success and happiness in work and in life. They are helped to think about their career choices and what kind of qualifications they will need;
- Pupils in Year 11 have the chance to take part in a session with The Royal Marine Visibility Team focussing on teamwork and leadership skills as well as seeing the benefits of a career within the Marines;
- Pupils in Year 11 are interviewed by a member of staff in regards to Post 16 aims.
- One to one sessions for pupils on Post 16 guidance and support. Helping pupils by discussing their possible routes, providing contacts, discussing requirements and also advice on completing application forms.

## Revision support

Blessed Thomas Holford Catholic College provides extra support for Year 11 pupils and can provide vital revision skills needed for their GCSE examinations.

This academic year, Heads of Department at Blessed Thomas Holford Catholic College have identified and provided a number of interventions including some personalised programmes of support to ensure every pupil makes at least three levels of progress within the school holidays.

The intervention has enabled pupils to improve coursework grades and/or to complete revision sessions on specific subjects. The support will have a positive impact on GCSE results in August 2016.

During October 2016 and February 2017, pupils had the opportunity to attend an extra 30 hours of subject specific revision during each half term and was attended by over 100 pupils.

## Teaching Assistants: Learning in the Curriculum, Nurture, Intervention

Teaching Assistants work either with pupils in lessons or delivering interventions to support pupils' access the mainstream curriculum. They are trained in a number of key Specific Learning Difficulties Including: Dyslexia, Autistic Spectrum Disorder, Speech and Language Therapy. More recent areas that we have been developing support for include: Developing Social Skills, Attachment Disorder and Working Memory. Teaching Assistants also support pupils in Form Time and on Extra-Curricular activities and trips to ensure that they can participate in all aspects of the curriculum. They also liaise regularly with the Pastoral Team and Heads of Department to ensure that the specific needs of pupils are communicated to relevant staff. The team are committed to established positive working relationships with both pupils and staff in order to remove potential barriers to learning.

## Literacy Intervention

Through ongoing monitoring of pupil progress, pupils who have a difficulty related to literacy are identified by our Specialist Literacy TA. Pupils are then placed into small intervention groups based on their needs. A small number of high needs pupils will work 1:1 with our Specialist Literacy TA. Pupils will then follow a targeted Literacy intervention programme including: Units of Sound and Lifeboat. These are recognised phonic programmes that support the development of pupils' reading and spelling skills. Pupil progress is monitored throughout and pupils who make the required levels of progress will have completed the programme. Literacy Intervention is delivered by trained TAs and includes pupils in Years 7-11.

Ready to Read programme for all Year 7 pupils. 30 minutes reading each day.  
Year 9 writing club.

Taking part in the BBC School News report day.

Sound Training for Reading – intervention programme for all year groups to raise reading ages of low ability pupils.

Literacy evening will also be held for parents of Year 7 pupils.

There are also Literacy and Numeracy lessons timetabled for our weaker pupils, at KS4 they are the pupils who took one less option.

Intervention to be delivered by TAs and the LitNum lessons by teachers.

Summer School – Variety of activities based on Literacy in order to 'boost' pupils skills.

## Numeracy Intervention

Through ongoing monitoring of pupil progress, pupils who have a difficulty related to numeracy are identified by the Numeracy Co-ordinator. TA Numeracy specialist will then place them in a small intervention group, based on their needs. Then they will follow a targeted programme of Numeracy Intervention covers key areas including: Algebra, Shape, Ratio, Percentages etc. Pupil progress is monitored throughout and pupils who make the required levels of progress will have completed the programme. Numeracy Intervention is delivered by trained TAs and includes pupils in Years 7-11. All pupils performing below a level 4 and will not make adequate progress to achieve the level 4 through classroom teaching so these pupils will receive numeracy intervention.

Numeracy evening will also be held for parents of Year 7 pupils.

There are also Literacy and Numeracy lessons timetabled for our weaker pupils, at KS4 they are the pupils who took one less option.

Intervention to be delivered by TAs and the LitNum lessons by teachers.

Summer School – Variety of activities based on Literacy in order to ‘boost’ pupils skills.

## Homework Club

Our appointed Homework Club Co-ordinator oversees this intervention which runs every day before school, 8:30-8:55am and after school, 3:00-4:30pm. The club is open to all pupils in Years 7-11. Pupils who have been identified as having difficulty in managing their time and organisation may be offered some additional support in the form of a ‘buddy’. The buddy will be either a Teaching Assistant or a Sixth Form mentor. They will work with individual pupils to prioritise tasks, complete work and revision. The Homework Club Co-Ordinator works closely with Pastoral Team to ensure that pupils are well supported in completing homework and assessments to set deadlines.

## Pastoral Care

Pupil premium funding for pastoral care is solely used to help close any gaps we may have in the outcomes and wellbeing for our pupil premium children in comparison to other pupils within the school.

These are the key areas Pastoral will spend the Pupil Premium on:

- Breakfast allowance
- In-school counsellor – this is provided every Tuesday for the full day and targeted towards pupils with a specific need.
- In school interventions which target key groups, all with a different focus:
- GOAL (to improve behaviour),
- REACH (to support and guide our more vulnerable pupils),
- LINC (to support pupils and promote better social skills and communication),
- DOT (and art therapy group that centers around specific pupils and their needs- more of an open forum).
- Equipment and Uniform – This has included classroom equipment, art equipment, textbooks, literary books and uniform.

- Educational Welfare – This year we have paid for additional Educational Welfare support to tackle attendance and punctuality of key groups of pupils.
- Educational visits – We often offer to contribute towards trips and retreats to ensure that all pupil premium children have the opportunity to take part in educational experiences out with the classroom. These include cultural trips specific to a subject and trips abroad to compliment studies and broaden horizons. However, please be aware that pupil premium funding is to mainly to support pupil outcomes and whole school priorities. Therefore, we can only contribute to one or two activities per child across their academic career here at BTH.
- Educational experiences – We often contribute to the spiritual education of our pupils by contributing to the costs of retreats, thus ensuring all pupil premium children have the opportunity to attend. We also contribute towards external experiences and talks such as Learn to Learn.

## Intended Outcomes

The intended outcomes for all pupils in receipt of Pupil Premium funding were identified as:

- Their attainment would be at least in line non Pupil Premium Pupils
- Their achievement would be in line with / in excess of their personalised estimations and predictions
- Their achievement and attainment would be supported by their parents
- Their engagement in and enjoyment of learning inside school would be promoted and facilitated
- Their engagement in and enjoyment of learning outside school would be promoted and facilitated
- Their ongoing engagement with education, employment and training post 16 would be promoted and facilitated

To achieve these outcomes, pupils were able to access as many of the provisions and interventions as they individually required.

## Outcomes

### **Pupil Premium Statement for Blessed Thomas Holford Catholic College Data for Academic Year 2016-2017**

- Total Premium Budget £148,665
- Total Number of Pupils is 1,143
- Total number of Pupil Premium students in 2015-2016 is 190
- Total number of Pupil Premium pupils eligible in 2016-2017 is 205

### **Pupil Premium Outcomes**

- BTH Pupil Premium Attainment 8 is 5.1
- National Average for ALL pupils is 5.2
- BTH Pupil Premium % A\* – C in English and Maths is 62%
- National Average for ALL pupils is 69%
- BTH Pupil Premium Progress 8 is 0.34
- BTH Attendance of Pupil Premium is 95.37%
- National Average attendance for ALL pupils is 92.8%

### **Barriers to Progress for Pupil Premium Students**

- Literacy and numeracy skills for pupils entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7
- Pupils who are eligible for PP have lower starting points than other pupils starting in KS3. Underperformance at KS3 prevents sustained high achievement through KS4
- Ensuring that progress of more able PP students is as consistently good as other more able students

### **Strategies / Interventions to raise the achievement of Pupil Premium Students in academic year 2016/2017**

Intervention	Department / Area
1:1 Maths intervention at GCSE level	Mathematics
Subscription to Pixl Club which includes access to Maths app and Literature app	Whole schoolraising achievement programme
Revision guides and resources for GCSE	Whole school
Providing breakfast for PP students every morning including family dining every Friday for Year 7 pupils	Pupil premium cohort
Targeted tracking and support for PP students which includes holiday, weekend and after school revision	Year 11 PP cohort
Support from designated GCSE raising achievement team	All Year 11 cohort

Ready to Read literacy programme for Year 7 students	All Year 7 students with particular support for pupil premium
Separate timetable provision for literacy and numeracy	Part of options programme for pupils in Years 9,10,11
Programme for PP more able across 7-11	PP more able cohort as identified by CATs
Development of high quality teaching for all through monitoring and professional development	All pupils
Programme of parental involvement to engage parents in school life	Particular focus on PP students
Using the attendance pyramid to promote high levels of attendance across the PP cohort	PP cohort in Years 7-11

### **Date of Pupil Premium Review November 2016**

#### **Updated March 2017**

Raising Achievement Programme in Key Stage 3

*On the Raising Achievement programme we are given extra support to ensure we reach our potential. This support includes mentoring, team building, equipment, study skills, extra lesson – including weekends. Completing the ECDL qualification and as a group we have rewards that help with interpersonal skills. As a result of this extra support I have noticed a difference in my grades*

*Pupil*

The Raising Achievement Programme is giving the pupils the confidence to tackle their education head on, to build resilience to inspire them to go on to further and higher education and to enable them to think about future possibilities.

Literacy Intervention

There has been a substantial increase in reading ages across Year 7.

### **Numeracy Intervention**

Between thirty and forty pupils were on the Numeracy intervention and the majority of these pupils made at least one level of progress. The majority of pupils on intervention are Year 7 and 8 pupils with a small number of Year 9, 10 and 11 remaining on intervention to ensure they achieve their potential at GCSE.

A successful Literacy/Numeracy evening was held for parents.

### **Pastoral Care**

- Improved behavior and reduced exclusions.
- Improved attendance, especially of key groups.

- Enhanced life experiences and opportunity.
- Emotional support to decrease anxiety and support learning. Evidenced by some of our vulnerable pupils managing to get back into lessons.
- The development of social skills and communication.
- Improved emotional health and well-being.
- Individual pupil needs addressed through bespoke packages.

Some quote from our evaluations of our intervention group:

*The LINC group helped me boost my confidence and stop me being so nervous*  
Year 7 pupil in LINC group

*I would say that the LINC group is really fun and it really helps you. I have learnt that you should always be yourself and show confidence and kindness to others*  
Year 7 pupil in LINC group

*I have a better understanding of how to approach staff and pupils around school and to take more time to think about my actions*  
Year 10 pupil in GOAL group

*I have taken on board other people's points of view. I would encourage people to take part in the GOAL group as it allows you to share things you find difficult with people in a similar situation and to talk about solutions*  
Year 10 pupil in GOAL group

#### Revision Support

*I think the revision session in the holidays were helpful because there were some things I have been taught that I needed to go over again. It was also good that the teachers gave their time off just to help the students for the whole term. Much appreciated, THANK YOU!*

*Pupil*

*For me revision school was really beneficial as it helped me catch up on things I had missed and I still had loads of support from teachers*

*Pupil*

*Revision school refreshed my mind and helped me to prepare for my GCSEs*

*Pupil*

*The revision school that is held in the holidays has really helped me. The teachers offer a huge amount of support to all of us. By attending, I was able to achieve an excellent grade in my coursework which will help towards my GCSEs. I believe it is very beneficial, thank you!*

*Pupil*

Due to the positive impact that the revision school is having, Blessed Thomas Holford Catholic College are going to ensure that revision classes are available during every holiday for the rest of the academic year.

March 2017