

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Blessed Thomas Holford
Number of pupils in school	1364
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2022
Date this statement was published	May 2022
Date on which it will be reviewed	September each year
Statement authorised by	Governors Committee Teaching & Learning
Pupil premium lead	S.Goldrick (Key Stage 3) J.Regan (Key Stage 4) D.Greenwood (Pastoral manager)
Governor / Trustee lead	H. Hope

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 212,052
Recovery premium funding allocation this academic year	£29,288
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£241,340

Part A: Pupil premium strategy plan

Statement of intent

We believe that all pupils should have the equal opportunities and high attainment enabling them to continue onto further study and a vocation of their choice, irrespective of their background.

Primarily our pupil premium strategy is centred around quality first teaching in order to ensure pupils are challenged and supported to achieve their very best. The intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and pupil voice with KS3 pupils show that disadvantaged pupils have lower levels of reading fluency than their peers. This can impact their progress in their subject areas.</p> <p>On entry into year 7 in 2021, 45% of our disadvantaged pupils arrive below age related expectations, compared to 24% of their peers.</p> <p>The average reading age of a disadvantaged pupil is 11.04 years compared to 12.08 of their peers.</p>
2	<p>The KS2 cognitive ability and thinking skills assessments of disadvantaged pupils undertake at the start of KS3 is lower than their peers.</p> <p>On entry into year 7 in 2021, 76% of our disadvantaged pupils arrive below age related expectations, compared to 42% of their peers.</p>
3	<p>Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been between 4.74 - 2% lower than our non-disadvantaged pupils.</p> <p>24% of disadvantaged pupils have been persistently absent compared to 14% of their peers during that period.</p>
4	<p>Our assessments, observations and pupil voice with pupils have identified social and emotional concerns for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up on lost learning and upcoming exams/career prospects, and lack of enrichment activities due to the pandemic.</p>

5	<p>Our assessments, observations with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by school closures.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age related expectations.</p>
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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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>100% of disadvantaged pupils to achieve a grade 4 or above in English and Maths</p> <p>In the last three years the figure was 67% (2017- 2019), 55% (2020 – CAG), 73% (2021 – TAG)</p> <p>By the end of 2024/25, 50% or more of disadvantaged pupils enter the EBacc.</p> <p>In the last three years the figure was 17%.</p>
Improved reading fluency among disadvantaged pupils at KS3.	<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. 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 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.</p> <p>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>
To sustain an improvement in wellbeing for all pupils, including those who are disadvantaged.	<p>High levels of wellbeing from 2024/25.</p> <p>Qualitative data from pupil voice, parent surveys and teacher observations.</p> <p>An increase in participation in enrichment activities, particularly those who are disadvantaged.</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: £ 145,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of GL standardised assessments.	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.	1,2,3,4,5
Teaching training/CPD in curriculum design and delivery.	Staff given time to reflect upon curriculum design and delivery. INSET days and drop down days given to departments to focus on the Science of learning within their subject areas and the key powerful knowledge and skills that pupils need. Teaching to focus on retrieval/metacognition strategies to help pupils become more independent learners. All staff are members of the National College website.	1,2,3,4,5
Recruitment and retention of teaching staff	All ECTs engage in CPD to cover the full Early Careers Framework. Following the Bright Futures programme, Teach First materials are used to enable ECTs to deliver high-quality teaching which has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	1,2,3,4,5
Improving literacy in all subject areas in line with recommendations in the EEF	Pupils acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject area. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subject areas.	1,2,3,4,5
Teaching classes	Reducing class sizes by appointing an additional teacher in English, Maths, Science and RE. This increases	1,2,3,4,5

	teacher contact time with disadvantaged pupils within the classroom.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 44,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disciplinary reading programme for disadvantaged pupils who need additional support to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. Research from EEF.	1,2,3,4,5
Learning resources provided	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)	1,2,3,4,5
Department intervention	Subject areas are given allocated budgets to support pupils within their subject areas, E.g., English taking Year 7 pupils to the theatre.	1,2,3,4,5

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behavioural intervention for specific pupils who require support.	All staff have had training recently regarding pupils' behaviour and interventions to ensure that behaviour is deescalated rather than escalated. This is continuous CPD for staff.	1,2,3,4,5
Alternative provision	The Alternative Provision is a quiet area for children who have a reduced timetable in school. The Alternative Provision helps close the gaps for pupils who find it hard to attend school full time.	1,2,3,4,5

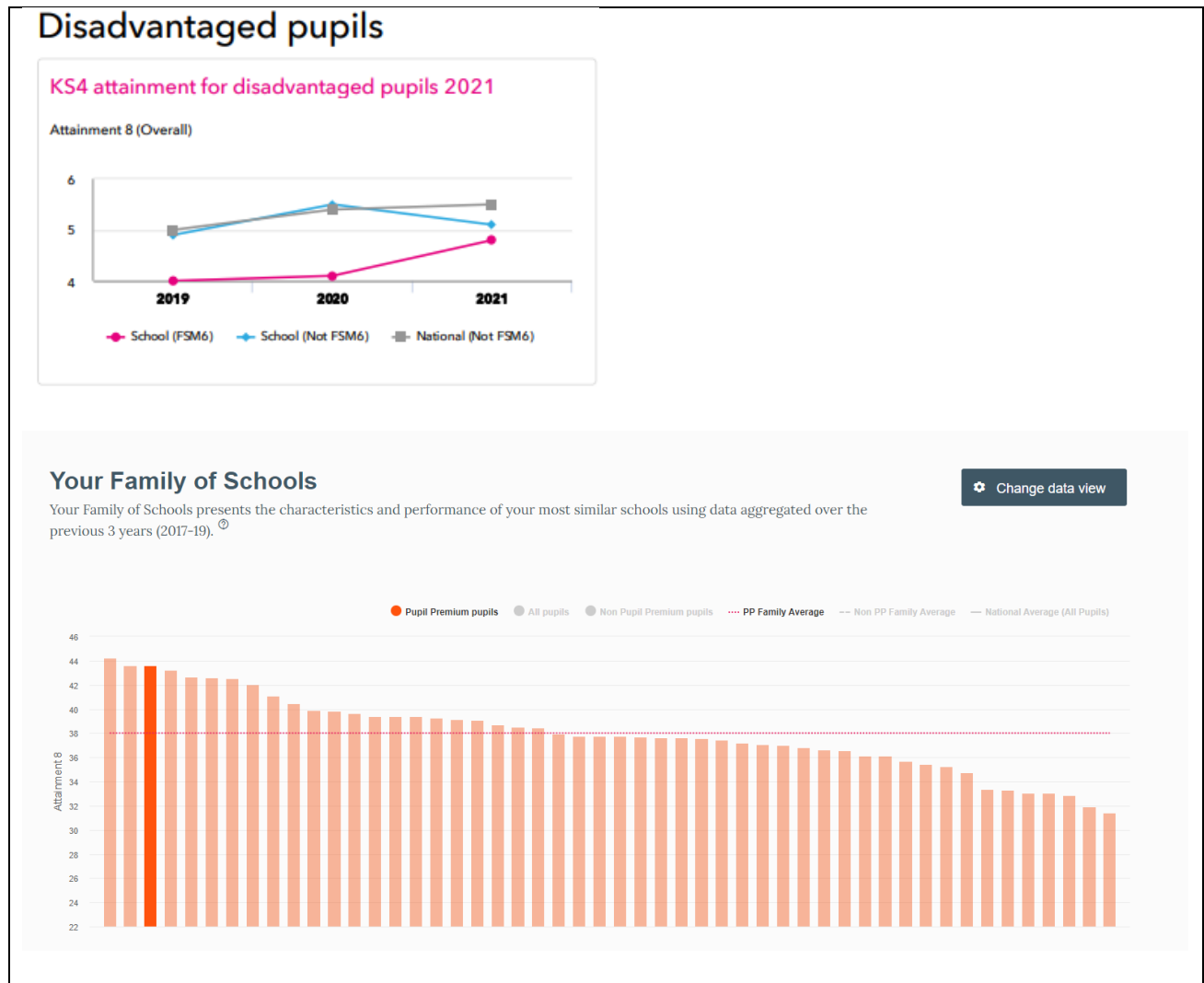
	Counselling – Counselling and 42 nd Street are available to pupils who need 1:1 support to help improve their wellbeing and mental health.	
Attendance and pastoral team appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that they have improved attendance and reduced persistent absence.	1,2,3,4,5
Ensuring pupils have access to food.	All children have access to free breakfast before 11:30am.	1,2,3,4,5

Total budgeted cost: £ 239,288

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

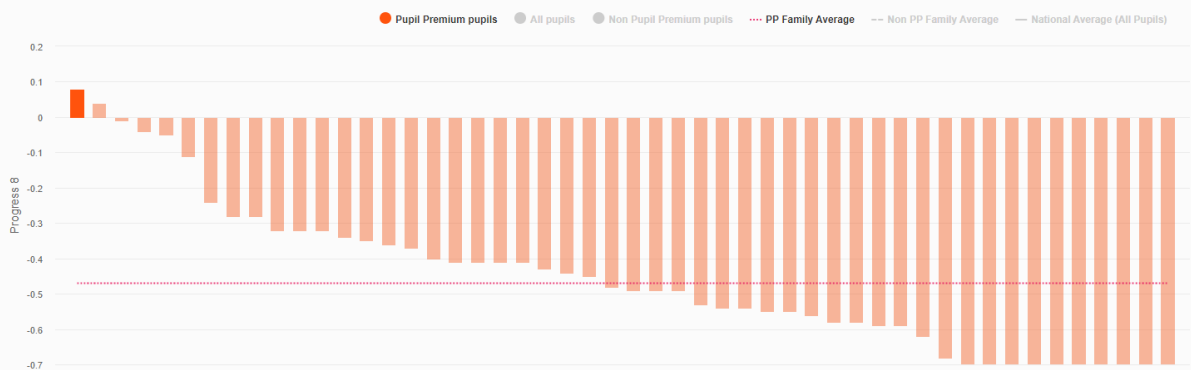
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.



Your Family of Schools

Your Family of Schools presents the characteristics and performance of your most similar schools using data aggregated over the previous 3 years (2017-19). ©

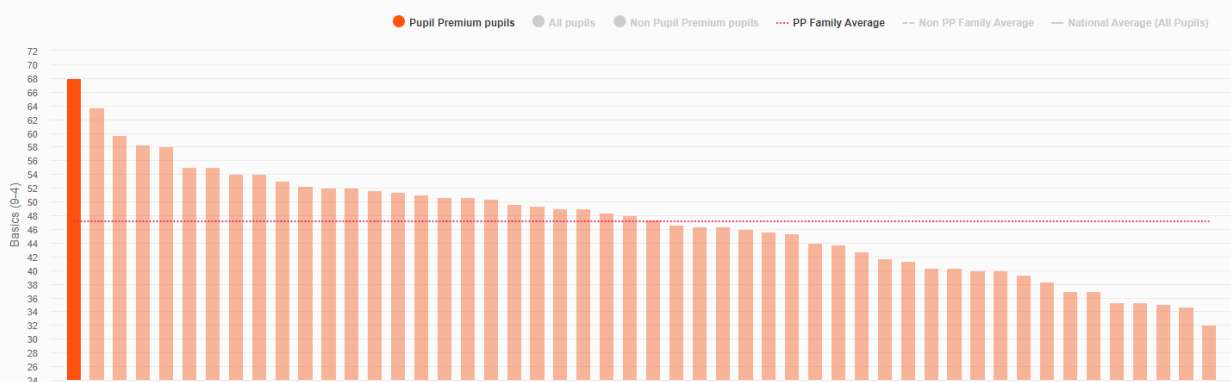
Change data view



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Change data view



Our assessment of the reasons above is mainly due to the pandemic which disrupted all of our subject areas to varying degrees. As witnessed, all around schools the pandemic was detrimental to all pupils but in particular disadvantaged pupils. They were not able to access any targeted intervention within school. The impact was mitigated by us maintaining high quality education through the use of Microsoft Teams and Oak National Academy. The pastoral team also played a significant part in ensuring all pupils were catered for by providing IT support. They also made sure that pupils wellbeing was ok through continuous contact with pupils and families.

Attendance in 2020/21 was lower than previous years (90%) although above national average. At times when pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers, which is why attendance is a focus on our current plan.

Assessments have demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, mainly down to the pandemic. We used funding to provide wellbeing and IT support for pupils and will build upon this in our new plan.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils are invited to after school enrichment opportunities such as sports, cultural visits, music lessons. A dedicated member of staff is available for support in the pastoral team.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils observed improvements in friendship groups when pupils had experienced trips.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.