



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	1380
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2027/28
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	C Hogg
Pupil premium lead	J Regan
Governor / Trustee lead	C Ostmeier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,300
Recovery premium funding allocation this academic year	£27,255
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	£257,555
<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>	

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 student 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 students 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 first year of our second three-year Pupil Premium strategy / cycle.

Primarily our pupil premium strategy is centred around high quality teaching to ensure students 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 students, including those who are disadvantaged. Educational research suggests that high quality teaching is one of the biggest factors in students' 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, ensuring class sizes are kept around 24 students per class and delivering a curriculum that is ambitious, challenging and 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 students and where appropriate targeted academic support will be put in place to support those students 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 students 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 students in these areas. Furthermore, we also aim to use the funding to ensure all students 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 students' outcomes and well-being in school with the aim of raising expectations of what they can achieve, as we believe achievement is for all by encouraging our students to follow the BTH Way by being kind, working hard and developing their whole self. This is achieved through prayer, celebrating the sacraments and living the values of Catholic Social Teaching.

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: In school assessments, observations, and student voice highlighted that disadvantaged students have lower levels of reading fluency than their non-disadvantaged peers. Research shows that there is a clear correlation between chronological reading age and potential attainment across the curriculum.</p>
2	<p>The academic progress and engagement in school of our double disadvantaged students: Research indicates that educational disadvantages can be multifaceted and some students at BTHCC are disadvantaged by multiple factors. Our assessments show that those students who are Pupil Premium and SEND make less progress, attend school less and engage in lessons than their non-disadvantaged peers.</p> <p>This academic year 39.5% of our disadvantaged students are classed as double disadvantaged and can be broken down for each year group as:</p> <p>Year 7: 35% of disadvantaged cohort is double disadvantaged.</p> <p>Year 8: 44% of disadvantaged cohort is double disadvantaged.</p> <p>Year 9: 45% of disadvantaged cohort is double disadvantaged.</p> <p>Year 10: 31% of disadvantaged cohort is double disadvantaged.</p> <p>Year 11: 43% of disadvantaged cohort is double disadvantaged.</p>
3	<p>Attendance: Our attendance data indicates that our disadvantaged students 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>At BTHCC we recognise that there is a very strong correlation between attendance and academic outcomes. Therefore, it is imperative that we help support disadvantaged students to attend school more to ensure they are achieving their potential.</p>
4	<p>Social, Emotional and Mental Health: Our assessments, observations and student voice with students have identified social and emotional concerns for many students, such as anxiety and low self-esteem. All of these can impact engagement in lessons.</p> <p>These challenges are more prominent in our disadvantaged students than their non-disadvantaged peers; this has increased year on year and has been influenced by the impact of the pandemic.</p> <p>From our internal data this has had an impact on disadvantaged students consistently engaging positively in their lessons across the whole curriculum, showing a 3 point average weekly difference between disadvantaged students and non-disadvantaged students. In addition to this our disadvantaged students were more likely to receive a consequence in the PAX, a step out or fixed term suspension than their non-disadvantaged peers.</p>

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KS4 Attainment and Progress: The 2024 KS4 data indicates that disadvantaged students make strong progress at Blessed Thomas Holford Catholic College and the attainment gap between disadvantaged students and non-disadvantaged students has narrowed with the overall Progress 8 score for the school still increasing.

However, like the national picture, there is still an attainment gap and we will strive to keep working towards reducing this.

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Enrichment & Personal Development: Through our observations, student voice and surveys our disadvantaged students are less likely to engage in some extra-curricular activities, such as clubs, leadership initiatives and trips.

The school day has undergone significant changes which allows a diverse enrichment programme to be delivered during lunch time to help all students develop their whole self.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To improve the attainment of disadvantaged students at KS4 across the curriculum, but especially in GCSE English and Maths.</p>	<p>By the end of the current strategy, we will aim to ensure that the school's KS4 outcomes will show that disadvantaged students achieve their academic potential and the attainment gap between disadvantaged and non-disadvantaged students has narrowed. We strive to continue for our disadvantaged students to achieve good results and achieve above the national average for students.</p> <p>We recognise that this can be achieved by ensuring all students can access an ambitious curriculum and teaching and learning is the priority with all students having access to this across their full curriculum. The school monitoring system shows that all students have access to consistent high-quality teaching which provides students with regular opportunities to learn and recall key knowledge, and through adaptive teaching, effective feedback and targeted academic interventions this will ensure disadvantaged students have got the opportunity to achieve good outcomes.</p>
<p>Improved reading fluency among disadvantaged students across the school</p>	<p>Reading fluency demonstrates improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Reading will be part of every aspect of school and curriculum; with 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> <p>This will be evident through student's attainment and reading age assessments.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The school aspires to work towards an overall absence rate for all students being no more than 4% and the attendance gap between disadvantaged students and their non-disadvantaged students being reduced. In addition to this the school aspires for the percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students is no more than their peers.</p> <p>Like the national picture we know that attendance of all students, but especially disadvantaged students 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 students.</p> <p>This will be evident through the school's attendance data for the academic year.</p>
<p>To sustain an improvement in wellbeing for all students, including those who are disadvantaged.</p>	<p>To be proactive and respond to the emerging social, emotional and mental health needs of our students, particularly disadvantaged students. We recognise that for students 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 to help students develop their whole self and thrive at Blessed Thomas Holford Catholic College.</p> <p>The improvement of wellbeing will be demonstrated by quantitative data from the Bounce Together and PowerBi programmes which can help to monitor and flag up any support which</p>

	<p>is needed for our disadvantaged students. In addition to this, qualitative data from student voice, parent surveys and teacher observations will be used to ensure our disadvantaged students' social, emotional and mental health needs are met.</p>
<p>To improve the overall engagement and academic progress of our double disadvantaged students.</p>	<p>Despite an improvement in the overall progress of our double disadvantaged students in the 2024 GCSE exam series, there is still an attainment gap between double disadvantaged students and non-disadvantaged students at progress 8, attainment 8 and English and Maths headline figures.</p> <p>From our observations and attendance data we can also see that those students who are identified as double disadvantaged are less likely to attend school regularly and also are more likely to be persistently absent from school than their non-disadvantaged peers.</p> <p>Our PowerBi data from the previous academic year also indicates that those students who are double disadvantaged are on average more likely to receive the school's behaviour points of a 3,4 or 5 which shows they are less engaged in their lessons.</p> <p>To improve the academic progress, engagement in lessons and attendance in school we will:</p> <ul style="list-style-type: none"> - Complete regular student and parental / carer voice via Bounce Well-being surveys to help overcome any potential barriers to attendance and engagement in school. - Ensure all staff know and meet the student's needs via the regularly reviewed One Page Profiles and embedding the adaptive teaching strategies through the school's CPDF programme and as part of the school's 'Focus Five'. - During all progress tracking meetings in departments and with SLT those students who are double disadvantaged are focused on as a priority. - Weekly Panel meetings which discuss extra internal and external support for students prioritise those who are double disadvantaged. - The school's attendance lead, attendance officer and Education Welfare Officer have a laser sharp focus on the attendance of those who are double disadvantaged.
<p>To improve and sustain participation rates in enrichment activities for all students, particularly our disadvantaged students.</p>	<p>To help students develop their whole self the school has changed the structure of the day and students have a longer lunch which includes a comprehensive enrichment programme.</p> <p>As part of this we want to ensure that all disadvantaged students are accessing and regularly attending the diverse enrichment programme. Attendance at the enrichment clubs and extra-curricular activities will be reviewed regularly by the Personal Development lead.</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: £76,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued focus on recruitment and retention of specialist teachers across the school. Having a specialist subject teacher in front of all disadvantaged students is a priority.</p> <p>Owned by: CH / LAF / HoD</p>	<p>Educational research and in particular, The EEF's Pupil Premium (PP) guide states that improving the quality of teaching has the greatest impact on disadvantaged students' overall outcomes, feeling of self-worth and ultimately engagement in school.</p>	<p>1,2,3,4,5</p>
<p>All early career teachers will undertake a two-year induction underpinned by the Early Career Framework (ECF) which is led by Bright Futures.</p> <p>In addition to this, the school will run their own induction programme for all new teaching staff and teaching assistants.</p> <p>Owned by: AEB, TNE, SH & DOR</p>	<p>The combination of the ECF support from Bright Futures, the support of subject specific mentors and the BTHCC Induction Programme for all new staff ensures all teachers have the necessary support to help them deliver high quality teaching and learning, which ultimately helps improve the academic outcomes and attainment for all our students, but particularly our disadvantaged students.</p> <p>The BTHCC Induction Programme, also helps new staff to understand the school's Pupil Premium strategy, context and how best to support our students.</p>	<p>1,2,3,4,5,6</p>
<p>The school has invested in increasing teaching staff to reduce class sizes to around 24 students.</p> <p>Owned by: CH / LAF</p>	<p>To help provide students with more opportunity to engage with their class teachers and allow teachers to have higher quality interactions with their students such as the quality of feedback within lessons.</p> <p>EEF research indicates this can improve learning and progression by 2+ months for all students</p>	<p>1,2,3,4,5</p>

<p>Setting and Streaming in Core Subjects</p> <p>Owned by: LAF, JR, AEB and HoD</p>	<p>During the 2024/25 academic year students in their core subjects have been organised into the THOMAS groups based on their prior attainment data (Key Stage 2 Maths / Reading data / Most up to data NRGT reading data / current attainment). This allows the class teacher to meet the need of all students within the class.</p> <p>All THOMAS groups follow the same ambitious and broad curriculum at Blessed Thomas Holford Catholic College. The groupings are also reviewed once a half-term to ensure disadvantaged students are in an appropriate group which can help meet their needs, but also encourage all disadvantaged students to achieve their potential.</p> <p>EEF research suggests that within class attainment grouping can have a positive impact of 2+ months additional progress for students.</p>	<p>1,2,3,4,5</p>
<p>Staff Training on a Student Led approach for disadvantaged students</p> <p>Owned by: JR</p>	<p>During the 2024/25 academic year the school will be continuing to embed a 'student-led' approach over a 'label-led' approach for disadvantaged students. There will be regular staff training sessions that help to:</p> <ul style="list-style-type: none"> -Addressing Educational Disadvantage – 'it is vital that all staff understand: the issues being addressed; how school is addressing them; evidence to support the approach; their role within it; what success looks like' -'Assessment, not assumption, should inform our strategy to address disadvantage' 'we need to be experts in our students, not experts in labels' -Have a clear understanding of the context of our disadvantaged students in our school community. -Have a clear strategy to help improve academic outcomes for our disadvantaged students through high quality teaching and learning and in particular through the use of feedback, reading and metacognition strategies. -Have a clear strategy to help develop the social and cultural capital of our disadvantaged students to help build a sense of belonging to our school family. <p>ASCL: Leading Effective Disadvantaged Secondary Provision for Secondary School - Marc Rowland.</p>	<p>1,2,3,4,5,6</p>

<p>Throughout the academic year there will be staff CPDF on the quality of teaching for all students and curriculum design to ensure all students 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 student 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 students.</p> <p>Our CPDF provision will focus on: behaviour and attitudes, quality of education and personal development. It is underpinned by our teaching and learning principles (below) and the BTH Way. Whole school CPDF and departmental CPDF will support students in ensuring they understand and learn curriculum content, learning habits and that knowledge is retained in the long-term memory.</p> <p><i>#1 Sequencing of the curriculum supports long term acquisition of knowledge. #2 Adaptive and responsive teaching ensures progress and achievement for all. #3 The gateway to wider learning is underpinned through reading, disciplinary literacy and explicit vocabulary instruction. #4 Check for understanding assesses the learning of all students. #5 Climate for learning ensures a positive learning environment where students thrive</i></p> <p>CPDF is calendared and will include Middle Leader meetings, departmental meeting and whole staff CPDF (inclusive of INSET days) and includes the following: Safeguarding Training, KCSIE, The BTH Way, Feedback, Achievement if for all. The school has purchased Teaching Walkthrus which will focus on improving teaching and learning:</p> <ul style="list-style-type: none"> - Behaviour and relationships (ECT focus) - Curriculum Planning - Explaining and Modelling - Questioning and Feedback - Practice and retrieval -Mode B Teaching <p>The Walkthrus will run on a cycle of 3 session which will include time for implementation, reflection and evaluation. Specific areas of focus will be in line with whole school priorities and the teaching and learning principles</p> <p>External CPD opportunities will also be offered to staff to ensure our disadvantaged students will receive high quality teaching and learning and be supported across all their subjects.</p> <p>External providers will be used such as The National College / Teaching Walthrus Time will be given for staff to undertake online training as set by the Assistant Headteacher i/c CPDF</p> <p>The EEF states that the best available evidence indicates that great teaching is the most important level schools must improve student 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 students, particularly disadvantaged students.</p>	<p>1,2,3,4,5</p>
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<p>A focus on improving the attainment around disadvantaged students, including those with SEND.</p> <p>Owned by: JR, DOR, TA's</p>	<p>The focus of improving the attainment and progress for all disadvantaged students is embedded into the school improvement plan (SIP), particularly those students who are identified as 'Double Disadvantaged'. A student-led approach rather than a label-led approach is a key part of the school's strategy and knowing individual students' needs, as well as building positive relations with students and parents / carers to foster a real sense of belonging to the BTHCC family is vital.</p> <p>Examples of this could be:</p> <ul style="list-style-type: none"> - Regular reviewing of settings across the school to ensure all disadvantaged students 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 students are known and planned for with focused and specialised seating plans. - Sharing important information with staff via 'One Page Profiles' for our SEND and Double Disadvantaged students. - Ensuring the curriculum and home learning is accessible to all, so all disadvantaged students are able to access this and make their expected progress. 	<p>1,2,3,4,5,6</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF</p> <p>Owned by: CWO, EB & AEB</p>	<p>Students acquiring disciplinary literacy is key for students 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 prioritise disciplinary literacy across their curriculum. 2. All teachers to provided targeted vocabulary instruction in every subject to help students access and use academic language (inclusive of Tier 2 and Tier 3 vocabulary); 3.All teachers support the development of students' ability to read academic texts, encouraging students 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>All curriculum areas have a departmental handbook with a specific section that explains how disciplinary literacy is covered in their curriculum areas across all key stages</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 students. This helps teaching staff to continuously evaluate disadvantaged students progress and where necessary provide in class and out of class intervention.</p> <p>As part of the school's tracking of progress at a whole school, departmental and pastoral level there will be a focus on disadvantaged students and their progress / next steps.</p> <p>Students at KS3 will complete two reading tests (NGRT) a year in line with the summative assessment calendar. Students who fall more than a year below their chronological reading age will receive reading intervention support with the reading intervention leads (Tier 2/3)</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. All disadvantaged students will have access to an ambitious, broad and balanced curriculum.</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 students 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 students' 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>The intent, implementation and impact of the curriculum should be seen through the following teaching and learning principles:</p> <p>HT 1 - Departments evaluate their curriculum and set targets and action points which will feed into Performance Management Targets</p> <p>HT2 - HoD and Leadership SLT and book looks. Disadvantaged students will form the part of this process and will be involved in both student 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>HT4 - Progress of action reviewed by HoD and SLTlink.</p> <p>HT6 - Curriculum development will form part of INSET and Head of Department meeting.</p> <p>Quality of Education Team undertakes regular book looks - Disadvantaged students form part of the sample to compare quality of work and outcomes for disadvantaged and non-disadvantaged students.</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £41,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disciplinary reading programme for disadvantaged students 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, CWO, AR & RW</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text. The EEF states that effective reading comprehension can have an average of 6+ months on student 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>Students complete a reading test at two points in the year through using The New Group Reading Test (NRGT) a standardised assessment that reliably measure reading skill. The data produced may result in some students 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 students below their chronological reading age.</p> <p>TIER #3 Literacy provision: Reading intervention for students significantly below their chronological reading age.</p>	<p>1,2,4,5</p>

<p>All disadvantaged students 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 students at KS3/KS4. Materials and resources are provided for students in each subject area (texts or revision guides etc) to help them complete studying outside the subject.</p> <p>During Personal Development KS3 students 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 students 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 students 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 students and their parents / carers.</p> <p>The EEF shows that improving students' 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>	<p>1,2,3,4,5</p>
<p>Department intervention</p> <p>Owned by:JR and HoD</p>	<p>Each subject area is given allocated budgets to support students 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>	<p>1,2,3,4,5,6</p>
<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 students 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 students' learning.</p> <p>This can be available for the whole year group cohort, however disadvantaged students meet with staff from the Key Stage and Year group team, who encourage signing up and attending. This is also communicated home to students.</p>	<p>2,5</p>
<p>Academic intervention to support progress in English and Maths.</p> <p>Owned by: DOR / MR / RE / JR</p>	<p>The school will put targeted academic intervention in place to support disadvantaged students' progress in KS3 and KS4 in core subjects. This will be through small group sessions and be delivered via our Higher-Level Teaching Assistants.</p> <p>The EEF states that this is an effective strategy in improving student outcomes by up to 4 months.</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £153,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged 'Champion' on SLT</p> <p>Owned by: JR</p>	<p>The school's Pupil Premium lead is part of the leadership team, this ensures that discussions around all aspects of the school and the School Improvement Plan there will be a focus on how any changes and improvement will impact disadvantaged students and how any potential barriers can be overcome.</p> <p>This member of staff is part of the Trafford Pupil Premium Leads group and has also taken on further training via ASCL (Leading Effective Disadvantaged Provision for Secondary Schools - Marc Rowland).</p>	<p>1,2,3,4,5,6</p>
<p>Behavioural intervention for specific students who require support.</p> <p>Owned by: RG & JR</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. The use of chance, choice, consequence is common language used amongst all staff when dealing with behavioural issues to ensure consistency across the whole school. There is regular CPDF focusing on a shared language, common expectations and reasonable requests to help support students throughout the school day.</p> <p>Using our PowerBi data the school will identify students who may need behavioural intervention, such as concerns around engagement in lessons, attendance (internal truancy), and social, emotional needs. These students are identified using the lesson by lesson 3 – 5 data and the 100 points system.</p> <p>The pastoral team / Heads of Year would follow our staged approach of learning support plans and meeting with parents. After this process has been followed a panel referral would be completed to our weekly pastoral support panel. The desired outcome of the referral would be included in the original referral for example: Improve student engagement in learning, reduce incidents of disruptive behaviour, enhance emotional well-being and resilience. At this stage a suitable intervention strategy would be agreed upon by panel considering any additional needs or barriers. These interventions fall into one of the following sections:</p> <p>Individualised Pastoral & Learning Support Plans: Developed tailored plans for students, including specific behavioural goals and support mechanisms.</p> <p>Mentoring Programs: Implementing mentoring to provide guidance and support with NGage / Jason Robinson Foundation / Pastoral staff.</p>	<p>1,2,3,4,5,6</p>

	<p>Social Skills Groups: Facilitated small group sessions to improve communication, teamwork, and conflict resolution skills such as GOAL / LINC / Outdoor Learning / ELSA / Art Therapy.</p> <p>Restorative Practices: Encouraging a restorative approach to behaviour, focusing on repairing relationships and understanding the impact of actions through staff CPDF, the behaviour (& relationships) policy, The BELONG programme, the behaviour curriculum.</p>	
<p>Trained mental health and well-being support staff.</p> <p>Owned by: VK / ATA / LST</p>	<p>A member of the SLT team are trained as a Designated Mental Health Lead, as well as our Key Stage 3 and Key Stage 4 Learning mentors being trained as Mental Health support workers.</p> <p>This will help give our disadvantaged students any support that is required with their social, emotional and mental health in school.</p>	2,3,4,6
<p>Power of Bi Data and Tracking</p> <p>Owned by: RG, JS and Pastoral</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 students groups.</p> <p>The tracking system is able to identify how students who are identified as Pupil Premium, Free School Meals, SEND, LAC, PLAC and Young Carers to allow the necessary members of staff to identify where any behavioural support and interventions are needed to help improve attainment and reduce any challenging behaviour in lessons.</p>	2,4,5
<p>Bounce Together Well-being Surveys</p> <p>Owned by: AEB</p>	<p>The school has invested in the Bounce Together Well-being Surveys. The system will help the school use existing surveys that are proven to help monitor student well-being and engagement, but also allow the school to create personalised surveys for students, parents / carers and staff.</p> <p>The surveys used will help to assess students' attitudes to self and school; helping to identify potential barriers to learning and engagement in school. This will help the pastoral team identify students who may need pastoral support before it becomes a barrier to learning in the classroom and the results can then be used to put next steps and interventions in place to improve existing attitudes and engagement patterns to school.</p>	2, 4,5,6
<p>Football Beyond Borders (FBB) - KS3 & KS4</p> <p>Owned by: JR</p>	<p>To support the academic progress of our disadvantaged students in Year 9, 10 & 11 the school has invested in the support of FBB for the second academic year running.</p> <p>FBB works with disadvantaged students and those students who find school challenging because of social, emotional needs.</p> <p>FBB will be supporting students 3 days and this will consist of delivering personal development sessions, mentoring, community projects alongside parents/carers and working alongside class teachers and the KS3 & KS4 pastoral team.</p>	2,3,4,5,6

<p>NGage Mentoring</p> <p>Owned by: JR</p>	<p>As an additional layer of targeted support, students can be referred to work with one of our NGage mentors. This is done through our PANEL process which is robust and ensures that students have the correct level of targeted support. Disadvantaged students will be prioritised for this programme.</p> <p>Sessions take place weekly for half a term, with NGage mentors who focus on supporting students' mental health and well-being both in school and at home. Feedback is provided weekly and shared with relevant staff to ensure communication is effective, including additional support if necessary.</p>	<p>2,3,4,5,6</p>
<p>Wellbeing events for parents & carers</p> <p>Owned by: VK</p>	<p>The school use external agencies within Trafford, such as MThrive who help to deliver social, emotional and mental health support sessions for parents and carers through coffee mornings and drop ins.</p> <p>The EEF states that educational research indicates that by increasing parent engagement and supporting parents / carers with how to promote their children's wellbeing can increase learning by up to 4+ months.</p>	<p>2,3,4,5,6</p>
<p>Counselling sessions for those of the greatest need.</p> <p>Owned by: CF</p>	<p>The school uses a variety of external agencies to meet the demand for counselling for our students, such as Trafford Thrive, Sale Sharks Mentoring and the Council and Family Centre.</p> <p>To meet the needs of our disadvantaged students extra sessions have been arranged which are just for disadvantaged students. Students must be referred via the School Panel and disadvantaged students are prioritised but also selected on level of need.</p> <p>All of the sessions are aimed at supporting the needs of our students, building resilience and coping with any past or current distress which are all of vital importance to engage with school life.</p>	<p>2,3,4,5</p>
<p>KS4 PGL Outward Bound and Maths Residential</p> <p>Owned by: JR</p>	<p>Disadvantaged students will be invited to attend an outward bound and maths residential in Year 11. This will help the students experience enrichment trips, develop communication, teamwork skills, a sense of belonging to the school and targeted intervention in maths.</p>	<p>2,3,4,5,6</p>
<p>Provide opportunities to support the development of social and cultural capital.</p> <p>Owned by: SPG / JR</p>	<p>BTHCC offers a diverse enrichment programme which helps students to develop their whole self. A member of the SLT team tracks the attendance of enrichment clubs by our disadvantaged students so we can identify those who are reluctant to engage and then tailor the enrichment programme for them.</p> <p>We also recognise that there can be a financial barrier to access some of the school's extra-curricular trips and clubs. Where possible we will do our best to reduce this barrier to ensure disadvantaged students can access these if they wish.</p>	<p>2,3,4,5,6</p>

<p>Alternative provision / Well-being support</p> <p>Owned by: JR / DOR / CF / REW / RG / TW</p>	<p>To assist disadvantaged students' engagement in their education, progress, well-being, and progression on to suitable post-16 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) - Art Therapy (on school site) - Forest School (on school site) - School Counsellor AFPC - MThrive - Boxing Intervention & Mentoring - PAX (On school site) - GOAL / LINC (on school site) - Sale Sharks Mentoring - 42nd Street - NT&AS tuition 	<p>1,2,3,4,5,6</p>
<p>Improving links with feeder primary schools and the transitional support for our disadvantaged students.</p> <p>Owned by: RW / MON / SN / DOR / JR</p>	<p>BTHCC has a member of staff who is a dedicated transition lead for our disadvantaged students. The member of staff works closely with the Heads of Year 7, SENCO and Pupil Premium lead to help create an effective transition for our disadvantaged students from KS2 to KS3.</p> <p>We recognise that transition between KS2 and KS3 is not a one-off event and is a process that starts in the summer term when students are in KS2 and lasts all the way through the following academic year and beyond for some students.</p> <p>Our transition programme involves:</p> <ul style="list-style-type: none"> - Meetings with primary schools - Hosting small group and one to one transition meetings - Hosting an afternoon for prospective disadvantaged students - Hosting sports and team building session - Personalised support in Year 7 for our disadvantaged students. - Supporting our disadvantaged students to be KS3 ready if necessary. 	<p>1,2,3,4,5,6</p>
<p>Improved parental engagement and communication via the Bromcom Parent App.</p> <p>Owned by: JS / JR</p>	<p>A vital part of our Pupil Premium strategy is to improve the communication between the school and our disadvantaged students to help them support their child to achieve their potential at school.</p> <p>For the 2024/25 academic year we have moved to a new parental communication system which brings a lot of pre-existing systems together so parents / carers can easily access important information about their child's attendance, behaviour, progress and home learning at school.</p> <p>The school has also reviewed how academic reviews and reports will be formatted to give even more personalised and clearer next steps within subjects.</p> <p>The EEF states that educational research indicates that by increasing parent engagement and supporting parents / carers with how to promote their children's wellbeing can increase learning by up to 4+ months.</p>	<p>1,2,3,4,5,6</p>

<p>To improve attendance and reduce the number of disadvantaged students who are persistently absent.</p> <p>Owned by: RG / JA / TT</p>	<p>To improve the attendance of disadvantaged students, as well as reducing the number of disadvantaged students who are persistently absent from school.</p> <p>By achieving this, it will clearly have an impact on students' 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 the previous academic year our data indicated that disadvantaged students are less likely to attend school and more likely to be identified as persistently absent from school than their non-disadvantaged peers.. Our pastoral team, heads of key stage, heads of year and form tutors now work closely with students especially students who are disadvantaged to improve their attendance.</p> <p>The strategies being used to improve attendance are included in our Attendance Position Paper which is embedded across the school and our attendance officer, educational welfare officer and attendance lead have a laser sharp focus on our disadvantaged students.</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 students.</p>	<p>1,2,3,4,5,6</p>
<p>Providing food, clothing and specific items on an individual basis.</p> <p>Owned by: Pastoral</p>	<p>All pupil premium children have access to free breakfast before 11:35am.</p> <p>The pastoral team will review other cases on an individual basis.</p>	<p>1,2,3,4,5,6</p>

<p>Providing priority high-quality careers guidance for all disadvantaged students to raise their aspirations of post 16 education and reduce the risk of NEET students .</p> <p>Owned by: NJ & SPG</p>	<p>All disadvantaged students will receive high quality career guidance at BTHCC. In both key stages students 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 students, with disadvantaged students 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 students 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 students.</p> <p>Evidence suggests that good careers guidance is a necessity for social mobility and students from a disadvantaged background have the most to gain from high-quality careers guidance.</p>	<p>2,3,4,5,6</p>
<p>Disadvantaged students are provided with enrichment opportunities.</p> <p>Owned by: SPG</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 2024/25 academic year there will be a rigorous monitoring of which disadvantaged students are accessing the enrichment opportunities on offer to students. The school will then use this to review how we encourage more disadvantaged students to get involved in the wider opportunities beyond the school curriculum.</p>	<p>2,3,4,5,6</p>

Total budgeted cost: £270,714

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2023 / 24 academic year and in the third year of our pupil premium strategy our priorities focused on the below four areas:

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

The 2024 GCSE exam series results were the third external examination series since the covid-19 pandemic and therefore are a strong indication of the impact of the 3-year pupil premium strategy which started in 2021.

The national attainment data indicates that the gap between disadvantaged students and non-disadvantaged students has widened due to the impact of the pandemic, specifically attendance and engagement in school.

At Blessed Thomas Holford Catholic College we are proud that there has been an increase in the Progress 8 score for our disadvantaged students from -0.56 in 2022/23 to -0.07 in 2023/24. This is more in line with the national averages for all students and disadvantaged students at Blessed Thomas Holford Catholic College outperform their disadvantaged peers in all measures below.

	Whole Cohort	BTHCC Disadvantaged Students	BTHCC Non-disadvantaged Students	National Figures
Progress 8	+0.23	-0.07	+0.25	-0.03
Attainment 8	5.05	4.5	5.1	4.59
Grade 4+ Eng & Maths	80%	63%	83%	65%
Grade 5+ Eng & Maths	53%	41%	55%	46%
P8 English	+0.15	+0.07	+0.16	
P8 Maths	-0.04	-0.25	-0.02	
P8 Ebacc Subjects	-0.11	-0.44	-0.10	
P8 Open Subjects	+0.82	+0.36	+0.84	

The percentage of our disadvantaged students leaving with a grade 4 in English and Maths in 2024 was 63% (20% gap) and a grade 5 in English and Maths in 2024 was 41% (14% gap). Despite the strong progress disadvantaged students are making across the school and the big improvements in progress 8 and the narrowing of the attainment 8 gap; we recognise that there is still a gap in our school in achieving English and Maths and this is something we will strive to continue to improve.

It is important to highlight that the national progress 8 score for disadvantaged students is -0.57 and based on this Blessed Thomas Holford Catholic College are significantly performing above this with a progress 8 score of -0.07 for our disadvantaged students and we are striving to continue to improve the progress outcomes of our disadvantaged students.

Improved reading fluency among disadvantaged students 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 weekly reading activities during Together for Good to develop a love of reading. Additionally, students who were under their expected reading age received targeted reading intervention with the school librarian and SEND team; this consisted of 30-minute weekly reading interventions across a term. There was a specific focus on our disadvantaged students to help narrow the reading fluency and chronological reading age gap.

The impact is highlighted in the below table and it is important to note that many students who were identified as disadvantaged and double disadvantaged were able to reach their expected chronological reading age through the intervention sessions which ultimately helped to make the curriculum more accessible which could then help support student progress.

YEAR 7 2023-2024			
GROUP	TEST #1 (DEC)	TEST #2 (JUNE)	INCREASE
YEAR GROUP	12 Years, 8 Months	14 Years, 1 Month	1 Year, 5 Months
SEND	11 Years, 11 Months	12 Years, 11 Months	1 Year
PP	11 Years, 6 Months	12 Years, 7 Months	1 Year, 1 Month
DD	10 Years, 4 Months	11 Years, 2 Months	10 Months

YEAR 8 2023-2024			
GROUP	TEST #1 (SEPT)	TEST #2 (JUNE)	INCREASE
YEAR GROUP	13 Years, 8 Months	14 Years, 8 Months	1 Year
SEND	12 Years, 5 Months	13 Years, 5 Months	1 Year
PP	13 Years, 6 Months	14 Years, 5 Months	11 Months
DD	12 Years, 7 Months	13 Years, 6 Months	11 Months

YEAR 9 2023-2024			
GROUP	TEST #1 (SEPT)	TEST #2 (JUNE)	INCREASE
YEAR GROUP	14 Years, 4 Months	15 Years, 5 Months	1 Year, 1 Month
SEND	13 Years, 3 Months	14 Years, 2 Months	11 Months
PP	14 Years, 1 Month	15 Years, 1 Month	1 Year
DD	12 Years, 1 Month	12 Years, 9 Months	8 Months

YEAR 10 2023-2024			
GROUP	TEST #1 (JUNE 2023)	TEST #2 (DEC 2024)	INCREASE
YEAR GROUP	15 Years	15 Years, 11 Months	11 Months
SEND	13 Years, 5 Months	14 Years, 10 Months	1 Year, 6 Months
PP	14 Years, 5 Months	15 Years, 5 Months	1 Year
DD	12 Years, 10 Months	14 Years	1 Year, 2 Months

An outline of the BTH reading curriculum which was implemented during the 2023/24 academic year is below:

TIER #1 BTH READS ACROSS THE CURRICULUM

1. All teachers prioritised disciplinary literacy across their curriculum.
2. All teachers provided targeted vocabulary instruction in every subject to help students access and use academic language (inclusive of Tier 2 and Tier 3 vocabulary);
3. All teachers supported the development of students' ability to read academic texts and encouraged students to engage in responsive reading across every subject area.

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

The Literacy Team identified students who required support following the reading tests. Students who fell below their chronological reading age engaged with reading through small group intervention. Parents / Carers were informed and further information on how to support the programme was sent home with a point of contact.

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

The reading intervention lead modelled reading to indicate speed/intonation/fluency, then each student read one page, imitating the same speed/intonation/fluency. The reading intervention lead tracked progress through potential patterns of error for each student. The reading intervention lead provided strategies during the intervention which promoted improved reading accuracy for each student. Patterns of error were tracked over the course of the intervention cycle for each student to monitor their progress.

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

To promote success, weekly vocabulary was sent home via email: three words that students have struggled with within the session. Success in vocabulary was 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 was 30 minutes long and ran for a half term.

Students were retested at the end of the intervention cycle.

TIER #3 SEND PROVISION: READING INTERVENTION FOR STUDENTS SIGNIFICANTLY BELOW THEIR CHRONOLOGICAL READING AGE

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

Students' fluency of reading was tested to measure fluency in sight word reading and phonetic decoding skills.

Students read extracts from a range of texts (fiction, non-fiction/play/poetry) to develop reading fluency, word reading and language comprehension. Where necessary, work on code knowledge was also carried out.

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

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

As an additional layer of support, more specific screening was carried out for targeted groups of students within the school who were in receipt of reading intervention. In addition, for students who may require further additional support, the intervention lead referred students to be screened by our SpLD Assessor to ascertain if there are more specific and bespoke adaptations that can be made to support students.

Each session was 30 minutes long and timetabled as per the direction of RW or MR

Students are retested at the end of the intervention cycle.

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

During the 2023/24 academic year, disadvantaged students' collective attendance was 83.63% whilst non-disadvantaged students' collective attendance was 92.28%. When comparing this to national attendance figures through FFT aspire it indicates that our attendance for FSM6 students is below the national average of 85.4% and for the 2024/25 academic year this is still a big area of focus for the school.

The school's attendance data also indicated that those students who are identified as disadvantaged were more likely to be persistently absent from school than their non-disadvantaged peers.

The attendance of our disadvantaged students will continue to be a big focus of the school to narrow the attendance gap between our student groups, as the data from the 2024 GCSE exam results show there is a very strong correlation between attendance and academic outcomes. To do this the school will follow its attendance strategy which is the responsibility of all staff ranging from form tutors, teachers, heads of year and key stage, attendance officers, the school's educational welfare officer and the leadership team and this will have a laser sharp focus on disadvantaged students and being proactive in helping to improve their attendance and ultimately outcomes in school.

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

The school has demonstrated improvement for students with particular needs including disadvantaged students, showing a commitment to supporting all students, including those who may face additional challenges. A large part of the whole school CPDF focused on how best staff can meet all of the needs of our students and in particular disadvantaged students. This has ranged from CPDF delivered by experienced middle, pastoral and senior leaders which has focused on knowing the student and their prior attainment, to supportive behaviour strategies teachers can embed to support disadvantaged students in lessons. In addition to this the school have also been working with Trafford Virtual Schools and engaging in the 'Belong Programme'. This had a focus on meeting the social, emotional and mental health (SEMH) needs of students who have experienced 'Adverse Childhood Experiences' (ACEs), which through our observations a significant number of our disadvantaged students had experienced and therefore needed extra support. A lot of the whole staff training focused on how we can support our students who may have a 'smaller window of tolerance' to ensure they can regularly engage in the curriculum and flourish at BTHCC. This was underpinned by a relational behavioural approach by staff which aligns to our school's behavioural code of conduct'. It was pleasing to note that through an external review of the school, the reviewer identified that staff and students have very good working relationships during lessons.

During the 2023/24 academic year the schools has invested into the use of PowerBi to accurately track the behaviour and engagement in lessons of all students. This can be gauged by the average weekly points, with students striving to stay on 100 points each week. The data from the 2023/24 academic year indicates that disadvantaged students' average scores was 89, compared to non-disadvantaged students score of 92. When this is broken down further 20% of our disadvantaged students were part of the school's 100 club; meaning that these students were exemplary all year across the curriculum. Additionally, 73% of our disadvantaged students had an average weekly score of 98+. There was a small cohort of disadvantaged students (11%) who had a score of below 92, which was the non-disadvantaged students average weekly score, and the school had put additional internal pastoral and external support in place to help them engage across the school. This is the first year of the school having this powerful tracking data and will be continuing to engage in whole school CPDF to help reduce the gap between achievement points of disadvantaged and non-disadvantaged students, as well as moving to a 'pupil led' approach rather than a 'label led' approach to better understand the needs of our disadvantaged students.

The school's data indicates 40% of the school suspensions and 33% of the school 'Step Outs' in the previous academic year involved disadvantaged students. Despite the disadvantaged cohort being over-represented in these figures, the school has continued its investment of the Pax, an onsite provision to help further support our

From the data pastoral staff have been able to make Panel referral for some of the disadvantaged students who are finding it difficult to engage with the curriculum as a result of SEMH and behaviour incidents. From there, the school has used funding to create provision to help support students to access the curriculum and deliver mentoring programmes from a range of providers to ensure we can meet the need of these students. Some of the impact from these providers are outlined below.

The Ark is a provision which is ran by a member of staff who is mental health trained and higher-level teaching assistant. The Ark is a small setting which aims to support the SEMH needs of our students and to help them regularly attend school and engage in the national curriculum. The students who are accessing The Ark are historically those students who are persistently absent from school due to SEMH or medical reasons. The data indicates that disadvantaged students are more likely to attend the Ark than their non-disadvantaged peers.

During the 2023/24 academic year, 32 students accessed The Ark, with 28% of the group identified as in receipt of 'Pupil Premium' funding and this has helped the students attend school more frequently and for those in Year 11 gain a range of GCSE qualifications, with the internal data indicating that it helped the students improve their progress in a range of subjects.

A large proportion of the Year 9 cohort who worked with 'Football Beyond Borders' (FBB) were identified as disadvantaged students and in receipt of the Pupil Premium funding (64% of the group). To review the impact of the programme, we can see that as the programme was delivered during the academic year there was a decrease in the negative behaviour points the students were accruing in lessons and therefore indicates that the students were able to engage more positively in their lessons and curriculum. As part of the programme the members of staff from FBB gave weekly updates to teaching staff of the personal development programme the group had completed and their weekly targets to help support them in lessons and as part of the wider curriculum. The group also completed student voice and all of those identified as disadvantaged stated that they felt the programme helped to make them attend school more, developed strategies to help them engage positively in lessons and support their social, emotional and mental health.

During the 2023/24 academic year Pupil Premium funding was also used to use a mentoring programme called NGage who worked with some of our disadvantaged girls to work on their self-esteem and social, emotional, mental health. This consisted of one-to-one mentoring and group sessions. The impact questionnaires highlight that there was an improvement in the students' overall well-being with data suggesting:

- An average of 40% increase in feelings of self-worth and self-esteem.
- An average of 35% increase in students feeling proud of their accomplishments.
- An average of 45% increase in students focusing on their successes rather than their mistakes.

An additional mentoring service was used called JR Sports Stars and this included one to one weekly mentoring sessions to help support students engage positively in lessons during the school day. During the 2023/24 academic year, 66% of students accessing the mentoring were identified as disadvantaged and the data gathered from the GL PASS surveys indicated that all the students who took part felt:

- 100% of students had an improvement in positive feelings about school and wanting to attend school more regularly.
- 75% students had an improvement in preparedness for learning and positive attitude towards members of staff
- 50% students had improvement in motivation to improve work ethic in lessons.

Externally provided programmes

Programme	Provider
Alternative Provision Site	Grip Adventure / Making Momentum / GLAM / Global / Trafford Alternative Education Provision / JEP
Counselling	42 nd Street / Trafford Thrive / Family Counselling and Centre
Mentoring	Sale Sharks Mentoring Programme / Football Beyond Borders / Jason Robinson Sports Stars / NGage
Tutoring	NTAS / Academy 21
KS4 Team Building and Well-being Retreat	PGL

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

During the 2023 / 24 academic year, six of our disadvantaged students were entitled to the service pupil premium funding. The additional funding was spent ensuring they could all access any school enrichment opportunities such as sports, cultural visits and outward-bound trips they wished to go on.

In addition to this, one student needed extra transport support and the use of a laptop during the year due to an injury and this was provided by the school; this helped minimise the amount of time the students was unable to attend school.

Another student who was in receipt of the service pupil premium funding took part in the NGage mentoring for 6 weeks to help support their social, emotional and mental health and engagement in school.

The impact of that spending on service pupil premium eligible pupils

The average attendance for the students in receipt of the service pupil premium funding was 95.1%, which is well above the national average for non-disadvantaged and disadvantaged students, as well as above average for our school cohort.

The school use PowerBi to track engagement of the students in their lessons and across the curriculum. Five of the six students had received 100-point average for the whole school year, this indicates that the five students were always following the school's behaviour policy and engaging as we would expect in all of their lessons. One student's average score was 95 and this student did have more tailored support from the pastoral team throughout the year. All service children were able to attend the end of year celebration trips due to their point score and all were funded to attend.

The group of six students made good progress in the curriculum. Five of the students were in Key Stage 3 and three of the student's average grade across their subjects was developing which means they were successfully learning much of the curriculum and working at the expected level. Two of the students in KS3 were working at a securing level on average, indicating they have successfully learned most of the curriculum at that point and have a strong understanding of the knowledge and skill required. The remaining student is in Key Stage 4 and their academic review is very strong, showing that they are predicted to achieve 5 x GCSE at a grade 5 including English and Maths and 9 x GCSE at grade 4+ including English and Maths.

Further information (optional)

The school has completed our first 3-year cycle as part of the Pupil Premium strategy, and this was completed by August 2024. The strategy documented above is our second 3-year cycle and is the first year of this.

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 students and increase their life chances.

Below are the staff who are identified in activity section:

CHO - Mrs Hogg (Headteacher)

RG – Mrs Geoghegan (Deputy Headteacher – Catholic Life - Behaviour and Attitudes - Safeguarding - DSL)

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

VK – Mrs Kneen (Associate Deputy Headteacher – Head of Sixth Form & Mental Health Lead)

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

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

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

DOR – Mrs O'Rourke (SENCO)

JS - Miss Simister (Data Manager)

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

CF – Mrs Fox (Child Protection Officer)

JB – Mrs Avery (Education Welfare Officer)

REW – Mrs Ward (The Ark)

TW – Mrs Williams (Designated Teacher for LAC students)

RW - Mrs Walton (KS2 to KS3 Transition Support)

ATA - Miss Tanner - (KS3 Learning Mentor & Mental Health Trained)

LST - Mrs Stacey (KS4 Learning Mentor & Mental Health Trained)

LCS – Miss Sigsworth (Head of English)

CWO – Mrs Wood (Head of Literacy)

EB - Miss Bedford (Literacy in the Classroom)

AR – Mrs Rowe (Librarian)

MR - Mrs Robinson (Assistant SENCO)

RE - Mr Evans (Higher Level Teaching Assistant – Maths Specialist)

NJ – Miss Johnson (Careers Advisor)

TNE - Mr Nielson (ECT Induction Lead)

SH - Mrs Hilton (ECT Induction 2nd)

HoD – Head of Departments across the school / subjects

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

SN: Head of Year 7

MON: Head of Year 7

