

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 Trinity RC College
Number of pupils in school	1284
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Deborah Williams Head of School
Pupil premium lead	Marie Geoghegan Assistant Headteacher
Governor / Trustee lead	Jim Livesey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£308,465
Recovery premium funding allocation this academic year	£47,415
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	£355,880

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that students from disadvantaged backgrounds thrive and achieve as well as, or even better than, pupils from more affluent backgrounds. We consider this to mean more than just achieving academically and so our aim is to produce pupils who achieve good or outstanding progress but also pupils who will have grown holistically and socially, through a rich programme of extra-curricular offerings and with the support of Gods' teachings.

Following the guidance of The EEF School Improvement Guidance Document, we believe in a three-tiered approach to improving outcomes for our most vulnerable students. Firstly, we are wholly committed to providing High Quality First teaching to all our students, that maximises learning. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

Our strategy is also integral to wider school plans for education recovery, and where pupils need further intervention we supplement their learning by providing targeted academic intervention, including the National Tutoring Programme, to address the individual challenges and needs of those pupils whose education has been worst affected, including our non-disadvantaged students.

Additionally, especially following the pandemic, we are wholly committed to improving and sustaining positive wellbeing in all our young people. Our pastoral care system will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and support their needs, regardless of whether they are disadvantaged or not.

The key principles that ensure our strategy is effective are that we are committed:

- To ensuring disadvantaged pupils are challenged in the work that they are set
- To acting early to intervene at the point the need is identified
- To adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- To adopt a whole school approach to improve the wellbeing of all our students.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment and progress of DP pupils is generally lower than that of their peers.</p> <p>Entry data shows that DP pupils arrive with lower Reading and Maths scores than their non-DP peers.</p>
2	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations</p>
3	<p>We recognise the significant impact the ongoing pandemic has had upon mental health and wellbeing. This continues to present an increase in social and emotional issues for our young people such as anxiety, depression and low self-esteem, all of which are negative barriers that prevent them from being able to succeed.</p>
4	<p>Attendance data shows that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Absenteeism and in particular persistent absenteeism, compounded by the pandemic, is negatively impacting upon the progress of our disadvantaged pupils.</p>
5	<p>Many PP pupils have limited access to technology, which can inhibit their learning in school, at home or remotely. This has been significantly challenging throughout the pandemic.</p>
6	<p>PP pupils are less likely to understand the post-16 options that are available to them. They are less likely to make post-16 enquiries or visits, placing them at a greater risk of unemployment or failure to continue on an educational pathway.</p>

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.	<ul style="list-style-type: none"> • KS4 outcomes demonstrate that disadvantaged pupils achieve a positive progress 8 score. • DP pupils attain qualifications in a wide range of subjects, which enable them to follow their chosen Post-16 pathway.
Improved reading standards and reading comprehension among disadvantaged pupils across KS3.	<ul style="list-style-type: none"> • Reading scores and comprehension tests demonstrate 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.
Improve and sustain wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Year leader, Pupil Panel, DSL referrals lead to successful support strategies through Learning Mentor, Counsellors and Nurture sessions •
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Improved attendance figures across all year groups and pupil groups and all measures • Overall attendance including key groups to be in line with/exceed national figures.
To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • A reduction in internal exclusion for DP pupils and a reduction in the gap between DP and non-DP for behaviour points.

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: £ 128,000 plus £12,000 recovery funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school T & L focus to ensure high quality learning experiences for all pupils in all lessons.</p> <p>Continue to embed Whole school T & L foci of recall and retrieval practice, whilst also developing challenge and TIF's.</p>	<p>The EEF School Improvement Guidance Document details that high quality teaching maximises learning.</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high- achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	1, 2
Data analysis meetings to address pupil gaps	<p>Closing the gap between pupil groups including boys, disadvantaged and SEND.</p> <p>Action plans in place on a subject specific and whole school level, to tackle areas of need.</p> <p>SLT link/Middle Leader meetings to routinely include Catch-up and Disadvantaged agenda items.</p>	1,2
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	1,2
Outcomes for PP pupils to improve to be more in line with that of other pupils.	Historical data showed a trend of underperformance with PP pupils, particularly boys. Internal observations and assessments, backed up by national studies, suggest that PP pupils have been most adversely affected by the pandemic.	1, 2

Consistent and persistent focus of PP pupils in and out of the classroom.	Historical data showed a trend of underperformance with PP pupils, particularly boys. Internal observations and assessments, backed up by national studies, suggest that PP pupils have been most adversely affected by the pandemic. PP strategy informed by PP review of October 2018.	1,2
Monitor set movement of DP pupils.	Achievement panel routinely meet following each data collection point to discuss set moves. Historical data showed that PP pupils were disproportionately demoted, especially boys. Achievement panel forces a more rigorous monitoring process and early intervention response from curriculum areas.	1,2
Setting structures considered.	Internal data and staff voice raised concerns over Revision of KS4 setting structure trialled in Mathematics to focus on supporting learners in wider ability groups. This is primarily to raise aspirations, address issues of poor behaviour across lower. Internal data suggests that high instances of behaviour concerns attached to particular classes have been reduced. Considerations to be given to expanding this idea.	1, 2
Re-establish primary links to develop and strengthen KS2-3 Curricula in Maths, English and Science.	The pandemic caused obvious disruption with teaching at all stages and pupils have arrived with a varied standard of exposure to KS2 curriculum from primary schools. Strong links strengthen our curriculum and transition plans and allow CL's to carefully plan to build on prior learning.	1,2
Form time extended to allow for additional PSHE curriculum time to prioritise social, emotional and RSE concerns.	We believe that increasing PSHE curriculum time during form time with form tutors may help reduce concerns with social, emotional and relationship issues. We can only see the benefits of increased learning surrounding these key issues that impact on wellbeing, education and future successes.	

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

Budgeted cost: £ £55,000 plus £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Engage children in effective reading interventions, delivered by Intervention staff, TA, EAL specialist.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Literacy interventions delivered by CL for English and specialist teacher, targeting underachieving pupils.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small.</p>	<p>1,2</p>
<p>Numeracy interventions delivered by Maths staffing targeting underachieving pupils.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p>	<p>1,2</p>
<p>Proactive engagement of parents and carers at events and progress evenings.</p>	<p>Internal data has shown a reduction in attendance figures since the start of the pandemic, despite the offer of remote appointments. This has specifically affected more DP pupils. Year leaders and Pastoral Team calls will focus on par-</p>	<p>1,2,6</p>

	ents/carers of DP pupils in the week before evenings to reduce barriers to non-attendance.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £130,000 plus £18,000 recovery funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Routine identification of pupils that have been most affected by the pandemic and provide tailored packages of support such as Learning Mentor, Counselling etc.	<p>Internal behaviour data, CPOMS data Pupil referrals, Pupil panel, Weekly Pastoral meetings. All lead to timely support and intervention.</p> <p>Mental Health and Wellbeing assemblies sourced and delivered by a range of external and internal agencies.</p> <p>Form time extended to allow for additional PSHE curriculum time to prioritise social, emotional and RSE concerns.</p>	1,2,3,
Promote effective home-school engagement.	Purchase of class charts to improve communication. Ensure a variety of communication methods are developed to capture greater chance of engagement from home (email, text, letters, Teams meetings, face-to-face, off-site etc)	1,2,6
Improve attendance for PP pupils and reduce persistent absenteeism, particularly absence related to the pandemic. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Restructuring of attendance team to address higher rates of poor attendance and PA.</p>	1,2,4

<p>DP pupils to receive priority CIAG support, beginning with primary careers interview in Yr 10 or earlier if identified as a concern. DP to be aspirational and supported in making informed choices for their next steps. Prioritised Careers Interviews.</p>	<p>Primary careers interview in Year 10 or earlier if a concern with Options/pathways.</p> <p>DP to be aspirational and supported in making informed choices for their next steps, often by SLT.</p> <p>Prioritised career Interviews in Year 11.</p>	<p>1,2,7</p>
<p>Financial support for DP pupils through DP coordinator, SLT, pastoral and curriculum leads.</p>	<p>Additional Wonde vouchers issued.</p> <p>Food voucher initiatives for pupils in school that are hungry.</p> <p>Breakfast/lunch for pupils in need.</p> <p>Equipment offered to all pupils that are PP.</p> <p>Music lessons supported.</p> <p>Cooking ingredients and additional equipment supplied to support, as and where needed.</p> <p>Enrichments actively encouraged and supported.</p> <p>Cultural visits across all curriculum areas.</p>	<p>1,2,3,7</p>

Total budgeted cost: £355, 880 including recovery funding.

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.

The academic year 2020-21 was heavily disrupted due to COVID-19, and hence it is difficult to evaluate strategy outcomes in the usual manner.

During this heavily impacted period, priority was given to establishing regular and sustained contact with vulnerable pupils and on-site provision was given where specific needs or requests were made.

Daily pastoral contact was made for any pupils cross the whole school that were not engaging with remote learning and routine home visits were made to identified pupils of concern through Year Leaders or the Safeguarding Team.

216 devices and/or supporting technology were made available to families where needed and paper copies of work were also sent home when requested.

A.	The gap between PP pupils and non PP pupils for outcomes needs closing	Comparisons of data have been difficult to make due to the effects of the last two years of Covid -19.
B.	Consistent and persistent focus on PP pupils in and out of the classroom	<p>PP strategy routinely shared through CPD, meetings and whole school briefings.</p> <p>PP strategy routinely monitored through QA procedures, SLT link meetings, Middle Leaders and Dept. meetings.</p> <p>Number of pupils placed at risk to be consistently monitored following each data collection point.</p> <p>Number PP pupils who move up and down sets tracked.</p> <p>Daily monitoring of remote learning attendance completed by all teachers, followed by phone-calls home or visits.</p>
C.	Behaviour for Learning	<p>Significant reduction of FTE and AP long term provision. Some distortion of figures evident due to periods of lockdown.</p> <p>Incomplete picture of Behaviour points/tracking data due to lockdown.</p>

		Weekly Year Leader/SLT assemblies continued remotely and routinely celebrated positive behaviours or excellence in learning.
D.	Social & Emotional Issues	<p>Vulnerable pupils attended school during lockdown so that pupils could still access vital services.</p> <p>Pupils are identified for early interventions including Learning Mentor support, Pupil Panel and other services. Once again, the effectiveness of these services is difficult to measure.</p>
E.	Lack of basic equipment for learning in the classroom and revision	<p>Priority given to PP pupils in the allocation of technological devices and internet support throughout lockdown.</p> <p>All pupils were provided with home-learning resources. Pupils invited in on specific days to collect packs of resources to encourage and support remote learning.</p> <p>Year 10 day was extended to include the provision of revision guides and materials for all the Core subject areas.</p> <p>Home visits routinely made to deliver work for pupils in need.</p> <p>Equipment purchased to support all PP pupils. This is routinely made available to pupils in school.</p>
F.	Low Parental Support/Positive Role Models/Lack of opportunities	<p>Show My Homework used to communicate with parents. Regular contact made with parents through this platform.</p> <p>Not all Parents' evenings went ahead. Some continued Online via School Cloud but with obvious disruption due to technological issues.</p>
G.	Low Aspirations	<p>All pupils had access to CIAG, either face-to face or remotely.</p> <p>External college visits cancelled due to Covid-19. Many were delivered remotely and were available for Year 11 pupils to watch in form assemblies.</p> <p>KS3 career lessons delivered routinely.</p> <p>Year 11 mock results day was cancelled due to National Lockdown.</p>
H.	Attendance and punctuality of PP students	<p>PP/vulnerable pupils prioritised daily.</p> <p>YL/Attendance Officer routinely tracked, contacted and visited families of concern using weekly attendance data.</p> <p>Transport costs organised to support pupils in getting to school.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

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.