

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1278
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Deborah Williams Head of School
Pupil premium lead	Marie Geoghegan Assistant Headteacher
Governor / Trustee lead	Andrew Taylor

## Funding overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£414,225
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£414,225

## Pupil Premium overview 2024-25 (As at 4/11/2024)

Year	Total	Male	Female	Disadvantaged Male	Disadvantaged Female	Disadvantaged Total	Non-disadvantaged Male	Non-disadvantaged Female	Non-disadvantaged Total
7	246	123	123	51	43	94	72	80	152
8	254	120	134	54	56	110	66	78	144
9	246	125	121	39	42	81	86	79	165
10	279	153	126	48	46	94	105	80	185
11	253	128	125	38	35	73	90	90	180
<b>TOTAL</b>	1278	649	629	230	222	452	419	407	826

## Pupil premium % per year group

Year	Total	Disadvantaged Total	Non-disadvantaged Total	PP %
7	246	94	152	38
8	254	110	144	43
9	246	81	165	33
10	279	94	185	34
11	253	73	180	29
<b>TOTAL</b>	1278	452	826	35

# Part A: Pupil premium strategy plan

## Statement of intent

Despite students at Blessed Trinity coming from very different backgrounds and contexts, we are committed to all pupils having the same high-quality education. We want our pupils all to have the independence and drive to overcome any potential obstacles on their learning journey. We do not want socio-economic barriers to inhibit in any way, the progress of our disadvantaged pupils as part of our Catholic mission.

Our intention is to ensure that pupils from disadvantaged backgrounds thrive and achieve as well as, or even better than, pupils from more affluent backgrounds especially in EBacc subjects. 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 committed to providing High Quality First teaching to all our pupils, 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, and where pupils need further intervention, we supplement their learning by providing targeted academic intervention, to address the individual challenges and needs of those pupils.

Additionally, 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.

### **Objectives**

\*Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged pupils within school.

\*Remove barriers to learning created by poverty, family, and financial circumstances.

\*Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.

\*Develop confidence in pupils' ability to communicate effectively in a wide range of contexts.

\*Access a wide range of opportunities, during and post-16, to develop pupils' knowledge and understanding of the world, moving into a range of careers.

\*Enable pupils to be independent and have the tools to look after their own mental health and wellbeing.

## Challenges

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

Challenge number	Detail of challenge
1	The attainment and progress of PP pupils is generally lower than that of their peers across KS3 and KS4.
2	Lower starting points in relation to numeracy and literacy for PP pupils.
3	Attendance data shows that attendance among PP pupils is lower than for non-PP pupils. Absenteeism and in particular persistent absenteeism are negatively impacting upon the progress of our disadvantaged pupils.
4	Lower aspirations of some PP pupils means that they are less likely to engage with school or 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.
5	Mental health/wellbeing concerns disproportionately affect PP pupils with a lack of resilience becoming an issue.

## 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 PP pupils across the curriculum at the end of KS4.	<ul style="list-style-type: none"> <li>KS4 outcomes demonstrate that PP pupils achieve a positive progress 8 score and improved attainment 8 scores.</li> <li>PP pupils attain qualifications in a wide range of subjects, which enable them to follow their chosen Post-16 pathway.</li> </ul>

<p>Improved reading standards and reading comprehension among disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> <li>• Reading scores and comprehension tests demonstrate improved comprehension skills for PP pupils.</li> <li>• A smaller disparity between the scores of PP pupils and their non-PP peers.</li> <li>• Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• A significant increase in participation in enrichment activities, particularly among PP pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our PP pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Improved overall absence rate for all pupils and the attendance gap between PP pupils and their non-PP peers is narrowed</li> <li>• The percentage of all pupils who are persistently absent improves and the figure among PP pupils is in line with that of their non-PP peers.</li> </ul>
<p>CEIAG work carried out by KH will offer bespoke guidance for PP pupils offering them clear pathways to post-16 education.</p> <p>HA PP pupils will be provided with Higher education opportunities, such as university visits, assisting pupils in realising their ambitions.</p>	<ul style="list-style-type: none"> <li>• All PP pupils receive career meetings and ongoing support throughout year 11, in relation to future pathways.</li> <li>• Pupils of concern highlighted to KH for additional review meetings.</li> </ul>

## 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: £ 283,724

Activity	Evidence that supports this approach	Challenge number(s)
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		) addressed
Whole school commitment to recruitment and retention of strong teachers, particularly across the core subjects of Mathematics and Science, where it can often prove difficult to recruit.	<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
<p>Whole school T &amp; L focus to ensure high quality learning experiences for all pupils in all lessons.</p> <p>Continue to embed Whole school T &amp; 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
2-year DfE Embeddi	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/</a>	1,2

<p>ng Formative Assessment programme, to form major part of the whole- school CPD package</p>	<p>Building on over 20 years of research by Dylan Wiliam and Siobhan Leahy, this programme has shown to make a positive impact on student achievement and teacher behaviours.</p> <p>Through a full randomised control trial involving 140 schools, the Education Endowment Foundation found:</p> <ul style="list-style-type: none"> <li>• Learners made the equivalent of two months' additional progress in their Attainment 8 GCSE score.</li> <li>• Learners in the lowest third for prior attainment made more progress than their classmates in the top third.</li> <li>• Teachers felt the Teacher Learning Communities (TLCs) improved their practice by allowing valuable dialogue between teachers and encouraged.</li> </ul>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	1,2
<p>Consistent and persistent focus of PP pupils in and out of the classroom.</p>	<p>Historical data showed a trend of underperformance with PP pupils.</p>	1,2
<p>Monitor set movement of PP pupils.</p>	<p>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.</p>	1,2
<p>Setting structures considered.</p>	<p>Revision of setting structures in maths to allow for more flexibility with movement across sets and tier choices.</p>	1, 2

GCSE Pod and Sparx packages to support Literacy, Mathematics and Science	<p><a href="https://www.gcsepod.com/reduce-teachergcse-workload/#:~:text=GCSEPod%20giv%20es%20you%20the%20ability,made%20lau%20nch%20plans%20and%20resources.">https://www.gcsepod.com/reduce-teachergcse-workload/#:~:text=GCSEPod%20giv%20es%20you%20the%20ability,made%20lau%20nch%20plans%20and%20resources.</a></p> <p>Track and monitor engagement with the GCSEPod dashboard and all Sparx packages to promote independence with homework and revision.</p>	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.	1,2

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

Budgeted cost: £ 67,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage children in effective reading interventions, delivered by Intervention staff, TA, EAL specialist.	<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><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
Literacy interventions delivered by English specialist teachers and trained intervention staff, targeting underachieving pupils.	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.	1,2
Numeracy interventions delivered by Maths staffing	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.	1,2

targeting under-achieving pupils.		
Proactive engagement of parents and carers at events and progress evenings.	Internal data has shown a reduction in attendance figures. This has specifically affected more PP pupils. Year leaders and Pastoral Team calls will focus on parents/carers of PP pupils in the week before evenings to reduce barriers to non-attendance.	4
Careers Guidance	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p> <p>In attempting to understand evidence of improved academic attainment, Hughes and colleagues (2004) Hooley and colleagues (2014) drew on the earlier work of Killeen and colleagues (1999), who theorised 'that the relationship of career guidance to attainment is due to its capacity to help young people to:</p> <ul style="list-style-type: none"> <li>• understand the relationship between educational goals and access to occupational goals;</li> <li>• clarify valued outcomes;</li> <li>• set attainable educational goals; and</li> <li>• understand the relationship between current educational effort and performance to the achievement of educational and career goals'</li> </ul>	

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

Budgeted cost: £ 328,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Support Team	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p>	1, 3
Routine identification of pupils that are struggling with mental health or wellbeing concerns and provide tailored packages	Internal behaviour data, Pupil referrals, Pupil panel, Weekly Pastoral meetings.	4

of support such as Learning Mentor, Counselling etc.		
Promote effective home-school engagement.	Class charts package is routinely updated. All forms of communication are routinely delivered across multiple channels. Pro-active calls are made to parents ahead of parents' evenings. Improved homework communications through Sparx.	4
Improve attendance for PP pupils and reduce persistent absenteeism, particularly absence related to the pandemic. Attendance/support officers appointed along with Senior leadership support to improve attendance.	Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.  The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels	3

**Total budgeted cost: £ 679,300**

**Additionally, the school provides Free School Meals at a cost of £140,000**

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### Funding overview for 2023 - 2024

Detail	Amount
Pupil premium funding allocation this academic year	£373,118
Recovery premium funding allocation this academic year	£102,603
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£475,721

#### Outcomes for disadvantaged pupils

2023/2024	PP pupils		Non-PP pupils		GAP
	No.	%	No.	%	
Cohort	64	26.3	179	73.6	
Basics 4+	24	37.5	119	66.5	29%
Attainment 8	32.96		42.71		9.75

2022/2023	PP pupils		Non-PP pupils		GAP
	No.	%	No.	%	
Cohort	58	23.3	191	76.7	
Basics 4+	23	39.7	20	62.8	23%
Attainment 8	33.21		43.88		10.67

#### Comparison % Attendance Figures

### Attendance Figures September 2023 - July 2024

	Year 7	Year 8	Year 9	Year 10	Year 11
PP Attendance	88.66	82.99	80.61	81.14	77.07
Non-PP Attendance	94.25	91.31	91.21	90.16	84.85

### Attendance Figures September 2022 - July 2023

	Year 7	Year 8	Year 9	Year 10	Year 11
PP Attendance	87.94	85.78	81.16	80.00	71.45
Non-PP Attendance	93.93	92.72	90.61	90.14	80.45

## 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.*

