Pupil premium strategy statement – 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Thornleigh Salesian College
Number of pupils in school	1563
Proportion (%) of pupil premium eligible pupils	27.4% (inclusive of KS5) (29.5% KS3 and 4)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	Due Dec 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Mr M Fitzsimons
Pupil premium lead	Mr E Kirk
Governor / Trustee lead	TBC at Govs meeting (new LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357,000
Recovery premium funding allocation this academic year	£0
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	£357,000

Part A: Pupil premium strategy plan

Statement of intent

Thornleigh Salesian College is an 11-18 secondary school, serving the north of Bolton. It is a truly comprehensive provision that serves different diverse communities across the town, from very different socio-economic backgrounds.

Vision: Despite students at Thornleigh coming from very different backgrounds and contexts, we are committed to all students having the same high quality education. We want our students 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 students as part of our Salesian mission. Thornleigh places Don Bosco's desire for inclusion at the heart of our ethos and sees inspirational, creative teaching as the best way to achieve this goal. The Care Guidance and Support team provides the platform for this effective teaching, in creating a safe learning environment where all our students are cared for allowing them to flourish. We do not want any of our students left behind socially, or academically because of disadvantage. We want to encourage high expectations, raise career aspirations and remove barriers to learning so our students can realise their ambitions. The pupil premium plan aims to remove the main barriers disadvantaged students face tracking their progress through subjects and their extra-curricular participation. Where disadvantaged students face external barriers, careful planning, targeted support and intervention will protect their wellbeing and mental health, enabling them to achieve academic success leading them to a life of dignity.

Objectives *Narrow the attainment and attendance gaps between disadvantaged pupils and non-disadvantaged students within school and nationally. *Remove barriers to learning created by poverty, family, and financial circumstances. *Ensure all students can read fluently and with good understanding to enable them to access the breadth of the curriculum. *Develop confidence in their ability to communicate effectively in a wide range of contexts.

*Access a wide range of opportunities, during and post-16, to develop their knowledge and understanding of the world, moving into a range of careers. *Enable students 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	**Improve attendance for disadvantaged groups.** Attendance rate for DP pupils *(as an overall cohort)* is below the target for all pupils of 95%. This reduces their College hours and is a factor contributing to some of them making less than expected progress.
2	**Use assessment and data effectively to fine tune teaching and learning** *(forensic analysis of groups)* **to improve progress and remove barriers for disadvantaged groups**. Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns.
3	**Develop reading as a curriculum priority to enable disadvantaged students access a full curriculum offer.** Upon entry a large proportion of pupil premium pupils' reading ages are much lower than non-disadvantaged pupils, hindering access to the curriculum, their progress/attainment and life chances after leaving education *(see reading/literacy strategy).*
4	**Ensure that all leaders (including middle leaders) are forensically focused on closing the gap for disadvantaged pupils.**
5	**Increase pupils' confidence, resilience and knowledge so that they can keep themselves healthy, physically and mentally.** During the pandemic, some disadvantaged young people and children, such as children in care or those who are disadvantaged financially, have reported poorer mental health and wellbeing including anxiety and loneliness.

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
To bring attendance and PA percentage in line with the national average.	- First day's response is effective. - Form tutors proactively implement the Thornleigh's attendance policy , prioritising DP. - DP parents/carers engage with pastoral teams. - DP are aware and are able to self-regulate attendance. - Teachers/pastoral teams do not have to follow absenteeism as DP attend regularly.
Data is used to provide targeted support for pupils. Ensuring all pupils make progress at least in line with their peers nationally. Data is analysed on a regular basis and discussed. Quality Assurance is timely and consistent - work sampling, lesson visits and subject reviews evidence responsive teaching through QFT.	- DHT for Q of E overseeing attainment and progress of DP. - Focused support and intervention programme for Yr11, English and Maths. - Curriculum leaders are aware of the skills and talents of their team to enable good practice to be shared, and students who are showing signs of being at risk are identified quickly. Question level analysis is used effectively to focus intervention effectively. - Areas of development are identified focused upon DP progress and outcomes. Book looks, marking, teacher circulating, targeted questioning will all be focused upon DP as a priority. Pupil Progress software will be utilised to analyse granular detail of DP gaps and inform students and families what they need to strengthen.

Data is used to provide targeted reading support for pupils. Ensuring that all pupils make progress at least in line with their peers nationally.	- Pupils can read fluently with comprehension as measured by the NGRT. - Teacher and pupil voice shows that pupils read frequently and with engagement and enjoyment.

All leaders are forensically focused on closing the GAP of disadvantaged pupils.	- DP pupils gap closed. - Regular reviews of the PP strategy in line with QA and data cycles. - Staffing will be re-evaluated to empower more effective intervention in maths and English for DP (appointment of Gap Leads to QA assessments and intervention resources to meet needs) - Appointment of English and Maths Tutors

To develop pupils' confidence, resilience and knowledge so that they can keep themselves healthy physically and mentally.	- Student voice. - Engagement in extracurricular activities. - Improved attendance. - Improved wellbeing. - Correct pathways accessed.

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: £65,000

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
- Reading across the whole - curriculum - disciplinary literacy. - Regular use of NGRT followed by supported analysis; CPD around NGRT work with DoE to establish programmes: - CPD for subject leaders to lead within subject development time.	NGRT training - 4 hours all teachers 10 HODs x 2 hours. External review of literacy and action plan (SLE) 2 days English tutor (full time)	EEF - guidance report for developing literacy. EEF - guide to pupil premium. EEF – Teaching and Learning Toolkit. Benefits of NGRT.	3, 4
CPD strategies to raise attainment in pupil premium students	All teachers x equivalent 1 day	EEF - guide to pupil premium. EEF – Teaching and Learning Toolkit.	1, 2, 3 & 5

● Data is used to inform teachers of the effectiveness of their own teaching and its impact on pupil learning. ● Ongoing CPD on purposeful and targeted assessment. ● Middle leader coaching and support to ensure challenge and ambition embedded for all and that QA is effective to meet the needs of DP	All teachers x 6 hours 16 hours HOD, 16 Hours SLT for line management and QA.	EEF - Effective professional development - guidance report. EEF – Teaching and Learning Toolkit.	2 & 4

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

Budgeted cost: £120,000

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
● Bespoke intervention Programme - Maths **Reading** ● Training for staff and time for interventions	Maths Tutor (full time) HLTA 60 second read interventions (SAS 74 and below) IDL package Reading Plus (SAS 75 to 88) Scheme (SAS 89 to 100)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition *Small group tuition has an average impact of four months' additional progress over the course of a year. *Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to GL Assessments. EEF - Teaching and Learning Toolkit. Reading comprehension strategies.	2, 3 and 5

• Timely meetings to identify pupils who require additional support. • Data is used to ensure that gaps in knowledge are acknowledged and addressed in the short term to enable pupil progress to be maximised. • Teachers understand what data should be used and how: data acted upon in a timely way and teaching learning adaptations made immediately.	1x SENDCO, 1 x HOD, 1 x Maths Tutor, 1 x English Tutor, 1 x pastoral attendance lead, 1 x safeguarding lead where appropriate. All staff 2 hours per data drop - QLA	EEF - guide to pupil premium. Putting evidence to work: A school's guide to implementation. Gathering and interpreting data to identify priorities.	1, 2 & 4
• Focused support and intervention programme for Yr11, English and Maths • Maths bespoke SLE support for maths team and maths leadership	Approx. 6 (one level 9-7, one 'reaching 5', one 'reaching 4' each for En and Maths 1 hours per week after school. 3 x TLR En, Ma and RE Revision books- Eng/Maths/Science/RE	EEF - Teaching and Learning Toolkit.	2 & 4

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

Budgeted cost: £172,000

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
Attendance Ensure that attendance is a higher priority in students' , parents', and teachers' minds: ● Analyse PA data to identify barriers to attendance. ● Ongoing engagement with students. ● Attendance officer. ● Return to school meetings. ● Staff training on the importance of DP attendance. ● Daily monitoring. ● PASS surveys conducted. ● Pupil voice. ● Attendance is celebrated and valued by all stakeholders.	EBSA officer and EBSA hub establishment Relaxed kids intervention 36 hours per week - term time Pupil Premium Attendance Officer. Attendance Manager Full time term time 5 hours per week 2 x SLT Trauma informed training for staff Girls Out Loud Project Bright Leaders Coaching SLA with Bolton behaviour support Safeguarding attendance lead time.	EEF - Working with parents to support children's learning guidance report. DfE – Improving school attendance guidance. EEF – Teaching and Learning Toolkit.	1 and 5

● The Bosco Centre Short term intervention for students at risk of exclusion and previously EBSA Trauma informed practise Nurture and triage for undiagnosed needs Targeted intervention around 'secure base' model - personalised packages (Boxall profile based)	3 HLTA x full time	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Create a positive and supportive environment for all pupils without exception An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: promote positive relationships active engagement, and wellbeing for all pupils; ● ensure all students can access the best possible teaching; and ● adopt a positive and proactive approach to behavi our, as described in the EEF's Improving Behaviour in Schools guidance report.	3 and 5
● Careers staff	SLA with Connexions (2 members of staff) Plus 1 x full time member of staff TLR holder for Careers within school also	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education In attempting to understand evidence of improved academic attainment, Hughes and colleagues (2004)24 and 4 Hooley and colleagues (2014) drew on the earlier work of Killeen and colleagues (1999)25 who theorised 'that the relationship of career guidance to attainment is due to its capacity to help young people to: ● understand the relationship between educational goals and access to occupational goals; ● clarify valued outcomes; ● set attainable educational goals; and ● understand the relationship between current educational effort and performance to the achievement of educational and career goals'.	4 and 5

• Class Charts Tracking and i.d of students Parental engagement Smarter analysis and more rapid identification	License cost	[Research shows parental engagement has a bigger influence on children's attainment than other social, economic and family background factors. Class Charts keeps parents informed about homework in real time.](#) [https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions](#) 4	2,4 4
• Assistant Year Leaders Supporting attendance, safeguarding, mental health and wellbeing	4 year groups full time non teaching staff One year group 2 x TLRs (covers FTE)	[The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.](#) [https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_review.pdf?v=1687939195 Miller (1999) examines the impact of business and community mentoring in seven schools in England. A value-added analysis found a small but positive impact on GCSE results compared with a similar group of non-mentored students.](#)	4 5
• Whysup Assembly/mentoring programme from past students	Cost of presentations/interventions	[https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions](#) Observations assessments, 1-1, group work will impact on students offering bespoke interventions that offer more accurate insights into a student's profile.	5

● Ladywood Outreach External cognition and learning and social communication	Cost of intervention packages and interventions for students		
● Educational Psychologist	15 days cost £7,335		
● Provision map	Cost of provision map		

● **Healthy Living** Supervision for students (virtual school) Engagement activities for parents re mental health, online safety, curriculum for life programme, mission week D of E Award Turin Programme Aspire Programme	Cost per students Guest speakers, staffing costs Chaplain costs x 1 FTE Subsidised for DP Cost of administrator Staff time	*Fair Society, Healthy Lives* - Marmot report. DfE Promoting children young people's mental health and wellbeing - a whole school and College approach. Benefits of DofE.	5

Total budgeted cost: £357,000

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 **2023 to 2024 academic year**.

Intended outcome	Success criteria	Review
To bring attendance and PA percentage in line with the national average.	- First day's response is effective. - Form tutors proactively implement the Thornleigh's attendance policy , prioritising DP. - DP parents/carers engage with pastoral teams. - DP are aware and are able to self-regulate attendance. - Teachers/pastoral teams do not have to follow absenteeism as DP attend regularly.	PA data 2023 shows FFT **National was 27%. Whole school was 25%**. All year groups with the exception of Year 9, which was 1% above FFT national, were below national for PA. In the current academic year to date, **the gap between DP attendance and non DP student attendance has narrowed for the same period to date** (currently 0.44% gap). **Severe absence is 0.3% lower** also from September to present. **PA gap for Sept to present is 3.54%** lower than the same period last year.
Data is used to provide targeted support for pupils. Ensuring all pupils make progress at least in line with their peers nationally. Data is analysed on a regular basis and discussed.	- DHT for Q of E overseeing attainment and progress of DP. - Focused support and intervention programme for Yr11, English and Maths. - Curriculum leaders are aware of the skills and talents of their team to enable good practice to be shared, and students who are showing signs of being at risk are identified quickly. Question level analysis is	**GCSE outcomes summer 2024 reflect improved Basics grade 5+ from 2023 (increase from 41.6% to 44.6%). Maths 5+ also increased from 45.9% to 47.9%, Science 5+ improved from 50.6% to 52%** **Grade 7+** remained the same in Basics and **RE but improved in English (21.6% to 24%), Maths (12.5% to 15.4%) and Science 17.5% to 19.2%**. **Pupil premium gap in APS is less than 0.5 in Business Studies, Music, Creative imedia and Dance.** It is less than or equal to 1 in Computing, Photography, Child Development and Construction additionally.

All leaders are forensically focused on closing the GAP of disadvantaged pupils.	used effectively to focus intervention effectively. ● Areas of development are identified focused upon DP progress and outcomes. Book looks, marking, targeted questioning will all be focused upon DP as a priority. ● Pupil Progress software will be being utilised to analyse granular detail of DP gaps and inform students and families what they need to strengthen.	SPI for non DP vs DP is as follows in specific subject areas; **Business Non DP -0.22 DP 0** **Music Non DP +1.32 DP +1.46** **Spanish Non DP +0.62 DP +0.54** **Construction Non DP +0.13 DP +0.03** **Creative imedia Non DP +0.36 DP +0.87** Evidence of question level exam analysis being undertaken systematically by middle leaders. E.g. HoD History presentation to colleagues and minutes from exam reviews with Head Teacher.
Data is used to provide targeted reading support for pupils. Ensuring that all pupils make progress at least in line with their peers nationally.	● Pupils can read fluently with comprehension as measured by the NGRT. ● Teacher and pupil voice shows that pupils read frequently and with engagement and enjoyment.	60 second read (2023 - 35/38 achieved end of year target for reading intervention) All students entered for entry level English in Y11 passed. Reading age gap between DP and non DP decreases between Y8 and Y9 significantly from 1.21 years to 0.71 years.
To develop pupils' confidence, resilience and knowledge so that they can keep themselves healthy physically and mentally.	● Student voice. ● Engagement in extracurricular activities. ● Improved attendance. ● Improved wellbeing. ● Correct pathways accessed.	35 extra curricular clubs are available. 41.6% of students attend. 37.9% of this cohort are DP. Be well survey (Greater Manchester survey)

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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
NGRT Reading Test	GL Assessment
CAT4	GL Assessment
IDL software	IDL Group
Widgit software and training	Widgit
HLTA Elkan training	Bolton Speech and Language Service

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

This plan is reviewed systematically. Leadership of this strategy has been handed over to the Deputy Head Teacher and is a top priority. Disadvantaged students are also embedded within the school development plan.

An outward facing approach has been adopted in Term 1 2024. A visit is scheduled in Nov 2024 to an outstanding school with a high DP intake in order to share good practice.