

Pupil Premium Strategy Statement

1. Summary information

School	Thornleigh Salesian College				
Academic Year	2022-23	Total PP budget	£ £381,000	Date of most recent PP Review	
Total number of pupils	1615	Number of pupils eligible for PP	420	Date for next internal review of this strategy	

Year	Cohort	Pupil Premium		Non Pupil Premium	
		No.	%	No.	%
7	269	72	27	197	73
8	265	80	30	185	70
9	266	80	30	186	70
10	267	65	24	202	76
11	263	75	29	188	71
Years 7-11	1330	372	28	958	72
12	144	22	15	122	85
13	122	8	7	114	93
Years 12-13	266	30	11	236	89

SIMS Sept 26th 2022

2. Current attainment		
	Pupils eligible for PP (AHRC)	Pupils not eligible for PP (AHRC)
	61.6%	77.7%
% achieving (Eng & Maths 4+)	(16.1% gap)	

	No.	%	Attainment 8
Pupil premium	73	28.4%	42.56%
Non-pupil premium	184	71.6%	54.62%
Gap			12.06%

2022 Results	Pupil P		Non Pupil P		GAP
	No.	%	No.	%	
Cohort	73	28.4	184	71.6	
Basics 4+	45	61.6	143	77.7	16.10%
Attainment 8	42.56		54.62		12.06
2021 Results	Pupil P		Non Pupil P		GAP
	No.	%	No.	%	
Cohort	47	20.5	182	79.5	
Basics 4+	33	70.2	148	81.3	11.1%
Attainment 8	44.98		52.97		7.99
2020 Results	Pupil P		Non Pupil P		GAP
	No.	%	No.	%	
Cohort	71	31.4	155	68.6	
Basics 4+	49	69	118	76.1	7.1%
Attainment 8	46.92		53.8		6.88
2019 Results	Pupil P		Non Pupil P		GAP
	No.	%	No.	%	
Cohort	61	27.4	162	72.6	
Basics 4+	30	49.2	132	81.5	32.3%
Attainment 8	41.18		52.82		11.64

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Lower starting points in relation to numeracy and literacy for PP pupils.	
B.	Middle attaining PP pupils struggle to make the same progress as non-PP middle attainers.	
C.	PP students making less progress than their peers across KS3 and KS4.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Lower attendance rates for pupils eligible for PP (91.33%) Non-PP (93.8%) Gap 2.5% (2021-2022)	
E.	Lower aspiration for some PP pupils with literacy and numeracy barriers of parents, resulting in a lower stake hold in the school; subsequently, resulting in non-attendance of parents' evenings etc.	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Narrowing the gaps between PP and non-PP learners in Year 7 and 8, with numeracy and literacy performance.	To close the gaps in reading and numeracy and literacy for all pupils by the end of year 8.
B.	To maintain TSC's aspirational culture improving the aspirations of all PP learners, providing authentic careers and work experience opportunities; supporting HA PP students through university visits assisting students in realising their ambitions. CEIAG work carried out by JM and HG will offer bespoke guidance for PP students offering them clear pathways to post-16 education.	All disadvantaged learners to be in education, employment or training post-16.
C.	Improved attendance rates for PP learners.	Better achievement, resulting in positive attainment for PP students.

D.	Reduced progress gap between PP and n-PP learners by the start of KS4, improving literacy strategies that allow students to access the curriculum more successfully.	To reduce the attainment gap for the current Year 11 cohort.
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5. Planned expenditure

Academic year	September 2022 - July 2023				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of teaching for all, targeted support and other initiatives:					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A: Narrowing gaps between PP and non-PP learners.</p>	<p>*The investment in HLTAs for English and Maths will continue to have a major impact. The HLTAs directly work with PP learners to address gaps in knowledge. The HLTA expertise has been pivotal in enabling LA/MA PP students achieve their GCSE outcomes.</p> <p>*HLTAs will continue to support optional subjects, differentiating learning activities and supporting PP learners in accessing the curriculum more effectively.</p> <p>*The SENCO will create strategies for students with additional needs. Maths, English and Science teaching will target small group sessions in order to improve access to the curriculum for PP students within the SEND cohort. A small group of Year 10 and 11 students will complete functional skills in Maths and English.</p> <p>*Tuition will offer weekly support to small groups of PP students, in helping them achieve their target grade. The GCSE Pod, will also be used to support PP students with revision online. Elevate will also be used to support PP study skills in year 11.</p> <p>*GL Assessment will secure accurate assessment for all PP learners.</p>	<p>*Improvements in GCSE outcomes for PP learners in foundation groups.</p> <p>*Academic improvement in the delivery of optional subjects for PP learners.</p> <p>*Bespoke curriculum for those most in need.</p> <p>*Small groups of PP students will have improved outcomes in August 2023.</p> <p>*The baseline attained will help support students in closing learning gaps.</p>	<p>*HLTAs work will be monitored by the maths and English HoDs.</p> <p>*Individual Personalised Support Strategies will be implemented and quality assured evaluating their use in the classroom.</p> <p>*CT to quality assure. Students achieve a level 1 pass.</p> <p>*EK to design, monitor and measure impact.</p> <p>*KW to coordinate tests.</p>	<p>EK, CHS, JP, VO</p> <p>CT/HLTA team</p> <p>*VA/CT</p> <p>*EK</p> <p>*KW</p>	<p>*December 2022</p> <p>*Departmental work scrutiny</p> <p>*Each departmental QA</p> <p>*August 2023</p> <p>*By October half-term</p>
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	<p>*CT to support PP students with EHCP statements and severe SEN, assisting them in accessing a bespoke curriculum. Students will be supported when choosing their options. Functional skills in Maths and English will be offered for years 10 and 11. Nurture provision will be offered for year 7. The Nurture provision develops student social and emotional skills. These provisions are made up primarily of SEND and PP students.</p>	<p>*The PP students will improve academically, socially and emotionally.</p>	<p>*CT to line manage and QA termly.</p>	<p>*CT</p>	<p>*Termly</p>
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B: Improved aspirations of learners re: careers, university and achieving outstanding results.	<p>*Careers guidance - All Year 10 and 11 PP learners to have a minimum of 2 careers advice sessions. HG/OB/JM encourage career pathways through after school sessions that offer real career direction. CVs, letters of application and college visits.</p>	<p>*More PP students attend further education with in school support and visioning.</p>	<p>*HG to organise timetables of sessions that will be calendared.</p>	<p>*HG/OB/JM</p>	<p>*Quality assure December 2022.</p>
	<p>*The use of external speakers and former students to inspire, support students as they plan their future careers and challenge career stereotyping.</p>	<p>*External speakers will improve knowledge and choices of students.</p>	<p>* University visits for years 10 and 11. HG will select HA PP students for the opportunity to visit a university and raise their aspirations.</p>	<p>HG/JM</p>	<p>*External speakers to be selected by October half term.</p>
	<p>*PP students without clear aspirations are prioritised in Careers Intervention sessions in Oct-December with Careers Co-Ordinator (JM). Unifrog will also be used as an online tool to support decision making.</p>	<p>*PP students with literacy barriers will be more successful with coaching. NEET figure will be 100%.</p>	<p>*JM/HG produces a spreadsheet to identify cohorts, monitor progress and measure impact.</p>	<p>*HG/JM</p>	<p>*Quality assure June 2023.</p>
	<p>*Early interventions, lower down the school (including from KS3) and prioritised 1:1 Careers Appointments with Careers Advisor for PP students.</p>	<p>*Clear pathways for PP students will be identified early, improving motivation.</p>	<p>*Careers guidance - SPreadsheet will reveal and date all Year 11 PP learners having a minimum of two careers advice sessions starting in Year 11.</p>	<p>HG/OB</p>	<p>*Quality assure June 2023.</p>
	<p>*Provide PP students with well-rounded experiences that develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers.</p>	<p>*Empowerment and leadership opportunities for PP students.</p>	<p>*The involvement of work experience and employers including new initiatives to raise aspirations and broaden student's horizons.</p>	<p>*HG/JM/OB</p>	<p>HG to review, presenting to SLT.</p>

C: Improved attendance rates for PP learners.	<p>*Behaviour support team – to reduce fixed term and internal exclusions – including new behaviour policies.</p>	<p>*The policy followed National Government guidelines in keeping vulnerable students engaged with school, covering statutory requirements for the most vulnerable.</p>	<p>*The strategies will target specifically the PP learners in school, to encourage participation and promote success; the Salesian inclusive culture of aspiration.</p>	<p>*MF, NM and KW</p>	<p>*July 2023</p>
	<p>*Counselling service for EBSR PP learners who need additional support to attend school and make good progress.</p>	<p>*Counselling to provide emotional support for vulnerable cohorts.</p>	<p>*MM to follow a timetable of counselling interventions.</p>	<p>*MM</p>	<p>*October 2022</p>
	<p>*PA and EBSR students from the PP cohort will be identified in PAR meetings and supported through mentoring, home visits and other agency support.</p>	<p>*At secondary level PP, learners are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year.</p>	<p>*PAR document will track attendance progress of the cohort.</p>	<p>*CT, LT, CS and MF</p>	<p>*Throughout the academic year</p>
	<p>*Interventions created for the provision map to support PP students at risk from exclusion.</p>	<p>*Similarly, PP learners are three times more likely to receive two or more fixed-period exclusions across the year. (EEF)</p>	<p>*Exclusion rates of the PP cohort will be the success criteria.</p>	<p>*CGS team</p>	<p>*Throughout the academic year</p>
	<p>* Class Charts will monitor attendance trends through the creation of intel dashboards.</p>	<p>*Weekly PAR meetings will identify different cohorts displaying PA or presenting traits that could become an attendance concern.</p>	<p>*MF to QA each half-term, measuring progress.</p>	<p>*LT/MF</p>	<p>Each half-term</p>

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<p>D: To promote Literacy Across the Curriculum to reduce learning gaps between PP and Non-PP learners.</p>	<p>*School drive to improve quality written feedback to ensure systematic, whole school approaches to improving students' cogency and sentence structure introducing vocabulary, connectives, openers and discourse markers.</p> <p><i>‘Leaders must ensure that teachers support pupils to produce high-quality written work across the curriculum.’ Ofsted Report Nov 5th 2019.</i></p> <p>*World book day/World Poetry Week</p> <p>*Key vocabulary will be taught to LA PP students through English HLTA and resources they have created, prior to studying a text.</p> <p>*Literacy Champion - teaching different subject areas in how to deliver literacy most effectively targeting students from a PP background. Departments will also nominate subject specific fiction</p>	<p>*To ensure clear procedures for monitoring literacy across the curriculum through the QA process.</p> <p>*Staff will promote reading with the promotion of World Book Day, with staff dressing up as a literary character and a series of competitions and inclusive activities targeting PP readers.</p> <p>*To close the progress gap with non-PP learners.</p> <p>*PP students will benefit from departments being skilled in the delivery and planning of lessons that focus on being able to read texts more effectively.</p>	<p>*Visible evidence in books will demonstrate the progress made in written responses for PP learners. Each half-term, the quality of feedback will be addressed through work scrutinies in the QA process.</p> <p>*Workshops with PP students over the course of the day will be available to PP students.</p> <p>*QA process in English to explore how LA PP learners access key vocabulary. CHS/EK to coordinate QA across all subjects.</p> <p>*KS to select Literacy Champions and monitor.</p>	<p>*SLT</p> <p>*KS/CHS</p> <p>*CHS/VO/EK/S LT links</p> <p>*VO/CHS</p>	<p>*QA process</p> <p>*World book Day</p> <p>*QA processes throughout the academic year.</p> <p>*Reviewed February 2023</p>
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	<p><i>'books of the term'</i> in order to link the library with the wider school.</p> <p>*A reading audit will be conducted to ensure that PP students are making progress with their reading.</p> <p>*Library has been catalogued and stock refined to encourage more reluctant readers to participate in engaging with books.</p>	<p>* LA PP readers will have their reading progression monitored by the English team.</p> <p>*HLTA, teacher and form tutor. The library will bring in discrete groups from the Bosco Centre to support their pathway for reading.</p>	<p>*KS will outline programme quality assured by CHS.</p> <p>*CHS and CT to quality assure the delivery of supportive reading led by KS and CH.</p>	<p>*KS/CT/CH/CHS</p>	<p>*Reviewed each half-term.</p>

6. Review of expenditure			
Previous Academic Year	September 2021 to August 2022		
Improvement Initiative 2020-21	Description	Expected Impact	Review of impact

<p>To ensure teaching and curriculum matches individual and group needs of students</p>	<p>*Smaller classes have been used for PP students, typically below 20, in structured settings with high quality support and training to improve the progress of PP learners.</p> <p>*Safeguarding & early help £44,000</p> <p>*PPG is obviously mainly spent on inclusion staff and smaller class sizes</p> <p>*Additional core subject teachers £57,000 each</p> <p>*M McKinnon £30,000</p> <p>*Assistant Year Lead £35,000 each</p> <p>*£5000 for PPG sundries</p> <p>*Class Charts £11,000</p> <p>*£60k for school led tuition</p> <p>*£20k for 16-19</p> <p>*£50,000 Recovery Premium</p> <p>*£18k balance in our covid catch up</p> <p>*Covid catch up can be used to pay the 40% contribution we need to make to school led tuition.</p> <p>*16-19 and school led monies can only be used for small group tuition or one to one.</p>	<p>*To improve the performance of students' attainment in the 2023 examinations. <i>Sutton Trust - Reducing class size. +3 months progress.</i></p> <p>*The pastoral support vulnerable PP students receive will alleviate anxieties and remove learning obstacles.</p> <p>*Resources for PP students that focus on academic achievement, career aspiration and improvements in literacy.</p>	<p>*Pupil premium high attainers continue to perform better at Thornleigh Salesian College than other similar schools.</p> <p>*The CGS team has focused on interventions that support students returning to school post-pandemic. The increase in EBSR and anxieties within the school environment have been reduced due to skilled one-on-one teaching, qualified counselling and skilled pastoral interventions. This has been reflected in the higher than national attendance levels and reduction in the gap for academic attainment from pre-pandemic outcomes.</p> <p>*The improvement in academic outcomes for PP students and their college destination data from 2019 is a reflection of targeted investment in this discrete group during the pandemic and post-pandemic.</p>
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RecoveryPremium (A support to students who experienced an impact on their education through Covid-19)	<p>£50,000 approximately</p> <p>Unifrog £2,500</p> <p>GCSE Pod £5,800</p> <p>IDL £1,000</p> <p>GL Assessment £15,000</p> <p>Elevate £5,000</p> <p>Class Charts £11,000</p> <p>Contribution to SLT links to track PPG students £10,000</p>	<p>*The different resources will support learning in closing attainment gaps and making sure these PP students maximise their outcomes.</p>	<p>*The improvements in academic outcomes in 2022 from 2019 illustrates the positive impact that these resources have had on PP students.</p>
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