

# Pupil premium strategy statement – Thornleigh Salesian 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	1615
Proportion (%) of pupil premium eligible pupils	28.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Andrea O'Callaghan
Pupil premium lead	Michael Fitzsimons
Governor / Trustee lead	<a href="#">Carol Yates</a>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 346,720
Recovery premium funding allocation this academic year	£99,912
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>  <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>	£ 446,632

# Part A: Pupil premium strategy plan

## Statement of intent

### Context

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 extr-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 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	PP students making less progress than their peers across KS4.
2	Middle attaining PP pupils struggle to make the same progress as non-PP middle attainers.
3	Lower starting points in relation to numeracy and literacy for PP pupils.
4	Lower attendance rates for pupils eligible for PP (91.33%) Non-PP (93.8%) Gap 2.5% (2021-2022)
5	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 at parents' evenings etc.

## 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
Narrowing the gaps between PP and non-PP learners in Year 7,8 and 9 with numeracy and literacy performance.	To close the gaps in reading and numeracy and literacy for all pupils by the end of year 8.
To maintain TSC's aspirational culture improving the aspirations of all PP learners, providing authentic careers and work experience opportunities; supporting	All disadvantaged learners to be in education, employment or training post-16.

HA PP students through university visits assisting students in realising their ambitions.  CEIAG work carried out by JM and the career's team will offer bespoke guidance for PP students offering them clear pathways to post-16 education.	
Improved attendance rates for PP learners.	Better achievement, resulting in positive attainment for PP students.
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.

## 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: £ 133,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>SENCO</b>  Leadership and management decision in staff deployment	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  HLTAs can reduce learning gaps for disadvantaged students with SEND issues in class. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	3
<b>Smaller Class sizes</b>	<a href="#">Smaller class sizes</a>	2

Leadership and management decision on staff/pupil ratio and investment in staffing.	+2 months of academic progress as a result of smaller class sizes.	
<b>Literacy</b>  CPD primarily over a three year period of investment, external and internal	<a href="https://files.eric.ed.gov/fulltext/ED612217.pdf">https://files.eric.ed.gov/fulltext/ED612217.pdf</a>  *Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.  *Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.  *All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.	3
<b>GCSE Pod</b>	<a href="https://www.gcsepod.com/reduce-teacher-gcse-workload/#:~:text=GCSEPod%20gives%20you%20the%20ability,made%20launch%20plans%20and%20resources.">https://www.gcsepod.com/reduce-teacher-gcse-workload/#:~:text=GCSEPod%20gives%20you%20the%20ability,made%20launch%20plans%20and%20resources.</a>  Track and monitor engagement with the GCSEPod dashboard. It's visual and user-friendly, but packed with figures and easily exportable information. You can see at a glance what was set, the marks each pupil got, and the average mark for each question and student. You can also see usage data on an individual and group level, making it easy to identify students who may need additional intervention. The Pod supports disadvantaged students in helping them track their own progress and improving their attainment.	1
<b>Data analysis</b>	The data team has tracked the academic progress of disadvantaged students, highlighting gaps and underperformance. This has been pivotal in ensuring that discrete cohort are highlighted to HoDs and Senior Leaders so that decisions on provision and support can be made intelligently.	3

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

Budgeted cost: £ 77,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>SENCO</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.	3
<b>The Bosco Centre</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  <b>Create a positive and supportive environment for all pupils without exception</b>  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 behaviour, as described in the EEF's <i>Improving Behaviour in Schools</i> guidance report.	3
<b>Targeted Tutoring (121 interventions, and school led tuition, Year 11 examination preparation.</b>  Students are identified as PP students 2 grades below their target and on the English /maths match list. CHS to monitor attendance to the sessions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  *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 assess the best way to target support.	3
<b>Careers staff</b>  Investment by the Gatsby Benchmarks	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a>  In attempting to understand evidence of improved academic attainment, Hughes and colleagues (2004) <sup>24</sup> and	4

	<p>Hooley and colleagues (2014) drew on the earlier work of Killeen and colleagues (1999)<sup>25</sup> 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>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 234,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Behaviour Support Team</b>	<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. The interventions themselves can be split into three broad categories:</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p>	4

	<p>Universal programmes which seek to improve behaviour and generally take place in the classroom; and</p> <p>More specialised programmes which are targeted at students with specific behavioural issues.</p>	
<b>Safeguarding and Mental Health/LAC lead</b>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1687896985">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1687896985</a></p> <p>SEMH approaches</p> <p>These approaches aim to build social and emotional skills and outcomes that have been shown to be correlated with school attendance. For example, approaches might build pupil's resilience or self-regulation skills that might assist when social and emotional barriers to attendance do arise.</p> <p>Interventions are often delivered by school mentors or classroom teachers and are delivered either in regular classroom time or as part of school assemblies.</p>	4
<b>Attendance Team</b>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p>The average impact of responsive and targeted approaches to attendance is positive.</p> <p>Common characteristics of these approaches include staff monitoring of pupil absences, the identification of the causes of absences and then responsive, individualised interventions that tackle those causes.</p>	4
<b>Class Charts</b>	<p>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 homework in real time.</p>	4
<b>Assistant Year Leaders</b>	<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>	4



	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	
<b>Whysupp</b>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_review.pdf?v=1687939195">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_review.pdf?v=1687939195</a></p> <p>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.</p> <p><b>Evidence strength: medium</b></p>	4

**Total budgeted cost: £ 485,637**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

		Pupil P		Non Pupil P		Gap
		No.	%	No.	%	
2022 Results	Cohort	73	28%	184	72%	
	Basics 5+	33	45%	118	64%	19%
	Basics 4+	45	62%	143	78%	16%
	Attainment 8	42.56		54.62		12.06
2021 Results	Cohort	47	21%	182	79%	
	Basics 5+	16	34%	105	58%	24%
	Basics 4+	33	70%	148	81%	11%
	Attainment 8	44.98		52.97		7.99
2020 Results	Cohort	71	31%	155	69%	
	Basics 5+	29	41%	87	56%	15%
	Basics 4+	49	69%	118	76%	7%
	Attainment 8	46.92		53.80		6.88
2019 Results	Cohort	61	27%	162	73%	
	Basics 5+	20	33%	88	54%	21%
	Basics 4+	30	49%	132	82%	33%
	Attainment 8	41.18		52.82		11.64

If we ignore the results for the two 'Covid' years;

- the gap for the basics at grade 5+ was 2% lower in 2022 than it was in 2019
- the gap for the basics at grade 4+ was significantly lower at 16% in 2022 compared with 33% in 2019
- the Attainment 8 gap is slightly larger in 2022 compared with 2019, 12.06 against 11.64

## Attendance

Pupil premium attendance continues to be lower than non-premium attendance. The gap has been heightened in the post-pandemic period where students from disadvantaged backgrounds may have experienced a lack of structure. The persistent absent students and Emotional Based School Avoidance cohort are also heavily over-represented with students from disadvantaged backgrounds.

The increased investment in the Care Guidance and Support team and extra resources directed to mental health and wellbeing are being used to target disadvantaged students with emotionally based school avoidance. The mentoring systems within the attendance team are also being used to target vulnerable disadvantaged families and offer them direct support.

### Attendance Figures 2022-2023

Year	Y7	Y8	Y9	Y10	Y11
PP Atd	88.6%	88.8%	86.7%	86.0%	86.2%
Non PP Atd	93.2%	92.4%	93.7%	91.2%	91.3%

### Attendance Figures 2021-2022

Year	Y7	Y8	Y9	Y10	Y11
PP Atd	91.6%	89.6%	84.7%	87.7%	83.6%
Non PP Atd	93.4%	93.6%	90.9%	92.4%	90.5%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Lancaster University and MMU	University visits for years 10 and 11 were organised with 4 LAC students included with select HA PP students for the opportunity to visit a university and raise their aspirations.
Connexions	Students with an EHCP were seen by Connexions to assist them in the decisions on their career path.