

# Pupil premium strategy statement – Broughton Hall Catholic High School

This statement details our school's use of pupil 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	1044
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	Year 1 2024-2025 Year 2 2025-2026 Year 3 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Gerard Preston
Pupil premium lead	Liam Narey
Governor / Trustee lead	Angela O'Brien

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£400,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£400,050

# Part A: Pupil premium strategy plan

## Statement of intent

At Broughton Hall Catholic High school our students are at the heart of the decisions we make. We aim to make a positive difference to each disadvantaged pupil and our intention is that all pupils irrespective of background or the challenges that they face, have outcomes and experiences which are as good as the pupil population as a whole.

Our strategic plan to improve educational outcomes for our disadvantaged students is underpinned by a contextual and shared understanding of what the barriers to learning are for our disadvantaged students. We have a research led approach to allocation of Pupil Premium spend and we ensure that strategic actions are informed and are systematically monitored and evaluated for impact.

Pupil Premium Principles:

- Prioritise strategies to improve attendance
- Prioritise high quality instruction in the classroom through high quality CPD
- Identify students that need additional support using diagnostic tools to assess understanding, engagement and well-being.
- Target academic support to improve progress, using structured interventions such as small group tuition and one-to-one support.
- Ensure all have access to enrichment and extra-curricular activities

Broughton Hall Catholic High School has 36% of students identified as disadvantaged. This is above the national figure of 24.6% for pupils receiving free school meals.

## Challenges

Challenge number	Detail of challenge
1	Higher rates of absence among disadvantaged students than non-disadvantaged students. 2023/24 pupil premium 82.94% in comparison to 91.20% for non-pupil premium students.
2	Ensure that the curriculum is designed to support pupil learning in all subject areas.
3	Supporting some students to overcome the double disadvantage of being disadvantaged and SEND
4	Reading ages of Year 7 disadvantaged students are lower than for non-disadvantaged students. 2023/24 on entry 19 pupil premium pupils had reading ages below 11 in comparison to 11 non-pupil premium.
5	Greater levels of disengagement from the classroom among disadvantaged students than non-disadvantaged students
6	Lower rates of participation in enrichment among disadvantaged students than non-disadvantaged students

## 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 attendance	Absence rate gap between school disadvantaged to move towards being in line with national.
All teachers deliver lessons to ensure that pupils are supported in all subjects to learn in sufficient depth	QA by SLT T&L audit (internal and external) Departmental reviews Pupil voice
Improved Attainment 8 outcomes for disadvantaged	A8 Gap between school disadvantaged and non-disadvantaged students to close from 2023-24 pp 32.63, non pp 44.48 gap of 11.85 A8 for disadvantaged students to improve from 2023-24 score 42.4
Improved Basics outcomes for disadvantaged students and students who are double disadvantaged	Increase in the percentage of disadvantaged and double disadvantaged students achieving 4+ and 5+ in English, Maths and Science from 2023-24 attainment figures pp – 9-4 29.1% non pp 57.8% 9-5 pp 20% non pp 37.7%
Improve reading ages for disadvantaged students	Improved reading ages for Key Stage 3 disadvantaged students
Improved student levels of engagement in learning	Permanent exclusion rates for disadvantaged to be in line with national comparative measures (5 out of 6 were pp)  Fixed Term exclusion rates for disadvantaged to be in line with national comparative measures (160 – 108 pp)  Internal truancy to be addressed and reduced through strategies to support pupils in the classroom.
Improved attendance	Absence rate Gap between school disadvantaged and national absence to be in line with national  PA rate Gap between school disadvantaged and national PA to close and move in line with national
Enrichment opportunities	All disadvantaged students to be active participants in educational, cultural and enrichment activities

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £239,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of quality first teaching and subject knowledge through CPD programmes to improve the quality of T&L	Research shows that a teacher's subject knowledge improves student outcomes. For example (Coe et al, 2014), concluded that a teacher's subject knowledge, and their understanding of how pupils handle this subject, has the strongest evidence of impact on student outcomes. A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020), concluded that the impact of high quality-CPD on student outcomes is comparable to the impact of having a teacher with 10 years experience rather than a new graduate.	1,2,4,5
Recruitment of specialised and higher level teaching assistants.	According to the EEF's most up to date research, one of the most effective ways to use teaching assistants to improve educational outcomes for disadvantaged students, is to deploy teaching assistants in the classroom to support learning of others so that the classroom teacher can support students with educational needs. Teaching Assistants improvements (rated as +4 in EEF toolkit)	1,2,5
Coaching programme to improve QFT. Funding has been allocated to support whole school coaching programme to support improvement of T&L across all subject areas. Stemplab	EEF state that QFT is one of the most effective ways to improve educational outcomes for SEND and disadvantaged students. To improve QFT a coaching programme has been initiated and implemented to coach teachers. Coaching has been chosen as a driver for continuous improvement because according to Hargreaves and O'Connor 2018 findings, it was demonstrated that effective teacher contextual coaching led to school improvement.	1,2,3,5
Coaching programme to improve teaching and learning in areas	Hargreaves and O'Connor 2018 findings, it was demonstrated that	1,2,3,5

where there are inconsistencies. Cohort 1 = Maths (working with Craig Barton)	effective teacher contextual coaching led to school improvement.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £54,249

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and group tutoring sessions for KS4. Action tutoring Y11 RWI Y7-11 Reciprocal reading	Tutoring supported by EEF as tool for improving educational outcomes. Contextual research findings support decision to continue with tutoring programme. However, decision made that most tutoring sessions will take place outside allocated curriculum time so students are not missing lessons. Literacy and Numeracy support – EEF: +6 months Small group tuition – EEF: +4 months One-to-one tutoring - EEF: +4 months Extending school time – EEF: +3 months	2,3,4,5
RWI Y7-11 Reciprocal reading	Reading comprehension strategies, which focus on the students understanding of written text, are rated as high impact by the EEF. Contextual research findings 2021-22 that the interventions had impact and improved reading ages. Improvement in Reading Comprehension (+6 in Sutton Trust/EEF toolkit)	4
Diagnostic assessment packages to identify individual barriers to learning and to assess impact of interventions put in place.	As a school we use diagnostic assessment tools including GL assessment, Lucid Exact and Boxall. The funding of these packages is allocated to ensure support and intervention that is put in place is bespoke, purposeful and meaningful. Behaviour interventions (rated as +4 in Sutton Trust/EEF Toolkit) Early intervention (rated as +5 in Sutton Trust/EEF Toolkit) Social and Emotional support and interventions	1,3,4,5

	(rated as +4 in Sutton Trust/EEF Toolkit)	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £105,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Attendance Officer – remit to reduce PA rates for PP students	Contextually there was a need to employ someone explicitly to work with a core group of PP students to ensure they do not become PA. Decision supported by The DfE Research Report of November 2015 :‘Schools with higher levels of pupil absence had lower performance among disadvantaged pupils,	1,3,5
Recruitment of Family Liaison Officer – remit to reduce PA rates for PP students	A need to employ someone to work closely with families to overcome barriers to learning and improve engagement with school in order to encourage a more positive view	1,3,5
Continue to part-fund Attendance Liaison Officer and 2 additional Support Managers. This funding is allocated to ensure we have a support manager attached to each year group so that there is a clear line of communication between home and school. This essential partnership allows attendance issues to be addressed early and support reintegration and alternative settings as suits student needs best.	From a contextual point of view attendance is an external barrier for our disadvantaged students and according to The DfE Research Report of November 2015 :‘Schools with higher levels of pupil absence had lower performance among disadvantaged pupils, therefore we need to ensure that we can challenge poor attendance in a systematic fully resourced way. EEF ‘wider strategies’ states that good attendance means that stakeholders understand and follow all school systems to make early identification and subsequent interventions are effective to improve attendance	1,3,5
Continue with the ‘Attendance Initiative’ which includes texts home, legal follow up,	Using The DfE Research Report of November of 2015 and our contextual understanding of attendance it is imperative that we do everything we	1,3,5

whole school priority and publications for the pupils to access	can as a collective body to motivate our students to attend school.	
Recruitment and retention of staff with a focus on improving/supporting behaviour, attitudes and wellbeing: • Support staff appointments – introduction of nurture base and staffing	All behaviour, attitudes and wellbeing appointments have been made from a contextual and research led point of view. Associate Assistant Headteacher role is to build capacity for early interventions by leading behaviour interventions and mentoring programmes across the school, Behaviour interventions (rated as +4 in Sutton Trust/EEF Toolkit) Early intervention (rated as +5 in Sutton Trust/EEF Toolkit) Mentoring (rated as +2 in Sutton Trust/EEF Toolkit) Parental Engagement (rated as +4 in Sutton Trust/EEF Toolkit) Primary Trained Secondary teacher role is to support curriculum learning and curriculum re-integration programmes Full time staffing of our sensory room supports our disadvantaged SEND students with their learning Social and Emotional support and interventions (rated as +4 in Sutton Trust/EEF Toolkit) Appointment of our on call staff ensures teaching and learning throughout the day remains a priority	1,3,4,5,6
Increased counselling provision	Contextual needs of our students requires additional counsellor capacity to support students who need it Decisions made are support by EEF, Social and Emotional support/interventions rated as +4 in EEF Toolkit.	1,3
Work experience Year 10 students		6
As part of the Broughton Hall Journey ensure all disadvantaged students are involved in one cultural/educational experience beyond the formal curriculum. Funding will be allocated via a	In order to address enrichment inequality, the Broughton Hall journey will allow students exposure to experiences that will broaden their horizons and allow them to conceptualise their learning and hopefully improve their attitudes towards learning. Outward Bounds (rated as + 7 months in Sutton Trust/EEF toolkit) Arts Project (rated as + 2 months in	6

successful application to the 'pupil premium team'.	Sutton Trust/EEF toolkit)) Learning to Learn Experience (rated as + 7 months in Sutton Trust/EEF toolkit)	
Essential Packages Provision	Contextual understanding of our school and to ensure our students can come to school and learn we provide 'essential packages provision', this includes free breakfasts, uniforms, food parcels, bus passes, anything that is need to support our students and their families	1,3,5,6

**Total budgeted cost: £ 400,050**

*Teaching £239,880*

*Targeted intervention £54,249*

*Wider strategies £105,921*



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

Improve Overall P8 and A8 for disadvantaged students

2021-2022	School All	School pp	School non -pp	School pp to non pp gap	National non pp	School PP Gap to National NPP
P8	-0.06	-0.28	0.11	-0.38		-0.41
A8	47.72	41.62	52.53	-10.91	50.3	-8.72

2022-2023	School All	School pp	School non -pp	School pp to non pp gap	National non pp	School PP Gap to National NPP
P8	-0.57	-1.12	-0.27	0.85	-0.60	0.52
A8	41.45	32.99	45.91	12.92	46.3	-13.31

2023-2024	School All	School pp	School non -pp	School pp to non pp gap	National non pp	School PP Gap to National NPP
P8	-0.56	-1.18	-0.33	0.85		
A8	41.36	32.63	44.48	11.85		

Success criteria: Improved progress 8 outcomes for disadvantaged students

Increase percentage of disadvantaged and double disadvantaged students attaining (Grade 4+ and 5+) in English and Maths

Disadvantaged (All)

	2021-2022	2022-2023	2023-2024
Grade 4+	50.6%	28.6%	29.1%

	2021-2022	2022-2023	2023-2024
Grade 5+	32.6%	17.1%	20%

Percentage improvement double disadvantage students

	Difference between 2022-2023 and 2023-2024
Grade 4+	22/23 – 13.1% 23/24 – 10.5%
	Difference between 2022-2023 and 2023-2024
Grade 5+	22/23 – 0% 23/24 – 5.3%

Improvement in percentage of PP students achieving 5+ in English and Maths year on year exceeding 2021 rates.

	2022-2023	2023-2024	Improvement
All PP 4+	28.6	29.1	+0.5%
All PP 5+	17.1	20	+2.9%
DD 4+	13.3	10.5	-2.8%
DD 5+	0	5.3	+5.3%

Percentage improvement in reading ages for disadvantaged students

Year 7	Year 8	Year 9
43% MADE PROGRESS 20% of the above made rapid progress	39% MADE PROGRESS 17% of the above made rapid progress	45% MADE PROGRESS 14% of the above made rapid progress

Percentage improvement in red readers reading ages for disadvantaged students

Year 7	Year 8	Year 9
100% MADE PROGRESS 79% of the above made rapid progress	100% MADE PROGRESS	No red readers

3 year exclusion analysis

	2021-2022	2022-2023	2023-2024

Permanent exclusions(all y7-11)	2 (0.19%)	3	6
Permanent exclusions disadvantaged	2 (0.46%)	3	5
National comparative measures	0.13%	0.11	
Fixed term exclusion (all y7-11)	86 (7.1%)	124	160
Fixed term exclusion disadvantaged	73 (18%)	88	108
National comparative measures	7.43%	9.33	

#### Improved attendance for disadvantaged students

All pupils	2018-2019	2022-2023	2023-2024	2024 1 <sup>st</sup> Half Term September-October
Absence	5.5	9.3	10.2	9.1
National absence	4.7	9.3	9.2	6.4
% of pupils with less than 90% attendance (PA)	14.3	26.9	31.6	26.4

National PA % (Autumn and Spring term)	12.7	25.2	26.7	
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All pp	2018-2019	2022-2023	2023-2024	2024 1 <sup>st</sup> Half Term September-October
Absence	8	13.21	15.22	14.6
% of pupils with less than 90% attendance (PA)	23.2	38.8	48.8	42.3

*DC Pro is used to record formative and summative assessments for all departments. This tool was brought in in order to record data in greater detail. As a new tool school is working closely with the provider to ensure that it is fit for purpose and that it provides the school with the ability to analyse data more closely.*

*DfE has strongly discouraged comparison of a school's 2023 data with results in previous years. The impact of COVID-19 makes it difficult to interpret and analyse the results. Furthermore, changes were made to GCSE and A level examinations in 2022 which allowed for the inclusion of formula sheets.*

*Despite this though we have compared our results to national figures in order to help gauge the performance of our disadvantaged pupils (although caution should be administered when considering these results). The Attainment 8 score for disadvantaged pupils in 2022-2023 was 46.3 and for non-disadvantaged was 50.2. The progress 8 for disadvantaged pupils for the same period was -0.60 and for non – disadvantaged was 0.17.*

Attendance remains an issue that must be addressed, with a more challenging process. We must continue to promote the importance of good attendance through form time, assemblies and rewards, and look at further measures we can take to engage with this cohort of PA pupils.

## Externally provided programmes

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

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*