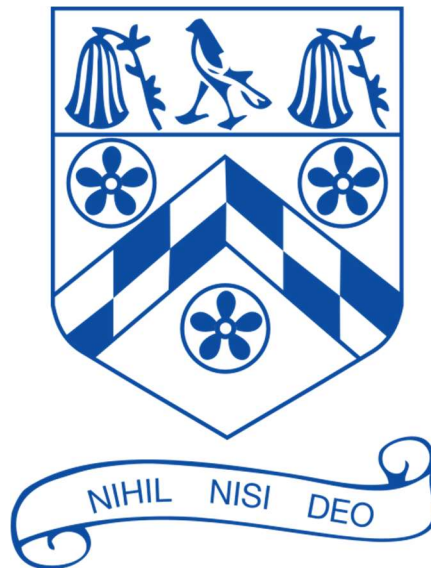


Blessed Hugh Faringdon Catholic School

Pupil Premium Strategy Statement 2024-27



Last reviewed on: 20th December 2024

Next review due by: 30th September 2025

BHFCS Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2027 academic year's 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 Hugh Faringdon Catholic School
Number of pupils in school	985
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Dr S. Uttley
Pupil premium lead	Mrs A. Donaldson
Governor / Trustee lead	Mrs L. Telling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,393
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	£192,393

Part A: Pupil Premium strategy plan

Statement of intent

At Blessed Hugh Faringdon Catholic School, we are committed to reducing the gap by addressing inequalities that pupils face and raising the attainment of those students in low-income families.

Additional support strategies to enable every pupil, however financially disadvantaged, to:

- Develop the whole person, students as individuals, not just as pieces of data
- Improve their levels of progress and attainment
- Close attainment gaps
- Have full access to the curriculum
- Access extra-curricular provision

Challenges

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

Challenge number	Detail of challenge
1	There is a gap in progress between disadvantaged pupils and non-disadvantaged pupils.
2	Progress in Maths is not in line with that of English.
3	Low levels of literacy and numeracy
4	Low levels of aspiration leading to lower than expected progress.
5	Challenging social, emotional and behavioural needs.
6	Low attendance / persistent absence of Pupil Premium students.
7	Lack of independent home study.
8	Proportion of BHFCs Cohort intake are in areas of deprivation.

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 gap in progress between disadvantaged and non-disadvantaged pupils across all subjects at all Key Stages.	Progress of disadvantaged pupils is in line with that of non-disadvantaged pupils.
Increased attainment for disadvantaged pupils in Maths.	Higher progress 8 scores for Maths for disadvantaged pupils. No gap between progress 8 scores in English and maths for disadvantaged pupils at BHFCs and other pupils nationally.
Increased literacy and numeracy skills.	Low levels of literacy and numeracy are addressed early on in Key Stage 3 to ensure that these pupils are GCSE ready by Key Stage 4.
Increased levels of aspiration in all pupils; having a positive impact on progress.	Pupils are confident learners and feel encouraged to achieve. The potential is recognised in all pupils and all feel valued and ambitious about their futures.
Enabling pupils with challenging social, emotional and behavioural needs to achieve and make good progress.	Pupils experiencing social, emotional and behavioural needs are able to access the curriculum and make good progress. Reduction in the percentage of disadvantaged pupils who receive one or more fixed term exclusions. Reduction in the percentage of disadvantaged pupils who receive one or more internal isolations. Overall attitude to learning scores for disadvantaged pupils in line with other pupils.
Increased levels of attendance for disadvantaged pupils.	Increased percentage of attendance for disadvantaged pupils.
Increased numbers of pupils extending and developing their learning at home.	Increased number of pupils and parents engaged in home study; impacting directly on overall progress.
Greater parental engagement	Increased parental engagement with increased attendance at school events, including parents evenings and curriculum evenings, improved home-school collaboration with homework and concerns surrounding attendance

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: £39,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Walkthru' Pedagogy Focus to develop specific teaching and learning strategies to impact and improve progress for all students through high quality teaching and learning	Sutton Trust – +18 months impact	1 - 5
Bespoke interventions running throughout academic year for students underachieving in Key Stage 4 Maths	EEF Toolkit – Small group tuition – +4 months impact DFE – School Let Tutoring Guidance – +4 months impact	1 2
Schemes of work to incorporate and identify literacy and numeracy skills in all subject areas to support the development and mastery of such skills.	EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. +5 months	1 2
Mixed ability model for KS3 – in place for Years 7 & 8 during Academic Year from 21-22.	The impact of setting and streaming is 0 months progress, on average, with lower impacts for low attaining pupils. The evidence around setting and streaming is limited. We have opted for mixed ability for this purpose.	4 5
The appointment of the Accelerated Achievement Coordinator – role includes 'Careers Lead' responsibilities, eg –	CEC report (2020): <u>highlights importance of careers guidance.</u> Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to	4

careers advice and support	have positive effect on student achievement	
Introduction of the Faringdon Scholarship	<p>CEC report (2020): <u>highlights importance of careers guidance</u>. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	4
The development of Student Leadership roles within the school	<p>EEF - the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	4 5
Use of Sparx Reader within English Lessons and for homework	EEF – average of +3months improvement for all pupils, FSM additional +5months	1 2 3

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

Budgeted cost: £58,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
A full intervention programme for KS3,4 & 5 pupils	EEF Toolkit – extending the school day - +3 months impact	1 2 3
Action Tutoring Programme	EEF Toolkit – Small group tuition – +4 months impact DFE – School Let Tutoring Guidance – +4 months impact Action Tutoring Impact Report – increase of 34% English Grade 4+ for Boys; increase of 35% English Grade 4+ for Girls; increase of 24% Maths Grade 4+ Boys; increase of 29% Maths Grade 4+ Girls	1 2 3
Maths small group tuition for targeted groups of pupils making less than expected progress through employment of maths tutor.	EEF Toolkit – Small group tuition – +4 months impact DFE – School Let Tutoring Guidance – +4 months impact	1 2 3
Use of phonics programme to support literacy and reading with target pupils. Tutor time reading intervention programme	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Reading comprehension - +6 months impact	3

Phonics Programme – ‘That Reading Thing’	EEF Toolkit 1:1 tutoring - +5 months	1
	The School Psychology Service Evaluation - +1 year	2
		3
Alternative curriculum provision for targeted pupils	EDT.com (2011) - Regardless of the precise delivery model, effective AEP: <ul style="list-style-type: none"> • Creates ‘smaller, more personal environments’ or small learning communities • Focuses on skills development • Is rooted in the communities in which the young people are based • Focuses on addressing risk factors and providing opportunities to develop protective factors • Offers ongoing support 	4
		5
Use of Barriers to Learning Fund: used on a bidding system, Middle Leaders within school pitch for funding to support PP pupils with curriculum-related things to specific subjects, including some trips, revision guides and resources	Gov.uk - Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example: <ul style="list-style-type: none"> - help with the cost of educational trips or visits EEF - To facilitate independent study and engage parental support. +8 months progress for metacognition and self-regulation.	7
		8
Introduction of St Cecilia Fund – providing group instrumental lessons for Pupil Premium students on ‘scholarship’ application basis	EEF - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. + 3 months	4 7
Use of Barriers to Learning: individual Pupil Premium Allowance - £150 per pupil (Sept 2022-March 23)	Gov.uk - Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:	7 8

<p>Increased to £200 from April 2023 – March 2024</p>	<p>- help with the cost of educational trips or visits</p> <p>EEF - To facilitate independent study and engage parental support. +8 months progress for metacognition and self-regulation.</p>	
---	--	--

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

Budgeted cost: £108,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the Local Authority Educational Welfare Officer service	DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. “Overall absence had a statistically negative link to attainment.”	7
Development of whole-school Attendance and Punctuality Strategy	DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. “Overall absence had a statistically negative link to attainment.”	4 5 6
Development of the whole school behaviour policy	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning.+4 months Impact	5 6
DFE Laptop Scheme	Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.	7 8
Behaviour support	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning.+4 months Impact EEF – Parental Engagement - +4 months impact	5 6 7
School Counsellor in school for two days per week	EEF - The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and	5

	<p>valuable impact on attitudes to learning and social relationships in school. +4 months</p> <p>EEF - On average, individualised instruction approaches have an impact of 4 months' additional progress. This is linked to 1:1 counselling approach with bespoke interventions depending on the students' needs. +4 months</p>	
Whole staff mental health and wellbeing training	EEF - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. + 4 months	4 5 6
The employment of KS3 and KS4 Pastoral and Achievement Co-Ordinators	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months Impact	4 5 6
Breakfast Club	<p>Gov.uk - Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:</p> <ul style="list-style-type: none"> • school breakfast clubs <p>Opportunity to provide food for all students, so no child arrives to school hungry</p>	8
Use of Teams – Office 365 – for both sharing of resources and issuing of homework	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.	7 8
The use of Group Call	EEF – Parental Engagement - +4 months impact	7 8
Membership of The PiXL Club	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) –	1

	<p>highlights the importance of building teams such as “data teams” to improve leadership capacity and deliver school improvement</p> <p>EEF - On average, individualised instruction approaches have an impact of 4 months’ additional progress.</p> <p>EEF Toolkit – Small group tuition – +4 months impact</p> <p>EEF Toolkit – extending the school day - +3 months impact</p>	<p>2</p> <p>3</p> <p>7</p>
Use of tracking programs: 4Matrix and FFT	The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as “data teams” to improve leadership capacity and deliver school improvement	<p>1</p> <p>2</p> <p>3</p>
Hardship Fund – providing support for all families, such as uniform support, food provided during school time, school uniform subsidy (tie/blazer)	EEF - Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	8
Use of Barriers to Learning Fund: used on a bidding system, Middle Leaders within school pitch for funding to support PP pupils with curriculum-related things to specific subjects, including some trips, revision guides and resources	<p>Gov.uk - Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:</p> <ul style="list-style-type: none"> - help with the cost of educational trips or visits - To facilitate independent study and engage parental support. EEF suggest +8 months progress for meta-cognition and self-regulation. 	<p>7</p> <p>8</p>

Total budgeted cost: £207,233

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2023-24

For the year 2023/24, the final P8 figure for the Y11 Pupil Premium cohort was '-1.16' and in 2022 the figure was '-0.2'. This drop reflects a greater number of PP individual needs – two students were in AP with very low attendance; the behavioural needs of the cohort were vastly different. The link between PP and SEND was greater, with some EHCP students having high needs, including some safeguarding-related issues. Some students in Year 11 did not attend for some of their formal GCSE exams – two of the PP cohort were on holiday during the exam period, missing their GCSE Core Exams. Despite efforts to support families in ensuring students attended their exams, we were not always successful. This year group were also the first of the increased PAN in the school as a 6-form entry year group and the increase in numbers certainly posed a new challenge. In addition, this year group had 4 different Heads of Year for the time they were at BHFCs, the turbulence in pastoral leadership meant that the cohort needed a Year Leader – for Year 11, an experienced Head of Year led them through their GCSE studies. Reflections on lessons learned have meant provision has been adjusted, expectations are consistently applied and students, overall, have an improved attitude to success at Key Stage 4.

2023-24 was the final year for the Government NTP funding, we focused on Maths, with this being a key 'Gap' in outcomes for the PP cohort. The establishment of 'Action Tutoring' in 2022 set up a strong working relationship and students, particularly at Year 10, engaged with the tutoring, demonstrating a 34% increase in progress. The improved liaison between the PP Lead and the Head of Maths to determine the right students for intervention has been very beneficial, with evidence of progress in in-year data drops. This year, with the removal of funding from central government for the NTP programme, we have focused on Year 10 PP students in Maths with 40 students looking to benefit from the tutoring. Progress check 1 is due in Feb 2025. Depending on progress in July, a decision will be made as to whether we continue this provision in September 2025 or we look at an alternative intervention for Maths at Key Stage 4.

The impact of Literacy interventions has been limited. An improved, tiered approach has been implemented from Sept 2024 with the Literacy Lead focusing on a 'Reading Initiative' across the school, with a specific focus at Key Stage 3. There is an increased need for phonics intervention at KS3, in addition to Literacy work and reading skills. Greater scrutiny with the impact of this area is needed to ensure value for money is effective. The appointment of our new SENDCo in 2023 and a new Literacy teacher in September 2024 ensures the focus and needs of all students gets the support required.

Focusing on the 'destinations' of the Pupil Premium students Post-16 in 2024, all students were supported with bespoke interventions and started a place at a Post-16 provider in Sep-

tember 2024. There are two PP students who do not have a confirmed Post-16 placement. Despite efforts and engagement with families from September 2024, these two students are currently not in Education, Employment or Training. This same approach will be mirrored this academic year to ensure a consistent 0% NEET figure and evidences the impact of the work by our 'Accelerated Achievement Co-ordinator'.

The use of the 'Faringdon Scholarship' demonstrated success with students in 6th Form attending Oxbridge and Russell Group open days; applying in increasing numbers to Oxbridge and Russell Group universities; transitioning to Russell Group universities; successfully applying to highly competitive vocational courses such as medicine & dentistry (UCAS Early deadline courses) and applying for and successfully carrying out leadership roles in school. Raising aspiration and the use of metacognition is an evidence-based strategy, which we will continue to develop as part of this strategy going forward.

Attendance is a key focus for this strategy, following the end of year data for 2023/24. Pupil Premium attendance was significantly below non-PP students, with Free School Meal children being marginally lower. These figures are the lowest we have experienced for a number of years – this is partly down to Covid-19 and an increase in mental health needs preventing some students from coming into school.

Due to the impact of COVID-19 on both attendance and punctuality, the continuation of the Attendance and Punctuality strategy has been put in place, with support for Heads of Year from the Key Stage 3 and 4 Pastoral and Achievement Co-ordinators. Deadlines and structures are in place to ensure our disadvantaged families are supported throughout, with opportunities for our pastoral team to put bespoke interventions in place for students with attendance over 90%.

Funding remains for Attendance Support Officer buy-in to support families with attendance below 90%. This will remain in place to support students and families to improve attendance as a reflection of the above figures.

We continue to use pupil premium funding to provide wellbeing support for all pupils through our Key Stage 3 and 4 Pastoral and Achievement Co-ordinators, School Counsellors and Mental Health First Aiders. Targeted interventions for specific students were used where required and practitioners have shared impact reports where successful and revised plans where a different approach is required.

Furthermore, we continue to find that pupil behaviour, wellbeing and mental health are significantly impacted, due to COVID-19 related issues. The impact was particularly noticeable for disadvantaged pupils, especially at Key Stage 3 initially and now rolling into Key Stage 4. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

The establishment of a new role, Alternative Curriculum and Intervention Co-ordinator, from March 2024 has allowed us to focus on small group interventions with a bespoke curriculum, targeted at Key Stage 3 pupils with persistent arising concerns. The impact is evident following cyclical interventions, though the long term impact is yet to be reviewed as more time is needed. A full, thorough evaluation review of the impact of the role is due to take place in September 2026.

A small cohort have been in receipt of Mentoring through a Boxing Programme. The impact of this with the cohort from the last academic year has not been successful. Though from September 2024, this has been reinstated and relaunched with 'N3w Angle' as a newly branded team. Impact of this provision will be reviewed in June 2025 with a thorough evaluation. This is a high-cost intervention, it is essential the impact reflects the funding demands.

Pupil and Staff voice showed that pupils did not always feel 'valued' and therefore we needed to implement a more meaningful rewards system. Therefore, we are focusing on a positive rewards approach to behaviour, where students' House Points can be earned towards a specific rewards tier system in school including trips, queue jumps and other incentives.

The introduction of the 'PP Allowance' has provided families with some autonomy over their PP support in school. Previously, a department-led bidding approach was in place though now it's parent and needs-led. This individual allowance has enabled families to pay for rewards and curriculum trips, uniform, PE Kit, revision guides and in-school events, as a sample. An increase in need for uniform is evident, many parents are approaching us for support. Our approach is to provide branded items (blazer, tie and skirt) as these items are only available from the school uniform shop. Parents are encouraged to look at the 'preloved' uniform shop – we do have a number of items in this shop that are brand new at low-cost.

A new and revised rewards system is in place for Academic Year 2024/25 with termly reward events, measurable through House Point tariffs. Other rewards include the Headteacher's Student of the Week, a 'Deputy Head's Breakfast' in recognition of the BHF Way, Departmental Post-Cards, School Colours and Canteen Queue Jumps – which prove the most popular!

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
Boxing Mentoring	N3w Angle
National Tutoring Programme	Action Tutoring