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	1272 (1043 KS3/KS4)
Proportion (%) of pupil premium eligible pupils	38.4%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	Year 1 2024-2025 Year 2 2025-2026 Year 3 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah O'Rourke
Pupil premium lead	Jen Mills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£430,000
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*	£430,000

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 that 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

34.64% of pupils at Broughton Hall Catholic High are eligible for free school meals; this is above the national figure of 25.7% of pupils eligible for free school meals. Broughton Hall Catholic High School receives Pupil Premium funding for 36.7% of pupils.

Challenges

Challenge number	Detail of challenge (2024-25 data)
1	Higher rates of absence among disadvantaged students than non-disadvantaged students. 2024-25 attendance rates; pupil premium 86.2% in comparison to 91.4% for non-pupil premium students.
2	Our observations suggest many of our disadvantaged pupils lack metacognition and self-regulation strategies when faced with challenging tasks.
3	Lower outcomes at KS4 for disadvantaged pupils
4	Some of our disadvantaged pupils face additional challenges and barriers to their learning due to their Special Educational Needs and Disabilities (SEND). 28% of disadvantaged pupils have an identified Special Educational Need or Disability
5	Prior attainment and Reading ages of Year 7 disadvantaged students are lower than for non-disadvantaged students. .
6	Greater levels of disengagement and attitudes to learning among disadvantaged students than non-disadvantaged students
7	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 non-disadvantaged pupils. Decreased rates of disadvantaged pupils who are persistently absent and severely absent compared to 2025
Pupils have the necessary skills, knowledge and qualifications for the next stage of their education, employment or training	Disadvantaged pupils reach the same end learning goals as their peers at each stage. Disadvantaged pupils develop and demonstrate metacognitive and self-regulatory skills. Increased rates of engagement in lessons and completion of homework (evidenced through positive class charts points)
Improved Attainment 8 outcomes for disadvantaged	The gap for A8 between disadvantaged pupils and non-disadvantaged pupil's decreases compared to 2025.
Improved Basics outcomes for disadvantaged students and students who are double disadvantaged	Increase in the percentage of Disadvantaged (PP) and double Disadvantaged (PP and SEND) students achieving 4+ and 5+ in English and Maths from 2024-25 attainment figures
Improve reading ages for disadvantaged students	Improved reading ages for Key Stage 3 disadvantaged students. Red and amber readers access appropriate intervention to improve their reading scores.
Improved student levels of engagement in learning	Permanent exclusion rates for disadvantaged to be in line with national comparative measures Fixed Term exclusion rates for disadvantaged pupils to be in line with national comparative measures. Internal truancy to be addressed and reduced through strategies to support pupils in the classroom.
Enrichment opportunities	All disadvantaged students to be active participants in educational, cultural and enrichment activities.
Improved engagement with parents and carers of disadvantaged pupils	Increased attendance of parents and carers of pupil premium pupils at school events including parents evening
Raising aspirations	All disadvantaged pupils engage in careers and aspirations enrichment. Destinations data reflects positive destinations for disadvantaged pupils, in line with national figures for non-disadvantaged pupils.

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: £249,880

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. This will include the introduction of a common lesson framework 'The Broughton Lesson',	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. 'The Broughton Lesson' common lesson framework is underpinned by Rosenshine's principles of instruction. Rosenshine's Principles of Instruction are a set of ten research-based teaching strategies developed by educational psychologist Barak Rosenshine. They are widely used to improve classroom instruction and student learning outcomes. According to the Education Endowment Foundation (EEF) 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'	2, 3, 4, 5, 6
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)	2, 3, 4, 5
Adaptive teaching train the trainer CPD through Ambition Institute	Adaptive teaching is an approach where teachers adapt their methods, resources, and support to meet the diverse strengths and needs of all learners in the classroom which ensures that every student can access learning and succeed. At Broughton Hall, we have invested resources into enrolling 5 staff on the Adaptive Teaching train the trainer programme through Ambition Institute who will then lead whole school, high quality staff CPD which will develop teachers' expertise so that they can adapt their teaching to a diverse range of pupil needs and ultimately improve learning for all. According to the Ambition Institute, 'when embedded across a school, a well-tailored professional development offer can build a shared language and consistent approach to adaptive teaching, benefiting both pupils and staff. This inclusive practice supports better outcomes for the range of needs of all pupils, including for those with special educational needs and disabilities (SEND) or from disadvantaged backgrounds'	2, 3, 4, 5, 6
Coaching programme to improve teaching and learning in areas	Hargreaves and O'Connor 2018 findings, it was demonstrated that effective teacher contextual coaching led to school improvement.	2, 3, 4, 5

where there are inconsistencies. Cohort 1 = Maths (working with Craig Barton)		
Formative Assessment CPD	The Education Endowment Foundation (EEF) has conducted major research on formative assessment, showing that embedding it in schools can improve student progress by around two additional months on average. According to the EEF, 'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve…….Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science…..Low attaining pupils tend to benefit more from explicit feedback than high attainers'	2, 3, 4, 5, 6
Migration to cloud based MIS	Moving to a cloud based MIS system will bring many advantages to classroom teachers which will enable them to focus time on teaching and learning including; data clarity and insight, time saving automation. MIS will also provide real time dashboards giving progress data to enable teachers to make informed and rapid decisions to further support pupils.	3, 4, 5, 6
Sparx Reader	Sparx Reader helps to build confident, independent readers by making reading visible, personalised, and measurable. Students receive tailored reading material matched to their ability level, ensuring challenge without frustration. Sparx Reader particularly helps disadvantaged pupils by building consistent reading habits, making progress visible to teachers, and closing literacy gaps. The Education Endowment Foundation (EEF) highlights that poor attendance and low reading levels are the two biggest barriers to disadvantaged pupils' progress.	3, 4, 5
Sparx Maths	Sparx Maths helps disadvantaged pupils by providing personalised, achievable homework, building consistent study habits, and giving teachers clear data to target support—ultimately helping to close attainment gaps in mathematics. Sparx uses over 200 million data points to tailor homework to each student's ability. This ensures disadvantaged pupils receive tasks that are challenging but achievable, helping them experience success and build confidence.	3, 4, 5
Enhanced quality assurance processes	The senior leadership team and middle leaders will use an enhance quality assurance model to monitor the implementation and effectiveness of the above strategies.	3, 4, 5
Book Buzz	According to the Book Trust, research studies show the impact that reading by choice has on driving students' language and literacy development, progress across the curriculum and mental wellbeing. Book Buzz helps young people to get excited about reading. Book Buzz offers pupils choice and autonomy, and increases reading motivation. All pupils in Year 7 are enrolled on the Book Buzz programme.	4, 5

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

Budgeted cost: £64,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and group tutoring sessions for KS4. Action tutoring Y11	According to EEF, On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Contextual research findings support the 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
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 show that the interventions had impact and improved reading ages and an improvement in Reading Comprehension (+6 in Sutton Trust/EEF toolkit)	4, 5
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 (rated as +4 in Sutton Trust/EEF Toolkit)	3, 4, 5
Migration to cloud based MIS	Moving to a cloud based MIS system will bring many advantages to classroom teachers which will enable them to focus time on teaching and learning including; data clarity and insight, time saving automation. MIS will also provide real time dashboards giving progress data to enable teachers to make informed and rapid decisions to further support pupils. MIS helps identify pupils for intervention by centralising student data, enabling schools to track academic progress, behaviour, and wellbeing, and flag students who may need additional support.	1, 3, 4, 5, 6, 7

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

Budgeted cost: £115,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Attendance Officer	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. For those PP pupils who are PA/SA, the attendance officer will work with the pupil and their family to put bespoke support in place to improve. This decision supported by The DfE Research Report of November 2015 :'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils. According to the EEF, effective strategies in supporting good attendance include; building a holistic understanding of pupils and families, and diagnose specific needs, communicating effectively with families, and delivering targeted interventions to supplement universal provision.	1, 3, 4, 6
Recruitment of Family Liaison Officer	According to the EEF, effective strategies in supporting good attendance include; building a holistic understanding of pupils and families, and diagnose specific needs, communicating effectively with families, and delivering targeted interventions to supplement universal provision.	1, 3, 4, 6
Student Support Managers.	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 sure early identification and subsequent interventions are effective to improve attendance. Student support managers attached to each year group ensure 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.	1, 3, 4, 6, 7, 8
Continue with the 'Attendance Initiative' which includes texts home, legal follow up, whole school priority and publications for the pupils to access	Using The DfE Research Report of November of 2015 and our contextual understanding of attendance it is imperative that we do everything we can as a collective body to motivate our students to attend school. According to the EEF, improving universal provision for all and building a culture of community and belonging for pupils are key strategies in improving attendance.	1, 3, 6
Recruitment and retention of staff with a focus on improving/supporting behaviour, attitudes and wellbeing: Support staff appointments – including nurture base and staffing	All behaviour, attitudes and wellbeing appointments have been made from a contextual and research led point of view. 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)	1, 3, 4, 6, 7, 8

	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. According to the EEF, 'Both targeted interventions and universal approaches have positive overall effects. Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required'	
Increased counselling provision	Contextual needs of our students requires additional counsellor capacity to support students who need it Decisions made are supported by the EEF, Social and Emotional support/interventions rated as +4 in EEF Toolkit.	1, 2, 6,
Work experience Year 10 students	All Year 10 pupils are given the opportunity to complete work experience as part of the careers programme in KS4. The aim of this is to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. Work experience particularly helps disadvantaged pupils by boosting confidence, building employability skills, expanding social networks, and improving future career and education outcomes.	6, 7, 8
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 successful application to the 'pupil premium team'.	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 Sutton Trust/EEF toolkit)) Learning to Learn Experience (rated as + 7 months in Sutton Trust/EEF toolkit).	6, 7, 8
Migration to cloud based MIS	Moving to a cloud based MIS system will bring many advantages to pastoral teams including; data clarity and insight, time saving automation. MIS will also provide real time dashboards giving progress, attendance and behaviour data to enable pastoral to make informed and rapid decisions to further support pupils. MIS helps identify pupils for intervention by centralising student data, enabling schools to track academic progress, behaviour, and wellbeing, and flag students who may need additional support. The MIS will also provide enhanced engagement with parents and carers due to more effective and easier communication with one platform for all communication requirements.	1, 3, 4, 6, 7, 8
Nurture base interventions	To ensure there is bespoke and personalised support in place for pupils who need it, we have specialist trained staff who offer a wide range of interventions including; Lego therapy, Social Communication, Executive Functioning, ELSA, Study Skills, Sensory integration, REACT anxiety, REACT Body Image, REACT low mood, footsteps social skills. According to EEF, 'Social and emotional learning approaches have a positive impact, on	1, 2, 3, 4, 6, 7

	average, of 3 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.	
Raising Aspirations Programme	To support raising aspirations, particularly for disadvantaged pupils, we have a robust universal careers programme which includes a careers curriculum delivered through PSHE, one-to-one independent careers advisor meetings in KS4 and KS5. The universal offer is complimented with targeted interventions such as enrichment opportunities. At Broughton Hall Catholic High school, we create an inclusive environment in which there are high aspirations for all. According to the EEF, 'Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils'.	3, 4, 7, 8
Mercy Mentors programme	Our Mercy Mentors programme is specifically aimed at supporting disadvantaged pupils with high rates of negative behaviour points. The programme includes; Working 1:1 with a student on a weekly basis Identifying barriers to learning and behaviours Setting and reviewing behaviour/learning targets Providing support and encouragement Acting as a trusted adult for the student and build connection	1, 2, 4, 6, 8

Total budgeted cost: £430,000

Teaching £249,880

Targeted intervention £64,220

Wider strategies £115,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 24/25 and barriers

Improve Overall P8 and A8 for disadvantaged students

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	2024-25
Grade 4+ in En & Ma	50.6%	28.6%	29.1%	27.4%

	2021-2022	2022-2023	2023-2024	2024-25
Grade 5+ in En & Ma	32.6%	17.1%	20%	5.5%

Measure	Non disadvantaged pupils	Disadvantaged pupils	In school gap	Double disadvantaged pupils (SEND and PP)
A8	45.22	29.89	-15.33	
4+ in English	83.9%	53.4%	-30.5%	34.6%
4+ in Maths	66.9%	32.9%	-34%	23.1%
4+ in English and Maths	64.5%	27.4%	-37.1%	19.2%
5+ in English	64.5%	32.9%	-31.6%	15.4%
5+ in Maths	35.5%	8.2%	-27.3%	3.8%
5+ in English and Maths	34.7%	5.5%	-29.2%	0%

Percentage improvement in reading ages for disadvantaged students

Year 7	Year 8	Year 9
26% MADE PROGRESS 58% of the above made rapid progress	No data	No data

Percentage improvement in red readers reading ages for disadvantaged students

Year 7	Year 8	Year 9
100% MADE PROGRESS 86% of the above made rapid progress	50% MADE PROGRESS (2 pupils in total) 100% of the above made rapid progress	100% MADE PROGRESS

In 2025/26 on entry 42 pupil premium pupils had reading ages below 11 in comparison to 33 non-pupil premium.
10 pupil premium pupils were identified as red readers, 32 pupil premium pupils were identified as amber readers.
33 Y7 non-disadvantaged pupils have a reading age below 11
42 Y7 disadvantaged pupils have a reading age below 11
6 Y7 ‘red’ readers are non-disadvantaged and 10 Y7 ‘red’ readers are disadvantaged
27 Y7 ‘amber’ readers are non-disadvantaged and 32 Y7 ‘amber’ readers are disadvantaged
Average prior attainment of Y7 non-disadvantaged pupils: Maths 103, Reading 105
Average prior attainment of Y7 disadvantaged pupils: Maths 100, Reading 103
18% of non-disadvantaged Y7 pupils are low prior attainers in Reading and 22% in Maths. 26% of disadvantaged Y7 pupils are low prior attainers in Reading and 39% in Maths

3 year exclusion analysis

	2021-2022	2022-2023	2023-2024	2024-2025
Permanent exclusions(all y7-11)	2 (0.19%)	3	6	7
Permanent exclusions disadvantaged	2 (0.46%)	3	5	6 (86%)
National comparative measures	0.13%	0.11%	0.13%	
Fixed term exclusion (all y7-11)	86 (7.1%)	124	160	228
Fixed term exclusion disadvantaged	73 (18%)	88	108	172 (75%)
National comparative measures	7.43%	9.33		

The ratio of positive to negative behaviour points for non-disadvantaged pupils is 93.25%, and for disadvantaged pupils is 83.75%
% of all C3 that were issued to disadvantaged pupils: Y7 73%, Y8 61%, Y9 63%, Y10 46.3%
% of permanent exclusions that were disadvantaged pupils 85.7%
% of all fixed term exclusions (suspensions) that were disadvantaged pupils 75%

Improved attendance for disadvantaged students

All pupils	2018-2019	2022-2023	2023-2024
Absence	5.5	9.3	10.2
National absence	4.7	9.3	9.2
% of pupils with less than 90% attendance (PA)	14.3	26.9	31.6
National PA % (Autumn and Spring term)	12.7	25.2	26.7

All pp	2018-2019	2022-2023	2023-2024
Absence	8	13.21	15.22
% of pupils with less than 90% attendance (PA)	23.2	38.8	48.8

Attendance rates 2024/25

	Non disadvantaged pupils	Disadvantaged pupils	In school gap
Year 7	94.1%	86.5%	-7.6%
Year 8	90.8%	80.1%	-10.7%
Year 9	90.8%	85.2%	-5.6%
Year 10	90.8%	84.2%	-6.6%
Year 11	90.5%	83.6%	-6.9%
Total	91.4%	86.2%	-5.2%