

# Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 (academic year) 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	Saints Peter and Paul Catholic High School
Number of pupils in school	1340
Proportion (%) of pupil premium eligible pupils	41.58%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	Jan 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Danielle Scott
Pupil premium lead	Louise McComas
Governor / Trustee lead	Mike Hewlett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£566,205
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	£566,205
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

At Saints Peter and Paul Catholic High School, we place disadvantaged learners at the heart of everything we do, living out our mission as an inclusive community of excellence and opportunity. Guided by the vision of Don Bosco, we believe every child is a precious gemstone waiting to shine. Our commitment is rooted in the Gospel values of love, compassion, and hope, ensuring that every young person—especially those facing barriers—has the support and opportunities needed to thrive.

We recognise that disadvantaged students have been disproportionately affected by recent challenges and continue to face obstacles in achieving their full potential. Therefore, our Pupil Premium strategy is not the responsibility of a few; it is the shared mission of every adult in our school community. In every decision—whether in the classroom, corridor, office, or canteen—we ask:

“What does this mean for our Pupil Premium students?”

Our approach is underpinned by three core principles:

- Equity – Providing additional support, opportunities, and advocacy to ensure outcomes comparable to peers.
- Disadvantaged First Mindset – Prioritising the needs of disadvantaged learners in all aspects of school life.
- Collective Responsibility – Every member of staff plays a vital role in raising aspirations and outcomes.

To achieve this, we will:

- Invest in high-quality teaching through CPD, resources, and recruitment.
- Deliver targeted academic support such as tuition, reading interventions, and classroom strategies.
- Implement wider approaches addressing attendance, behaviour, wellbeing, and inclusion.

Our strategy is holistic, encompassing academic excellence, personal development, and spiritual growth. We aim to remove barriers, close gaps, and create a culture where every disadvantaged student feels valued, supported, and empowered to succeed.

This is our pledge: to ensure that every child, regardless of background, can discover their gifts and let their light glow.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Reading</b></p> <p><b>Attainment Gap</b></p> <p>PP students consistently score lower than non-PP peers in reading. Although PP students improved by +3.4 points from June 2024, the gap remains significant.</p> <p><b>Progress vs. National Benchmarks</b></p> <p>Whole-school KS3 progress is strong (81% expected progress vs. national 75%), but PP students lag behind in higher-than-expected progress.</p> <p><b>SEND and PP Overlap</b></p> <p>PP students with SEND show the lowest scores. This subgroup faces compounded barriers, requiring targeted intervention.</p> <p><b>Intervention Demand</b></p> <p>Large numbers of PP students fall into (SAS &lt;82) and (SAS 82–115) categories. There is therefore a need for structured phonics and decoding support.</p>
2	<p><b>Attendance</b></p> <p>Attendance In the academic year 2024-2025, a notable disparity in attendance rates was observed between Pupil Premium and non-Pupil Premium students. A particular challenge is with Female PP. Deeper analysis highlights that this is particularly evident in the low category across school.</p> <p>A small proportion of Pupil Premium students continue to have attendance below 50%, which significantly impacts their academic progress and engagement with learning. Severe absence limits their access to high-quality teaching, targeted interventions, and wider enrichment opportunities, leading to gaps in knowledge that are difficult to close. These students often face complex barriers and have low levels of engagement.</p> <p>This difference highlights the need for targeted interventions to support Pupil Premium students in improving their attendance rates.</p>
3	<p><b><u>Achievement</u></b></p> <p>Disadvantaged pupils on average attain lower and typically make less academic progress in school than their peers.</p> <p><b><u>Pupil Premium and SEND</u></b></p>

	<p>There is a considerable gap between PP SEND and non-PP SEND. We aim to significantly reduce this gap. Not enough of our pupil premium students achieve Grade 4+ and Grade 5+ in English and Maths.</p> <p><b><u>KS3</u></b></p> <p>GL assessment data for the end of Y9 for English and Maths indicates that Pupil Premium students perform at national expected standard however they are outperformed by Non-Pupil Premium students.</p>
4	<p><b>Social and Emotional Needs</b></p> <p>Pupil premium students present a higher level of social and emotional needs. There is notable rise in students exhibiting emotion-based school avoidance. This trend underscores an urgent need to provide enhanced support for students facing challenges related to anxiety, bereavement, and low mood. For some of the most vulnerable students this can also manifest itself in challenging behaviour which requires bespoke intervention and provision. Addressing these issues is crucial to fostering a supportive and inclusive educational environment for all students.</p>
5	<p><b><u>Extra- curricular participation and independent learning – Student Engagement</u></b></p> <p>The behaviour and attitude to learning of disadvantaged students is not in line with their peers. This manifests itself in lower engagement in and out of the classroom.</p> <p><b><u>Co-curricular</u></b></p> <p>There is currently a broad co-curricular programme at St's Peter and Paul with over 30 clubs offered across the school. Headline figures currently show that 30% of pupil premium students engage with a co-curricular club. Some disadvantaged students do not benefit from rich and diverse experiences or opportunities to help them have high aspirations and develop positive learning behaviours. Research shows that co-curricular activities boost young people's confidence to interact socially with others, extend their social networks and provide them with new skills and abilities. Further evidence suggests that pupil premium students who attend a co-curricular go on to achieve better outcomes in their learning. In addition, Research also states that higher engagement in co-curricular clubs leads to better attendance to school and they regularly feel connected, reducing dropout risk.</p> <p><b><u>Educational Visits and Trips</u></b></p> <p>The educational visit and trips offer at St's Peter and Paul continues to grow. These experiences are likely to support the students learning that takes place within the classroom. Although these opportunities are offered to all pupil premium students, recent data shows less than 50% pupil</p>

	<p>premium students engaged in educational visits and residential trips in 2024/25.</p> <p><b><u>Homework</u></b></p> <p>Some students from disadvantaged backgrounds are less likely to have access to a quiet study environment, a suitable learning device, or a reliable internet connection. They may also receive less parental support with homework and the development of effective study habits. These challenges can contribute to widening the attainment gap for disadvantaged pupils.</p> <p>Data shows that boys have on average a lower completion rate of 10% than girls.</p>
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## 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
<p>Increase levels of literacy by improving reading SAS scores for pupil premium students specifically focusing on those students below their chronological reading age in KS3</p>	<ul style="list-style-type: none"> <li>• <b>Mean SAS for PP students</b> to <math>\geq 100</math> by June 2026 (closing the gap with national average).</li> <li>• <b>Reduce the attainment gap</b> between PP and non-PP students from <b>6.8 points</b> to <b>3 points</b>.</li> <li>• <b>Expected Progress:</b> At least <b>85% of PP students</b> to make expected progress or above in NGRT</li> <li>• <b>Above Expected Progress:</b> At least <b>40% of PP students</b> to make above expected progress</li> <li>• <b>Lexonic Leap cohort:</b> 80% of PP students scoring below SAS 82 to improve by <b>6 SAS points</b> after intervention.</li> <li>• <b>Lexonic Advanced cohort:</b> 75% of PP students scoring SAS 82–115 to improve by <b>4 SAS points</b> after intervention.</li> <li>• PP students with SEND to achieve an average SAS increase of <b>5 points</b></li> <li>• Ensure <b>100% of PP SEND students</b> access targeted intervention (Lexonic Leap or Advanced).</li> </ul>

<p>To achieve and sustain improved attendance for all students, in particular disadvantaged students and reduce persistent absence.</p>	<p>Attendance figures show that the gap between PP and non-PP students is reducing.</p> <p>Attendance figures for female PP shows that the gap is reducing to that of male PP.</p> <p>Disadvantaged pupils' attendance is at least in line with similar schools' attendance data.</p> <p>PA for PP students improved by +5.0% in 2024/25 in comparison to 2023/24. Persistent Absence figures continue to show an improving trend for Pupil Premium students.</p> <p>Severely absent figures shows an improving picture for PP students.</p>
<p>Improve achievement: Narrow the achievement and progress gaps across the curriculum through consistently high standards and quality first teaching in every lesson together with targeted interventions that address knowledge gaps and improve outcomes with a focus on English and Maths.</p>	<p>GCSE outcomes indicate increasing attainment and progress for disadvantaged students.</p> <p>Attainment 8 for Pupil premium students increases to 45, in line with all students nationally.</p> <p>Grade 5+ in English and Maths for Pupil Premium students increases to 45%, in line with all students nationally.</p> <p>For SEND Pupil Premium students, Attainment 8 will increase to 38 and Grade 5+ in English and Maths will increase to 30%, both targets are in line with similar students nationally.</p> <p>100% disadvantaged students enter further education, training or employment post-16</p> <p><u>KS3</u></p> <p>At the end of Year, in English Maths and Science, 70% of pupil premium students should be performing at at least expected standard and 30% performing above expected standard.</p>
<p>Promote positive behaviour, engagement and attitudes to learning. To develop provision and strategies that promote positive engagement and</p>	<p>The proportion of disadvantaged students who are suspended or excluded is in line or close to national average for secondary schools of similar context and is reducing year on year</p>

<p>break down social and emotional barriers to learning</p>	<p>The behaviour and engagement of disadvantaged students continues to improve in line with their peers across all years. Access to internal exclusion (reflection) continues to fall for PP students and the number of repeat offenders also falls. (Reduction of 10%)</p> <p>The number of disadvantaged students not engaging in learning, that results in truancy, will reduce as they are directed to RENEW to support regulation of emotion and resilience. (Reduction of 10%)</p> <p>The number of disadvantaged students recognised and rewarded for their positive engagement in school will continue to increase and fall in line with that of their peers.</p> <p>Disadvantaged students requiring tailored support will be identified, an Individual Support Plan put in place and where appropriate they will receive targeted provisions and interventions that address their specific needs. The impact of each of these provisions and interventions will be measured to ensure that students are achieving the desired outcomes and if not, an alternative approach is tried.</p>
<p>Co-curricular participation. Providing a range of opportunities to access learning opportunities outside of the classroom, build cultural capital and help to develop personal and social skills</p>	<p><b>Co-curricular</b> Participation to co-curricular activities shows an improving trend for PP students. A minimum of 50% attendance to co-curricular activities.</p> <p><b>Educational Visits and Trips</b> Participation to educational visits and trips shows that participation is increasing. A minimum of 35% of PP students engage with educational and co-curricular activities.</p>
<p>The homework strategy aims to reduce gaps in homework completion between disadvantaged pupils and their peers. This includes providing students with a quiet space and the necessary resources to be able to complete homework.</p>	<p>Homework completion rates and achievement data will show that the gap between PP and non-PP students has reduced.</p> <p>At least 70% of PP students are completing homework for Sparx maths, reading and science and are rewarded for their effort and engagement.</p> <p>The completion rate between boys and girls will narrow.</p>

The homework strategy also aims to reduce the gaps in achievement data for student who complete their homework.	
Increase attendance and engagement of Pupil Premium students at the <i>Elevate</i> after-school revision programme to ensure targeted support for underperforming students in preparation for GCSE exams	Participation in the <i>Elevate</i> after-school revision programme shows an improving trend for Pupil Premium students. A minimum of <b>50% attendance</b> to <i>Elevate</i> sessions by Pupil Premium students.

## 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: £91,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
School priorities are aligned with EEF research to impact on PP students	<p>Feedback studies tend to show high effects on learning</p> <p>Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. (+5 months)</p> <p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year</p> <p>EEF Guidance report states that disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to <b>read, write and communicate effectively</b> in their subjects.</p>	All
Professional Learning team focused on improving pedagogy through coaching, mentoring and other CPD programmes.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1,2,3 and 5

These directly impact on PP students	Mentoring can also lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment.	
Investment in Mastery approaches to curriculum provision and teaching in Maths, Geography and English	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.	1,2 and 3
Investment in CPD and quality assurance platforms (Blue Sky and National College)	BlueSky provides teachers with a single centralised platform, offering teachers the means to engage in effective self-review, cover all four EEF mechanism groups and engage with CPD.	All
RISE educational consultancy?? Student engagement??	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap	
Investment in diagnostic assessment to inform curriculum, assessment, teaching and learning  (GL, Lexonik and NGRT)	GL Assessment provides teachers with vital insights about their pupils, in turn helping those pupils to do better.  Geoff Barton Former General Secretary, ASCL	1,2,3 and 5
Time given to support bespoke and personalised CPD <ul style="list-style-type: none"> <li>• Archdiocese engagement</li> <li>• Non-specialists</li> <li>• Coaching</li> <li>• NPQ</li> </ul>	As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'	All
Investment in recruitment and retention to sustain and enhance staffing provision	According to a <b>National Foundation for Educational Research (NFER)</b> study, teacher turnover, especially in schools with disadvantaged populations, disrupts student learning and creates instability. By investing in retention strategies, schools can ensure consistent teaching and learning experiences for pupils eligible for Pupil Premium.  A study by <b>Hattie (2009)</b> on "Visible Learning" highlights that <b>teacher expertise and effective teaching</b> have a large impact on student achievement. Retaining highly skilled teachers and recruiting high-quality staff is essential to ensuring disadvantaged students receive the best possible education.	All

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

Budgeted cost: £493,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will implement evidence-informed, targeted interventions for identified vulnerable students including those with Special Educational Needs and Disabilities (SEND).</p> <p>These interventions will include:</p> <ul style="list-style-type: none"> <li>• Reading and phonics support</li> <li>• English and Maths catch up</li> <li>• Holistic therapy and support</li> <li>• Alternative and/or bespoke</li> </ul>	<p>Evidence-Based Recommendations: The EEF guidance report outlines five evidence-based strategies to enhance support for SEND students in mainstream schools. These strategies aim to help educators create a more inclusive learning environment. The report also emphasises that high-quality teaching is crucial for all students especially those with SEND</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>The report examines the critical role of relationships and staff training in effectively supporting vulnerable children. It concludes that successful nurture practices hinge on understanding behaviour as communication and adopting restorative rather than punitive approaches within a whole-school nurturing ethos.</p> <p><a href="https://www.nurtureuk.org/wpcontent/uploads/2021/11/NG-Lancaster-report.pdf">https://www.nurtureuk.org/wpcontent/uploads/2021/11/NG-Lancaster-report.pdf</a></p> <p>EEF-Maximising the Impact of TAs. This guide highlights how assessments can be used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</a></p>	All

<p>curriculum provision that enable students to engage with the mainstream curriculum.</p> <p>We will ensure that all staff, including teaching assistants and mentors, are appropriately trained and supported.</p> <p>Sustain the effective use of provision mapping and the vulnerability index to track and evaluate the impact of provision to inform necessary future actions</p>		
<p>We will provide academic interventions to support all children to succeed. These interventions will include: -</p>	<p>EEF: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils with gaps in knowledge.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>All</p>

<ul style="list-style-type: none"> <li>• Providing targeted revision support.</li> <li>• Providing targeted home learning support</li> <li>• The Brilliant club</li> <li>• One to one/small group tuition</li> </ul>	<p>Research supporting The Brilliant Club as an intervention highlights its positive impact on students' self-efficacy and academic outcomes. Research from the University of Cambridge found that pupils participating in The Scholars Programme reported significantly higher levels of self-efficacy for university-style learning compared to those who did not participate.</p> <p><a href="https://thebrilliantclub.org/news/the-importance-of-university-self-efficacy-new-rct-findings/">https://thebrilliantclub.org/news/the-importance-of-university-self-efficacy-new-rct-findings/</a></p>	
Promote effective literacy through whole school and individual reading support such as Lexonik and Sparx reader.	<p>A study by the EEF highlighted that early intervention in literacy can have lasting benefits. For example, children who develop strong reading skills by age 7 are more likely to achieve higher GCSE results reflecting the importance of early and continuous support. Research from the EEF suggests that a cohesive approach can lead to significant improvements in literacy levels. Schools that foster a reading culture see better students' engagement and motivation.</p> <p>A report by the National Literacy Trust found that students who read regularly are more likely to enjoy school and feel positively about their educational experiences. This emotional connection can lead to improved attendance and behaviour.</p>	1 and 2
Investment in digital resources and learning platforms to support knowledge retention and retrieval and enable effective independent study and revision (Seneca and Sparx)	<p>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition with teachers providing targeted interventions to the students that are not engaging with the technology.</p> <p>Software programmes such as Seneca and Sparx use smart learning algorithms that are proven to make students remember topics better.</p> <p>Students using the software platform, now known as Seneca Learning, actually performed twice as good as students using standard methods</p>	1,2,3 and 5

	The EEF states that setting high quality & effective homework is a “high impact” strategy (+5 months).	
We provide additional tuition to identified cohorts of students in English to improve outcomes, with a clear focus on Pupil Premium students. This tuition is delivered online by our own staff outside of school hours, ensuring continuity and quality of provision.	EEF research indicates that targeted tuition delivered by qualified teachers can accelerate progress by up to <b>+5 months</b> . Evening tuition provides flexibility and removes barriers for students who may struggle to access support during the school day.	1, 3 and 5
We utilise additional staffing capacity in Mathematics and Science to provide small group tuition during the school day for underachieving students, prioritising Pupil Premium learners. Students are withdrawn from selected	EEF evidence shows that small group tuition can lead to <b>+4 months progress</b> , particularly when delivered by subject specialists and aligned with classroom learning.	1, 3 and 5

<p>lessons for a fixed intervention period to address key knowledge gaps.</p>		
<p>We run an intervention programme in Mathematics following Edge Hill's <i>Every Child Counts</i> initiative. A teaching assistant and lead teacher deliver structured sessions to the weakest Year 7 students (KS2 Maths SATs score &lt;90). Students are withdrawn three times per week for 30 minutes, with progress measured at the start and end of the programme.</p>	<p>EEF guidance highlights that targeted numeracy interventions for low-attaining pupils can accelerate progress by <b>+3 months</b>. Programmes like <i>Every Child Counts</i> are proven to close gaps for the lowest prior attainers.</p>	<p>1 and 3</p>

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

Budgeted cost: £165,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustaining of principles of good practise set out in the DfE's improving school attendance advice.</p> <p>Deployment of an Attendance Team and Attendance Consultant – Team of staff to support with home visits, attendance clinics, meetings and support for school in addressing the students with poor attendance.</p> <p>Successfully implement inclusive provisions to support attendance and improve engagement.</p>	<p>The report, from the DfE, outlines the importance of collaboration among schools, local authorities, and families to improve school attendance, emphasising the need for strong relationships and understanding of individual barriers to attendance. It also details the roles and responsibilities of various stakeholders, highlighting the necessity of a supportive school culture and effective strategies to address persistent absenteeism.</p> <p><a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a></p> <p>The Education Endowment Foundation (EEF) emphasises that building a <i>culture of community and belonging</i> is foundational for supporting attendance, especially for vulnerable or disadvantaged pupils. Schools that foster inclusive environments where pupils feel seen, understood, and safe are more likely to improve engagement and reduce absence. Creating a culture of belonging is pivotal in improving student engagement.</p>	2,3,4

Supporting pupils' social emotional and behavioural needs	<p>EEF case studies show how strong and consistent pastoral care can greatly improve learning outcomes for all students, especially the most vulnerable. Mentoring for disadvantaged students is shown to build resilience, motivation and goal-setting which reinforces positive attitudes and reduces disruption to learning <i>“Overall, the evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning” EEF Toolkit +3 months</i></p> <p>DfE Hub demonstrates how having a dedicated pastoral support team can remove many barriers and reduce the apparent social gap that often leads to lower outcomes for PP and vulnerable students. Evidence proves that there is a correlation between behaviour issues and low self-esteem, unmet emotional needs, and lack of engagement in school life.</p> <p>DfE HUB guidance and the Restorative Justice Council shows that a behaviour curriculum is proven to be as important as a subject curriculum in supporting PP students to access and apply curriculum learning effectively. EEF research shows this is particularly apparent for PP students and other vulnerable cohorts. <i>Behaviour interventions and approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. EEF Toolkit +2 months</i></p> <p>The “Focus Five” approach, endorsed by the EEF, involves teachers identifying key pupils (often Pupil Premium cohort) to receive targeted support and recognition. This has shown to improve engagement and outcomes for disadvantaged learners. <a href="http://teaching.blog.gov.uk">[teaching.blog.gov.uk]</a></p>	2,3,4, 5
Rewards and recognition to positively reinforce and incentive good behaviour, attendance and punctuality	<p>EEF research shows that rewards and recognition has bigger impact with PP students than non PP. <i>EEF toolkit +1 month</i></p> <p>Recognition and rewards can be part of wider strategies to support social, emotional, and behavioural needs.</p> <p>The Department for Education (DfE-Menu of approaches) encourages schools to use Pupil Premium funding for whole-class interventions that benefit disadvantaged pupils. This includes strategies like positive reinforcement, celebration of success, and recognition systems.</p>	All
Purchase of School Analytics – Power Bi to support tracking of attendance, punctuality and behaviour	<p>EEF: Investing in robust data systems is a practical way to support the effective use of Pupil Premium funding, ultimately helping to close the attainment gap and improve outcomes for disadvantaged pupils through engagement with parents and carers and analysis of student engagement data</p> <p>EEF: Investing in data systems is not just about technology—it's about creating a culture of evidence-informed practice.</p> <ul style="list-style-type: none"> <li>• Effective data use:</li> </ul>	All

data to support targeted interventions and support parental communications	<ul style="list-style-type: none"> <li>Identifies needs early</li> <li>Supports targeted interventions</li> <li>Improves staff collaboration</li> <li>Enhances accountability and transparency</li> </ul>	
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**Total budgeted cost: £750,512**

## Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes (review of last strategy)

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Success criteria 2024-2025	Evidence of positive Impact																			
Increase levels of literacy by improving reading SAS scores for pupil premium students specifically focusing on those students below their chronological reading age in KS3	<p>By the end of the 2024-2025 academic year, we aim to achieve a sustained improvement in SAS scores for pupil premium students.</p> <p>We aim to increase the number of pupil premium students making expected progress to 75% by the end of the year.</p>	<p>79% made expected progress or above in NGRT (national 75%)</p> <p>34% made higher than expected progress or above in NGRT (national 25%)</p> <p><b>Mean SAS (National 100)</b></p> <table border="1"> <thead> <tr> <th></th><th>Oct 23</th><th>June 24</th><th>June 25</th></tr> </thead> <tbody> <tr> <td><b>ALL</b></td><td>97.8</td><td>97.5 (-0.3)</td><td>101.3 (+3.8)</td></tr> <tr> <td><b>Non PP</b></td><td>99.9</td><td>99.2 (-0.7)</td><td>103.8 (+4.6)</td></tr> <tr> <td><b>PP</b></td><td>94.0</td><td>93.6 (-0.4)</td><td>97 (+3.4)</td></tr> </tbody> </table>					Oct 23	June 24	June 25	<b>ALL</b>	97.8	97.5 (-0.3)	101.3 (+3.8)	<b>Non PP</b>	99.9	99.2 (-0.7)	103.8 (+4.6)	<b>PP</b>	94.0	93.6 (-0.4)	97 (+3.4)
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To achieve and sustain improved attendance for all students, in	Attendance figures to show that the gap between PP and non-PP students is reducing.	<p><b>Attendance and Persistent Absence</b></p>																			

<p>particular disadvantaged students and reduce persistent absence.</p>	<p>Disadvantaged pupils' attendance is at least in line with the</p> <ul style="list-style-type: none"> <li>• National Average</li> <li>• Local Authority average</li> <li>• Similar schools' attendance data</li> </ul> <p>A reduction in persistent and severe absenteeism among pupils eligible for Pupil Premium</p>	<p>Overall headlines indicate that the attendance gap is reducing in relation to regional and national average measures.</p> <p>Attendance for Pupil Premium students is showing a steady improving trend. This is particularly evident in male pupil premium cohort of 0.4% improvement.</p> <p>Overall headlines indicate that the gap for persistent absence is reducing in relation to regional and national average</p> <p>Persistent Absence headlines show a pleasing improving trend for Pupil Premium students of +5.0%.</p> <p>There are significant celebrations in male pupil premium cohort for persistent absence of +7.2%.</p> <p>Headlines show an improved picture for female pupil premium for persistent absence of +3.4%.</p>
<p>Improve achievement: Narrow the achievement and progress gaps across the curriculum through consistently high standards and quality first teaching in every lesson together with targeted interventions that address knowledge gaps and improve outcomes with a focus on English and Maths.</p>	<p>GCSE outcomes indicate increasing attainment and progress for disadvantaged students, with attainment of disadvantaged students in line with that of all students nationally. School GCSE targets for key thresholds are met. Disadvantaged students' attainment is improving in each year group with additional interventions showing positive impact. 100% disadvantaged students enter further education, training or employment post-16.</p>	<p>Improvement in PP outcomes in Summer 2025 Exams. Key headlines;</p> <ul style="list-style-type: none"> <li>• A8 improved from 31.3 to 35.4 (Gender – boys )</li> <li>• 9-4% En/Ma improved by 18%</li> <li>• 9-5% En/Ma improved by 5%</li> <li>• 9-7% En/Ma improved by 2%</li> </ul> <p>Improvements for PP Boys in all measures. This included an improvement of over 8 A8 points as well as 17% 9-4, 13% 9-5 and 2.6% 9-7 f</p> <p>Attainment predicted to improve again for current Y11 with increased 9-5% and 9-7% predicted.</p> <p>GL Assessment' GCSE indicator predicts that PP students in Y10, Y9 and Y8 have the potential to at least maintain improvements. Some have the potential to improve even further- for example 63%</p>

		<p>of current Y9 have shown potential to achieve 9-4 in En/Ma.</p> <p>GL Assessment show that 67% of PP students are working at or above national standard by the end of KS3. In Maths, this is 68% of students and in Science, 83% of students are working at or above national standards.</p> <p><b><u>Impact of Interventions (Eng and Maths)</u></b></p> <p>61% of Y11 students who received an academic intervention in English made an improvement in their English Language or Literature grade</p> <p>25% of Y11 students who received an academic intervention in mathematics made an improvement in their grade.</p> <p><b>NEET</b></p> <p>4 students have been identified as NEET from 2024/2025. 3 students are PP. This has significantly improved since 2023/2024 which was 9 students.</p>
Promote positive behaviour, engagement and attitudes to learning.	The behaviour and engagement of disadvantaged students is line with other students or shows an improving trend across all year groups.	<p><b><u>Suspension data</u></b></p> <p>Both PP and Non-PP suspensions dropped significantly between 23-24 &amp; 24-25, however the reduction was more significant with PP students (43% reduction) being 4% greater than the reduction for non-PP. This is reflected in comparisons to National average where the PP cohort are close to average (23/24 data) compared to non-PP which are above.</p> <p><b><u>Internal exclusion (Reflection) year on year</u></b></p> <p>There has been a 19% drop in PP students booked into internal exclusion, whereas the non-</p>

<p>To develop provision and strategies that promote positive engagement and break down social and emotional barriers to learning</p>	<p>The proportion of disadvantaged students who are suspended or excluded is below national average for secondary schools and is reducing year on year.</p> <p>Disadvantaged students requiring support will receive tailored provisions that address their specific needs. This approach will enable them to effectively engage with and access the mainstream curriculum.</p>	<p>PP trend for the same period shows a 14% increase in student referrals.</p> <p><b><u>Behaviour incidents</u></b></p> <p><b><u>Positive</u></b></p> <p>Achievements have risen sharply across the school, with PP students showing a slightly higher percentage increase (33%) compared to Non-PP (31%).</p> <p><b><u>Negative</u></b></p> <p>Guidance usage has fallen across the school, but the reduction is much sharper for PP students (18%) compared to Non-PP (12%).</p> <p><b><u>Individual Support Plans (ISP)</u></b></p> <p>Our Pupil Premium strategy places a strong emphasis on personalised support, and Individual Support Plans (ISPs) are a cornerstone of this approach. Currently, 231 PP students have ISPs, representing 40.5% of the entire PP cohort. This demonstrates a significant commitment to tailoring interventions for those who need it most. ISPs provide structured, targeted actions that address academic gaps, social and emotional needs, and barriers to learning, ensuring that PP students receive bespoke strategies to accelerate progress.</p> <p>The scale of this provision is notable: 67% of all ISPs in the school are allocated to PP students. This prioritisation reflects our understanding that disadvantaged learners often require additional scaffolding to thrive. Through ISPs, staff can monitor progress closely, set measurable success criteria, and adapt strategies in real time. This level of personalisation helps to close attainment gaps and improve engagement, attendance, and overall outcomes for PP students.</p> <p>By embedding ISPs within our wider Pupil Premium strategy, we are not only supporting individual learners but also driving systemic</p>
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improvement. The data shows that nearly half of our PP cohort benefits from this targeted intervention, which is a clear indicator of the strategy's reach and impact. Moving forward, we will continue to evaluate the effectiveness of ISPs, ensuring they remain responsive to student needs and aligned with our goal of raising achievement for all disadvantaged pupils.

### **KS3 Support Pathway**

The KS3 Support Pathway is a targeted provision designed to close learning gaps and nurture the academic and personal development of students working significantly below age-related expectations. The pathway is highly inclusive, with PP students making up 66.5% of the cohort (105 students), demonstrating a clear commitment to supporting disadvantaged learners.

This pathway provides a multi-layered structure of support, including small-group teaching, tiered interventions, and a curriculum focused on developing core skills in literacy, numeracy, and scientific thinking. PP students benefit from reduced class sizes, predictable routines, and close adult support, which are proven strategies for boosting engagement and progress among those facing barriers to learning. The nurturing environment and targeted teaching help build confidence, resilience, and ambition, empowering PP students to thrive both academically and personally.

### **KS4 Flourish**

The KS4 Flourish Provision an alternative pathway for students facing significant barriers to mainstream education, with a particular focus on those eligible for Pupil Premium. The provision is highly inclusive, with 91% of the cohort (10 out of 11 students) identified as PP, demonstrating a

		<p>clear commitment to supporting the most disadvantaged learners.</p> <p>Academic outcomes in core subjects have also improved. In Maths, the proportion of PP students achieving Grade 4 or above increased from 16.7% in 2024 to 28.6% in 2025, and those achieving Grade 5 or above rose from 0% to 14.3%. In English Language, 14.3% of PP students achieved Grade 4 or above in 2025, compared to 0% in 2024. Physics results for PP students show 50% achieving Grade 4 or above in 2025, again up from 0% in the previous year.</p> <p>KS4 Flourish also supports students in securing supplementary qualifications, such as Entry Level Maths, English, Science, and Work Skills, ensuring that every student leaves with at least one recognised qualification. The provision's holistic approach includes tailored interventions, access arrangements, and regular progress monitoring through Individual Support Plans (ISPs), which are reviewed frequently to ensure that support remains responsive and effective.</p> <p>Destinations data further highlights the impact: students have progressed to a range of positive outcomes, including college courses, apprenticeships, employment, and supported pathways for those not in education, employment, or training (NEET). This demonstrates the provision's success in preparing PP students for life beyond school.</p>
Extra-curricular participation and independent study.	<p>Participation and attendance in independent study and extra-curricular is in line with other students.</p> <p>Providing a range of opportunities to access learning opportunities outside of the</p>	<p><b><u>Co-curricular</u></b></p> <p>30% of pupil premium students attended a bespoke co-curricular club in 2024/25. This is a 10% increase on 2023/24.</p> <p><b><u>Trips and Residential</u></b></p> <p>35% PP students were involved in educational visits and residential trips in 2024/25. This is a 10% increase on 2023/24.</p>

<p>classroom, build cultural capital and help to develop personal and social skills</p>	<p>data from shows that the gap between PP and non-PP students has reduced.</p> <p>At least 65% of PP students are completing homework and are rewarded for their effort and engagement.</p> <p>Gaps in completion rates for Sparx maths, English, science have reduced.</p>	<p><b><u>Careers events</u></b></p> <p>100% PP students were invited to a range of career events in Year 9, 10 and 11 in 2024/25.</p> <p>100% PP students undertook Mock interviews in Y11 in 2024/25.</p> <p>78% of PP students in Y11 attended a taster event at Cronton College in 2024/25.</p> <p><b><u>Scholars programme</u></b></p> <p>13 students entered the scholars programme at Sts Peter and Paul Catholic High School, 7 of whom are PP. 100% PP students successfully achieved a 2:1 or 2:2 within this programme.</p> <p>All PP students passed and graduated from the programme.</p> <p>This programme enabled the students to hit Gatsby benchmark 7.</p> <p><b><u>Elevate</u></b></p> <p>All of our Y11 PP students attended at least 1 Elevate session in the lead up to their exams. 47% attended at least 5 sessions. 30% attended at least 10 sessions.</p> <p><b><u>Homework Data</u></b></p> <p>Sparx Maths – there has been a 5% increase in completion rates for PP students</p> <p>Sparx English – there has been a 3% increase in completion rates for PP students</p> <p>Sparx Science – purchase of Sparx Science to support access for science homework from the same platform. There has been a 3% improvement</p>
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	<p>in completion rates for PP students since the introduction of the platform.</p> <p><b><u>Strategic Actions taken to review homework 2024-2025 and prepare for a refined approach for September 2025 in response to June data.</u></b></p> <p><b>Evidence-Informed Development:</b> new homework strategy developed informed by staff, PP student voice, and parent feedback, and evaluation of current platforms.</p> <p><b>Shared Vision and Core Principles:</b> shared homework principles established aligned with school priorities through stakeholder collaboration.</p> <p><b>Enhanced Communication and Support:</b> school website enhanced to provide practical homework support for inclusion students, parents and carers. Development of a homework guide for parents.</p> <p><b>Platform Optimisation:</b> Streamlined the use of digital homework platforms—purchase of Sparx Science to run alongside Sparx Maths and English to enhance consistency and accessibility for students.</p> <p><b>Improved Accessibility:</b> Reviewed <b>ClassCharts</b> access to enhance PP parent and student engagement with homework. Introduced ‘homework’ reward to be able to measure ‘homework achievement’ alongside non-completion and interventions. Use of Wilson Centre for students to access resources and on-line learning areas to complete homework – led by Teaching Assistants.</p> <p><b>Responsive timetabling:</b> Adapted the homework timetable based on PP student feedback to improve completion rates and workload balance.</p>
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