Pupil Premium Strategy Statement

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	1209
Proportion (%) of pupil premium eligible pupils	7.8%
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)**	2024 - 2025 to 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Miss M Hattersley
Pupil premium lead	Mrs C Collard
Governor / Trustee lead	Mr J Thorne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,585
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*	£108,585

Part A: Pupil Premium Strategy Plan

Statement of Intent

We are a pilgrim school and we journey with Mary to become the person God intends us to be. Our mission is to work with our families to guide our pupils, develop their virtuous character and draw out their God-given gifts and talents so they may imitate Christ and reflect God in their daily lives.

We recognise that there are circumstances in life that present our disadvantaged pupils with additional challenges. Our mission as a school, through our pupil premium strategy, is to work with our disadvantaged pupils so that they are able to overcome any barriers to learning and achieve success.

Our current pupil premium strategy focuses on three strands:

Tier 1 - Quality first teaching and access to the curriculum.

Tier 2 - Targeting academic support through the use of, school-based tutoring and Inclusion Support Worker. Need is identified through internal assessments, work scrutiny, data collections, assessment for learning in the classrooms, feedforward targeted assessments and analysis of internal assessment data (Pre-Public Examinations (PPE's), SPARX reader and screening tests.

Tier 3 - Supporting wider development and well-being needs, including but not restricted to, those relating to the Covid-19 pandemic. Need is identified through pupil, parent and teacher voice and review of internal data (attendance, exclusions, data reports, CPOMS).

In addition, continuing to monitor, sustain and review our whole school approach by encouraging and enabling all staff to implement early intervention to ensure the needs of the children are met.

Challenges

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

Challenge number	Detail of challenge
1	DA cohort to improve attendance towards whole school average
2	Continue to narrow the gap in progress and attainment between non-DA and DA pupils in all subjects
3	Continue to narrow the gap in attainment of the Basics 4-9 and 5-9 between DA and non- DA pupils
4	Ensure that there is no gap in achievement of the BWCAT Baccalaureate between DA and non-DA
5	Continue to improve literacy, oracy and numeracy across the curriculum
6	Ensure that pupils who are DA and SEND have additional support to transition to secondary school, access the full curriculum, including any external assessments and secure appropriate destinations for next steps.

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 for DA cohort in line with whole school average which is better than National Average. Review of data and external research all indicate that absenteeism negatively impacts disadvantaged progress	1. Narrowed the absence gap for DA pupils vs Non-DA in school (-11% in 2024/25), target of less than 8% difference. 2. Improved SMM DA absence 3. Narrowed the absence gap for SMM DA vs National DA absence 4. Case studies demonstrate improved attendance at alternative provision 5. Improved outcomes at KS3/KS4 6. Early intervention implemented
Improved progress and attainment in all subjects. Progress in line with national 'other' pupils	1. Positive progress 2. A narrowed gap in progress between DA and Non-DA 3. A narrowed gap in progress (outcomes) with the % of DA pupils achieving 4-9 and 5-9 continuing to improve 4. Improved attainment in all subjects studied 5. Improved internal assessment data at all key stages
Narrowed gap in attainment of the Basics 4-9 and 5-9 between DA and non- DA pupils	1. A narrowed gap in progress (outcomes) with the % of DA pupils achieving 4-9 2. A narrowed gap in progress (outcomes) with the % of DA pupils achieving 5-9 3. Confident and self-assured independent learners demonstrated through improved attitude to learning scores 4. Continued high numbers of pupils staying in appropriate and ambitious education courses /employment 5. Evidence of these pupils staying in sustained education (i.e. 2-academic terms) and employment
No gap in achievement of the BWCAT Baccalaureate between DA and non-DA	1. All pupils achieved the Galero Award (BWCAT KS3 Baccalaureate) 2. No barriers to accessing opportunities 3. Positive attitude to learning
Improved literacy, oracy and numeracy across the curriculum	1. Improved confidence in literacy evidenced through Form Time visits, pupil voice, work scrutinises and internal and external data 2. Engagement in activities such as Student Parliament 3. Improved numeracy evidenced through testing 4. Positive progress/attainment at KS3 and KS4 5. A narrowed gap in progress with the % of DA pupils achieving 4-9 and 5-9
Pupils who are DA and SEND have continued additional support to transition to secondary school, access to the full curriculum (as appropriate), including any external assessments and secured appropriate destinations.	1. Successful transition between KS2 and KS3 evidenced by parent/pupil/teacher voice 2. Identification of needs 3. Accessed internal and external support/intervention

Intended outcome	Success criteria
	4. Pupil Passports in place with needs identified 5. Appropriate curriculum intervention in place at all key stages as appropriate 6. Successful outcomes at all key stages 7. Support for destinations post-16 with appropriate places secured

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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop high quality first teaching and feedback • Strategic leadership of key areas by members of SLT • Embedding metacognitive strategies in lessons • Teaching and learning strategies to actively engage DA pupils in lessons and ensure progress • Teaching staff to adopt a growth mindset with DA pupils, prioritise marking and feedback and carefully consider seating plans • Standards Meetings • Staff CPD programme with emphasis on the AAIIR model and managing complex needs • DA Forum • Exam technique and further preparation for formal exams • Pupil Passports in place for those pupils who have additional SEND needs • Chunking revision material to enable ease of access • Commitment to 'up' setting as appropriate • Embedding retrieval practice into lessons. • Use of Pupil Voice survey to help plan intervention • Pupil pen portraits shared	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF-Effective-Professional-Development-Guidance-Report. pdf	1/2/3/4/5

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Prioritisation of pupils through accurate assessment and data monitoring • Fluency assessments in Maths enabling homework to be tailored to need.		
Continue to develop high quality feedback • Feedback Policy consistently implemented • Work Scrutinises	All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. Teacher Feedback to Improve Pupil Learning | EEF	1/2/4/5/6
Inclusion Support Workers support the work of DA/SEND pupils • Meetings with parents, pupils, Directors of Progress and Assistant Directors of Progress • Electronic communication	Mentoring interventions may be more beneficial for disadvantaged pupils as the development of trusting relationships with an adult or older peer can provide a different source of support.' Plus 2 months. EEF	1/2/3/4/6
Metacognition Days for each DA cohort • Core subject involvement • Mindfulness and wellbeing strategies incorporated into the day • Revision tips, Exam technique and further preparation for formal exams • External organisation support to promote resilience.	Evidence suggests the use of metacognitive strategies – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.' EEF	1/2/4/5/6
Continue to develop literacy strategies across the curriculum • Staff CPD - focus on oracy and activate tasks • Small group support for Dys-lexia • Form Time reading using the disciplinary reading method • Specific disciplinary reading skills taught in all subjects, as meets the needs of the cohort and subject. Where a pupil has been identified as a weaker reader, bespoke strategies are shared with all staff to support planning for them in all sub-jects. • All year groups tested using the Sparx reading test upon ar-rival in school. Reading ages shared with staff alongside strategies to support specific reading needs. • All homework in KS3 is Sparx Reader, focused on developing reading fluency	The Improving Literacy (secondary) evidence report highlights the importance of a focus on prioritising 'disciplinary literacy' across the curriculum providing explicit vocabulary instruction to help pupils access and use academic language Reading comprehension strategies are high impact on average (+7 months in secondary) Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)	1/2/4/5/6

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Reading intervention takes place in Year 7 (and for some Year 8 students) linked to phonics, fluency, comprehension. Targeted students take place in the Reading Champions programme		
Continue to develop oracy strategies across the curriculum • Create a shared language around talk across all classrooms • Sentence stems for talk also shared in classrooms to support paired and group discussions. • Staff CPD on structuring talk and supporting active learning as part of the AAIIR model	The EEF literacy reports show that through structured classroom talk pupils, and particularly pupil premium pupils demonstrate improved academic outcomes. Pupils become learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. Research also indicates increased confidence and wellbeing which equips pupils to thrive in life beyond school helping them to progress and access employment. Successive employer surveys and reports from industry bodies such as the CBI, CIPD and IOD have highlighted the value businesses place on employees' communication skills.	1/2/4/5/6
Develop disciplinary numeracy strategies across the curriculum • Collaborative planning between maths and science leaders on numeracy crossover • Numeracy working party CPD for staff • Collaborative planning ongoing. Geography and PE to be introduced to the discussion as part of the programme • Maths and Science leads accessing external CPD through Maths Teaching Hub to support cross-curricular working. • Great Big Maths as part of the half-termly school calendar • All year groups using SPARX Maths.	https://www.nationalnumeracy.org.uk/sites/default/files/documents/nn124_essentials_numeracyreport_for_web.pdf	1/2/4/5/6
Regular Meetings • Faculty and Subject Leaders meet three times a year to discuss DA pupil progress, barriers to learning and agree strategies/action • DA pupils and strategies are discussed at ELT meetings • Progress of DA pupils are discussed at standards meetings in the Autumn and Spring terms • DA barriers in core subjects identified DA core subject strategies agreed and implemented • Half termly Basics meeting	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'	1/2/4/5/6

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Tiers of entry meeting in spring term		
Curriculum Monitoring • Pathways assigned, following a Review of the Key Stage 4 Curriculum prior to curriculum pathways • Targeted DA pupils assigned to the EBacc, Open and bespoke pathways • Careers interviews	Ensuring pupils are on the right courses increases self-confidence and motivation.	1/2/6
Monitor BWCAT Baccalaureate Engagement • Subject trackers • Whole school trackers • Information evenings with parent/carers • Letters home • School Mentors	The EBacc is made up of the subjects which are considered essential to many degrees and open up many doors. Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths. The BWCAT Baccalaureate also provides opportunities for students to engage with and be rewarded for activities beyond the classroom. It also helps students to develop skills and personal qualities which will enable them to grow as individuals.	1/2/4/5

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equipment for learning / curriculum access: • devices for learning • revision guides • learning equipment • Curriculum packs for core subjects.	Ensuring equipment is readily available for pupils enables them to access the curriculum and enables them to be more independent learners.	1/2/3/4/5/6
Bespoke intervention offered by individual subjects following PPE analysis. • Before school and after school intervention	Targeted support and help with revision strategies for pupils who are at risk of not achieving target grade. EEF evidence suggests small group tuition can have a positive impact. plus 4 months. One to one tuition benefits pupils by +5 months There is also evidence that disadvantaged pupils benefit more than others when the program extends the school day One to one tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition | EEF (educationendowmentfoundation.org.uk)	6
Support for additional needs • Passports in place • Meetings with parents • Transition between key stages in place (meetings with parent, child and staff) • Support with post 16 destinations • Literacy screening in place (year 7) • Exam access arrangements in place • Support with information for external agencies • Continued CPD for staff • SEND Parental evenings	The EEF research indicates that high quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. The intensity of intervention (from universal to targeted to specialist) should increase with need. Interventions will be carefully targeted through identification and assessment of need.	1/2/3/4/5/6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers support and guidance • Early career interview for all DA pupils in year 11 with follow up when required • DA pupils are provided with the opportunity to take part in visits to places that promote careers • Year 11 Achievement and Guidance meetings with senior staff provide appropriate post 16 guidance. • Appointments and follow up support (where appropriate) given on results day in August	Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work. EEF Impact of careers education on improving young people's outcomes. The Gatsby Benchmarks highlight the importance of addressing the needs of individual pupils and facilitating encounters with further education and careers	1/2/3/5/6
Engagement in extra- curricular activities • Subsidised funding for some curriculum related trips and music lessons • DA engagement in extra-curricular activities audited and monitored to assess the extent to which DA are involved and to ensure extra- curricular activities are inclusive of all	Extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of schoolwork. An_Unequal_Playing_Field_report.pdf (publishing.service.gov.uk) EEF toolkit: arts participation (+3 months)	3/4/5/6
Uniform Preloved • uniform store available • Subsidised funding for compulsory	Uniform gives a sense of equality. A clear dress code sets boundaries and helps pupils to see school as a working environment. It also re- duces the many distractions associated with personal appearance. In-dependent Education Today Report 2018	3
Internal and External support for SEMH • Regular Focal Meetings held with the safeguarding and wellbeing team to discuss all pupils and DA pupils with SEMH need • External agency support (Catholic Care) • Utilising and following the SMM SEMH Pathway if needed	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children EEF	1/2/3/5/6
Attendance Focus • Reports issued and intervention implemented, with specific focus on target aspirations • Increase number of home visits as appropriate • System to award and celebrate attendance	Excellent pupil attendance at school is important for children's wellbeing, safety and long-term development. The barriers to regular school attendance are wide-ranging and specific to individual children and can be complex. Absence rates in schools have been 50% higher since the pandemic, with persistent absence doubling to 22.3% in 2022/23. Disadvantaged pupils have higher absence rates than their peers, with pupils eligible for free school meals	1/2/3/5/6

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Regular reviews of attendance with a focus on 70%-90% • Menu of options in place to meet need and ensure DA pupils are accessing education • Attendance officer and leaders monitor DA attendance • Parental meetings where appropriate • All subject leaders have access to attendance reports to address gaps in curriculum knowledge. • Pastoral intervention with those students whose attendance falls below 95%. • Utilising support as needed using the SMM SEMH pathway • Monitor attendance of those at alternative provision • Raise profile of attendance through the use of social media. • Recognise improvements in attendance	missing an average of 4 weeks of school in 2022/23/ and looked after children missing nearly 6 weeks in 2021/22. Research shows that pupils who miss more school have lower attainment on average, so this extra absence may have contributed to the widening attainment gap. Controlling for prior attainment (KS2) and pupil traits, analysis of schools' 2013/14 cohort found that each additional half day of absence reduced the likelihood of achieving 5A*-C grades at GCSE by 1.8 per cent. EEF Using Pupil Premium: Guidance for schools	
Continue to work with parents to support pupil learning • Parents' evenings and other events e.g. year 11 achievement and guidance evening • Home-school communication e.g. letters, emails, phone calls, home visits where appropriate • Early Help plan and EHCP meetings • Improving links with feeder primary schools	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF_Parental_Engagement_Summary_of_recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)	1/2/3/5/6
Contingency fund to allow for response to acute issues - where needs have not yet been defined		

Total budgeted cost: £182,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025 Review of Examination Results: Improved strong pass in E&M from 2024. Above national collaboration data taking combined science. Two-year trend of improvement and above national collaboration achieving standard pass in Ebacc. Above national collaboration data for students entered and achieving standard pass in Languages. Above national collaboration data for students entered and achieving Humanities standard and strong pass. As a result, all students are in secure destinations with 100% of students continuing in education post 16. Just under a quarter of Baccalaureate special achievement awards were given to students. +National collaboration data using Sisra.

2024 Review Examination Results: Improved overall progress 8 score. Improved progress in English, Maths, EBacc, Humanities, Science and MFL. Improved A8. Improved attainment in the Basics 4-9. Improved EBacc Entry and EBacc APS

++

Further information (optional)

As a school we are committed to:

- Embedding more effective practise around feedback and personalised learning. This has significant benefits for all pupils but especially DA pupils
- DA pupils are accessing extra-curricular activities such as the Duke of Edinburgh award, theatre trips and that these are mapped. The aim of monitoring this provision will ensure that pupils build confidence and resilience
- Listening and acting upon pupil voice so that future strategies are relevant to need
- Offering access to Catholic care services and in-house access to mentors
- Providing wider opportunities both curricular and extra-curricular through the BWCAT Baccalaureate