

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 (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	1305
Proportion (%) of pupil premium eligible pupils	40.9% (542.5 eligible pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Jan 2025
Date on which it will be reviewed	July 2025
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	£569,625
Recovery premium funding allocation this academic year	£39,121
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	

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring every student at Saints Peter and Paul Catholic High School experiences equal opportunities in every aspect of school life. Our intention is that all pupils, irrespective of their background or the challenges they face, make progress in all subject areas.

40% of our pupils are eligible for pupil premium funding, resulting in a whole cohort approach. We focus our pupil premium funding on improving all aspects of provision for pupils. We adopt a strategic and targeted approach to provide opportunities to address academic, pastoral and cultural gaps whilst building and developing high aspirations.

We will consider the challenges faced by vulnerable pupils, such as those who have social care involvement, gain support from external agencies, are young carers, experience mental health challenges and those experiencing other adverse childhood experiences.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and our expertise through knowing and understanding the context of our school community.

The strategy will work to ensure that: -

- disadvantaged pupils are challenged in the work that they're set
- we act early to intervene at the point need is identified
- we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Reading A considerable proportion of pupil premium students have reading ages on entry (historically and present) far lower than their chronological age. The

	average SAS score for PP students at the end of KS3 is 96.8 whereas the average score for Non-PP students at the end of KS3 is 98.0.
2	<p>Attendance</p> <p>Attendance In the academic year 2023-2024, a notable disparity in attendance rates was observed between Pupil Premium and non-Pupil Premium students. Pupil Premium students recorded an average attendance of 89.7, while non-Pupil Premium students achieved a higher average attendance of 93.3. This difference highlights the need for targeted interventions to support Pupil Premium students in improving their attendance rates.</p>
3	<p>Achievement</p> <p>Disadvantaged pupils on average attain lower and typically make less academic progress in school than their peers. Last academic year, Pupil Premium students had an average Progress 8 score of -0.98, whilst non-Pupil Premium students had an average Progress 8 score of -0.35. We aim to significantly reduce this gap. Not enough of our pupil premium students achieve Grade 4+ and Grade 5+ in English and Maths. Last academic year, 32.2% achieved Grade 4+ in English and Maths and 32.2 achieved Grade 5+ in English and Maths</p>
4	<p>Social and Emotional Needs</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>Extra- curricular participation and independent learning</p> <p>Some disadvantaged students do not benefit from rich and diverse experiences or opportunities to help them have high aspirations and develop learning positive learning behaviours. 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.</p>

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
Increase levels of literacy by improving reading SAS scores for pupil premium	By the end of the 2024-2025 academic year, we aim to achieve a sustained improvement

<p>students specifically focusing on those students below their chronological reading age in KS3</p>	<p>in SAS scores for pupil premium students. We aim to increase the number of pupil premium students making expected progress to 75% by the end of the year.</p>
<p>To achieve and sustain improved attendance for all students, in particular disadvantaged students and reduce persistent absence.</p>	<p>Attendance figures to show that the gap between PP and non-PP students is reducing. Disadvantaged pupils' attendance is at least in line with the</p> <ul style="list-style-type: none"> • National Average • Local Authority average • Similar schools' attendance data <p>A reduction in persistent and severe absenteeism among pupils eligible for Pupil Premium</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>Promote positive behaviour, engagement and attitudes to learning. To develop provision and strategies that promote positive engagement and break down social and emotional barriers to learning</p>	<p>The behaviour and engagement of disadvantaged students is in line with other students or shows an improving trend across all year groups. 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>Extra-curricular participation and independent study. 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>Participation and attendance in independent study and extra-curricular is in line with other students.</p> <p>Minimum 60% attendance for extra-curricular Homework completion rates and achievement 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>
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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>	All
Professional Learning team focused on improving pedagogy through coaching, mentoring and other CPD programmes. These directly impact on PP students	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap</p> <p>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</p>	1,2,3 and 5
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

<p>Investment in CPD and quality assurance platforms (Blue Sky and National College)</p>	<p>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.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap</p>	<p>All</p>
<p>Investment in diagnostic assessment to inform curriculum, assessment, teaching and learning (GL, Lexonik and NGRT)</p>	<p>GL Assessment provides teachers with vital insights about their pupils, in turn helping those pupils to do better. Geoff Barton Former General Secretary, ASCL</p>	<p>1,2,3 and 5</p>
<p>Time given to support bespoke and personalised CPD</p> <ul style="list-style-type: none"> • Archdiocese engagement • Non-specialists • Coaching • NPQ 	<p>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'</p>	<p>All</p>
<p>Investment in recruitment and retention to sustain and enhance staffing provision</p>	<p>According to a National Foundation for Educational Research (NFER) 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.</p> <p>A study by Hattie (2009) on "Visible Learning" highlights that teacher expertise and effective teaching 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.</p>	<p>All</p>

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). These interventions will include:</p> <ul style="list-style-type: none"> • Reading and phonics support • English and Maths catch up • Holistic therapy 	<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</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>https://www.nurtureuk.org/wpcontent/uploads/2021/11/NG-Lancaster-report.pdf</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>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p>	<p>All</p>

<p>and support</p> <ul style="list-style-type: none"> • Alternative and/or bespoke curriculum provision that enable students to engage with the mainstream curriculum. <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</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>All</p>

<p>children to succeed. These interventions will include: -</p> <ul style="list-style-type: none"> • Providing targeted revision support. • Providing targeted home learning support • The Brilliant club • One to one/small group tuition 	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p> <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>https://thebrilliantclub.org/news/the-importance-of-university-self-efficacy-new-rct-findings/</p>	
<p>Promote effective literacy through whole school and individual reading support such as Lexonik and Sparx reader.</p>	<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>	<p>1 and 2</p>
<p>Investment in digital resources and learning platforms to support knowledge retention and retrieval and enable effective independent study and</p>	<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>1,2,3 and 5</p>

<p>revision (Seneca and Sparx)</p>	<p>Students using the software platform, now known as Seneca Learning, actually performed twice as good as students using standard methods</p> <p>The EEF states that setting high quality & effective homework is a “high impact” strategy (+5 months).</p>	
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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,</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>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	<p>2,3,4</p>

meetings and support for school in addressing the students with poor attendance.		
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</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.</p> <p>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.</p> <p>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.</i></p> <p><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</i></p> <p>EEF research shows that social and emotional learning programmes can improve outcomes for PP students. Use of THRIVE language and support will support individuals and allow for intervention to support learning</p>	2,3,4
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.</p> <p>Rewarding for good attendance and behaviour as well as improved attendance and behaviour</p> <p>Reward opportunities and enriching experiences are offered to PP students, and they are supported to attend and engage.</p>	All
Purchase of School Analytics – Power Bi to support tracking of attendance, punctuality and behaviour data to	<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</p>	All

support targeted interventions and support parental communications		
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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 2023 to 2024 academic year.

Aim	Success Criteria	Impact																														
Improve achievement	GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally. Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. All disadvantaged pupils enter further education, training or employment post-16.	<p>Outcomes have improved for PP students in a number of key measures including: -</p> <p>Maths/English 9-7%</p> <p>Maths/English 9-5% -</p> <p>PP students made more progress in English, Maths and EBacc than the previous cohort, with the biggest improvement being seen in Maths</p>																														
Improved attendance for disadvantaged students	Attendance figures to show that the gap between PP and non-PP students is diminishing. Disadvantaged pupils' attendance is in line with the national average for all pupils (given the national context of COVID-19 restrictions).	<table border="1"> <thead> <tr> <th>Attendance</th> <th>2022/23 %</th> <th>2023/4 %</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>89.1</td> <td>89.7</td> </tr> <tr> <td>Pupil Premium</td> <td>84.7</td> <td>85.1</td> </tr> <tr> <td>Male Pupil Premium</td> <td>85.0</td> <td>85.8</td> </tr> <tr> <td>Female Pupil Premium</td> <td>84.3</td> <td>84.5</td> </tr> </tbody> </table> <p>Persistent Absence</p> <table border="1"> <thead> <tr> <th>PA</th> <th>2022/23 %</th> <th>2023/4 %</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>29.0</td> <td>32.0</td> </tr> <tr> <td>Pupil Premium</td> <td>49.0</td> <td>50.3</td> </tr> <tr> <td>Male Pupil Premium</td> <td>49.6</td> <td>51.0</td> </tr> <tr> <td>Female Pupil Premium</td> <td>50.0</td> <td>51.7</td> </tr> </tbody> </table>	Attendance	2022/23 %	2023/4 %	School	89.1	89.7	Pupil Premium	84.7	85.1	Male Pupil Premium	85.0	85.8	Female Pupil Premium	84.3	84.5	PA	2022/23 %	2023/4 %	School	29.0	32.0	Pupil Premium	49.0	50.3	Male Pupil Premium	49.6	51.0	Female Pupil Premium	50.0	51.7
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<p>Promote increased engagement and attitude to learning</p>	<p>Engagement of disadvantaged students is in-line with other students or shows an improving trend across all year groups.</p>	<table border="1"> <thead> <tr> <th></th> <th>22/23</th> <th>23/24</th> </tr> </thead> <tbody> <tr> <td>Suspensions</td> <td>Autumn=56 Spring=54 Summer=67 Total=177</td> <td>Autumn=53 Spring=47 Summer=58 Total=158</td> </tr> <tr> <td>Achievements</td> <td>53342</td> <td>118891</td> </tr> <tr> <td>Guidances</td> <td>112019</td> <td>35338</td> </tr> <tr> <td>Disruption in class</td> <td>3045</td> <td>2833</td> </tr> </tbody> </table>		22/23	23/24	Suspensions	Autumn=56 Spring=54 Summer=67 Total=177	Autumn=53 Spring=47 Summer=58 Total=158	Achievements	53342	118891	Guidances	112019	35338	Disruption in class	3045	2833
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<p>Bridge gaps in literacy</p>	<p>NGRT data indicates increasing reading attainment for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally</p> <p>Students speak positively about how they are encouraged to read widely and for pleasure</p>	<p>NGRT shows that in 2023 /2024 pupil premium students despite lower starting points made more progress than non pupil premium (this was also more progress that national expectation).</p> <p>65% of pupil premium students made expected or above expected progress.</p> <p>27% of pupil premium students made higher or much higher progress (This is above the national average).</p> <p>The mean standardised assessment score for pupil premium students increased from 93.3 to 96.8</p> <p>Pupil Premium student voice around reading lessons and literacy lessons is positive about the idea of having lessons focusing on reading as a skill. Students say that they are introduced to a wider variety of texts Students feel that reading is a key skill needed for everyday life as well as for academic progress.</p>															
<p>Increased participation in wider enrichment opportunities and experiences</p>	<p>Disadvantaged students engage in wider personal development and mission opportunities and experiences Students speak positively about the school and feel safe and happy</p>	<p>225 Year 7 students attended at least one co-curricular activity of which 93 were PP.</p> <p>208 Year 8 students attended at least one co-curricular activity of which 80 were PP.</p> <p>143 Year 9 students attended at least one co-curricular activity of which 73 were PP.</p> <p>62 Year 10 students attended at least one co-curricular activity of which 31 were PP.</p> <p>115 Year 11 students attended at least one co-curricular activity of which 66 were PP.</p> <p>Overall, 753 out of 1317 students attended a club / enrichment</p>															

		<p>opportunity. 343 out of 528 PP students attended a club.</p> <p>All disadvantaged students have accessed at 4 activities outside of the classroom to enhance their learning experiences and wider opportunities</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider