

# Pupil premium strategy statement – Stuart Bathurst Catholic High School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	699 ( <i>in KS3/4 - 815 total</i> )
Proportion (%) of pupil premium eligible pupils	314 – 44.92% ( <i>in KS3/4</i> )
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Richard May, Executive Principal
Pupil premium lead	Mr Sean Barlow, Assistant Principal
Governor / Trustee lead	Mr Rajesh Patel

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£333,250
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£333,250

# Part A: Pupil premium strategy plan

## Statement of intent

At Stuart Bathurst Catholic High School, we want to ensure that pupils develop spiritually and morally, understanding the school's mission to serve each other through the teachings of Christ. Our vision is for all pupils, regardless of background and circumstance, to make outstanding progress and achieve grades which will open the door to the future of their choice. Our aim is to offer pupils a curriculum that enables them 'to do and be of their best' in line with our school mission.

We want our pupils to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals. The classroom is at the heart of everything we do in Stuart Bathurst. If we are to achieve our vision, we need to ensure that we are developing a thirst for knowledge in all our pupils.

We believe that this success comes from pupils being experts in the disciplines that they study. Their expertise will be achieved through our ambitious sequenced curriculum, our classroom pedagogy, and the teaching of deep knowledge by highly skilled and knowledgeable subject experts. We want our pupils to think, speak and read and write like academic scholars.

The focus of our pupil premium strategy is therefore to support disadvantaged pupils to achieve these aims in an educational climate where the gap between the disadvantaged and non-disadvantaged has widened. Through this strategy we also seek to address the impact of the COVID-19 pandemic and identify recovery programmes for pupils whose education has been worst affected, including non-disadvantaged pupils.

We have used diagnostic assessment to ascertain the academic challenges faced by our disadvantaged pupils, alongside a holistic consideration of the wider challenges that they face. These have then informed the selection of evidence-based activities chosen to improve the life chances of all pupils, with a focus on our disadvantaged cohort.

These activities follow a tiered approach that is embedded within our school improvement plan and focus on high-quality teaching, targeted academic support and wider strategies including a focus on attendance, behaviour, and wellbeing.

## Challenges

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

Challenge number	Detail of challenge																																												
	<i>As identified at the outset of the strategy – September 2023</i>																																												
1	<p>Whilst the school performs favourably in comparison with local and national progress and attainment, the <b>progress and attainment</b> of disadvantaged pupils remains lower than that of non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>All Pupils</th> <th>Dis. Pupils</th> <th>School Gap</th> <th>National Average All</th> <th>National Average Dis.</th> <th>National Gap</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-0.13</td> <td>-0.25</td> <td>-0.12</td> <td>-0.03</td> <td>-0.57</td> <td>-0.54</td> </tr> <tr> <td>Attainment 8</td> <td>45.2</td> <td>40.5</td> <td>-4.7</td> <td>46.2</td> <td>34.9</td> <td>-11.3</td> </tr> </tbody> </table>	Measure	All Pupils	Dis. Pupils	School Gap	National Average All	National Average Dis.	National Gap	Progress 8	-0.13	-0.25	-0.12	-0.03	-0.57	-0.54	Attainment 8	45.2	40.5	-4.7	46.2	34.9	-11.3																							
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2	<p>On average, the pupils <b>reading ages</b> on entry to Stuart Bathurst Catholic High School are below their actual age. In addition, there is gap between disadvantaged and non-disadvantaged pupils. This is evidenced through NGRT data which is collected at the start of Year 7 and throughout Key Stage 3. The entry reading ages for the current Key Stage 3 cohort are shown below.</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Age</th> <th>Reading Age</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Year 7 PP (60 pupils)</td> <td>PP</td> <td>11.49</td> <td>11.23</td> <td>-0.26</td> </tr> <tr> <td>Others</td> <td>11.52</td> <td>12.05</td> <td>+0.53</td> </tr> <tr> <td>Gap</td> <td>-0.03</td> <td>-0.82</td> <td>-0.79</td> </tr> <tr> <td rowspan="3">Year 8 PP (57 pupils)</td> <td>PP</td> <td>11.47</td> <td>10.09</td> <td>-1.38</td> </tr> <tr> <td>Others</td> <td>11.55</td> <td>10.56</td> <td>-0.99</td> </tr> <tr> <td>Gap</td> <td>-0.09</td> <td>-0.47</td> <td>-0.39</td> </tr> <tr> <td rowspan="3">Year 9 PP (71 pupils)</td> <td>PP</td> <td>12.53</td> <td>10.59</td> <td>-1.94</td> </tr> <tr> <td>Others</td> <td>12.48</td> <td>11.04</td> <td>-1.44</td> </tr> <tr> <td>Gap</td> <td>0.05</td> <td>-0.45</td> <td>-0.49</td> </tr> </tbody> </table>			Age	Reading Age	Difference	Year 7 PP (60 pupils)	PP	11.49	11.23	-0.26	Others	11.52	12.05	+0.53	Gap	-0.03	-0.82	-0.79	Year 8 PP (57 pupils)	PP	11.47	10.09	-1.38	Others	11.55	10.56	-0.99	Gap	-0.09	-0.47	-0.39	Year 9 PP (71 pupils)	PP	12.53	10.59	-1.94	Others	12.48	11.04	-1.44	Gap	0.05	-0.45	-0.49
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3	<p>The <b>attendance</b> at Stuart Bathurst is in line with national average figures but there is a gap between disadvantaged pupils and their non-disadvantaged peers in attendance. This gap has widened during the pandemic.</p> <table border="1"> <thead> <tr> <th colspan="4">Attendance (2022/2023)</th> </tr> <tr> <th>Disadvantaged</th> <th>FFT National Disadvantaged</th> <th>All Pupils</th> <th>FFT National All</th> </tr> </thead> <tbody> <tr> <td>87.4%</td> <td>85.3% (+2.1%)</td> <td>90.0%</td> <td>90.7% (-0.7%)</td> </tr> </tbody> </table>	Attendance (2022/2023)				Disadvantaged	FFT National Disadvantaged	All Pupils	FFT National All	87.4%	85.3% (+2.1%)	90.0%	90.7% (-0.7%)																																
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5	<p>The school operates within an area of relatively high deprivation. This presents a range of <b>socio-economic issues</b> with have been exacerbated by COVID-19.</p>																																												

	<p>These include financial hardship and increased wellbeing and mental health concerns. The impact of these issues can be seen in student engagement with school, including home learning and extra-curricular activities.</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
Progress and Attainment	<p>1. Disadvantaged pupils have above national average outcomes (for disadvantaged pupils) for Progress 8, Attainment 8 and % English and Maths 5+</p> <p>The gap between disadvantaged and non-disadvantaged for Progress 8, Attainment 8 and % English and % Maths 5+ measures will decrease throughout the duration of this strategy statement.</p>
Literacy	<p>1. During Key Stage 3:</p> <ul style="list-style-type: none"> <li>a. The gap in actual age and reading age as measured through NGRT testing will close.</li> <li>b. The gap between the reading ages of disadvantaged and non-disadvantaged pupils will reduce.</li> </ul> <p>Lesson observation data and book monitoring will evidence that teachers are able to use a range of strategies to embed the explicit teaching of disciplinary literacy within their subject areas.</p>
Attendance	<p>1. Disadvantaged pupils have at least national average attendance.</p> <p>2. Disadvantaged pupils have below national average (all pupils) of persistent absence.</p> <p>The gap in absence and persistent absence will decrease between disadvantaged and non-disadvantaged pupils.</p>
Behaviour and Self-Regulation	<p>1. At most, proportionate representation of disadvantaged pupils relative to school demographics for:</p> <ul style="list-style-type: none"> <li>a. Detentions issued.</li> <li>b. Days in internal exclusion.</li> <li>c. Instances of fixed-term exclusions.</li> </ul> <p>Develop and maintain a positive school ethos that supports all pupils' behaviour, with a focus on self-regulation.</p>

## 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: £96,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils.</b></p> <ul style="list-style-type: none"> <li><i>Research-informed implementation and monitoring of Bathurst Basics approach.</i></li> <li><i>Investment in staff CPDF, including Walkthrus subscription, aiming to ensure all members of staff become confident in adaptive and responsive teaching.</i></li> <li><i>To continue to monitor and evaluate the effectiveness and impact of the curriculum through the implementation of LTS and MTS.</i></li> </ul>	<p>Developing teaching:</p> <p>Evidence supporting the positive impact of cognitive science strategies in the classroom.  <a href="#">Cognitive science approaches in the classroom: A review of the evidence</a></p> <p>“The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.”  <a href="#">Metacognition and Self-Regulation - EEF</a></p> <p>Evidence in support of effective teacher development through CPDF:  <a href="#">Slater, Davies, and Burgess (2012), Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England, Oxford Bulletin of Economics and Statistics, 74 (5), pp. 629–645.</a></p> <p><a href="#">Sims et al. (2021), What are the characteristics of teacher professional development that increase pupil achievement? A systematic review and meta-analysis, EEF.</a></p> <p><a href="#">What Makes a Teacher Keep Teaching - TeacherTapp</a></p> <p>Curriculum and sequencing:</p> <p>“The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.”  <a href="#">Mastery Learning - EEF</a></p>	<p>1, 2 and 5.</p>

	<p>“A successful knowledge-rich curriculum should be designed to help pupils remember what they have been taught.”</p> <p><a href="#">What do we mean by knowledge rich anyway? Alex Quigley.</a></p>	
<p><b>Create a purposeful independent online platform through Google classroom which continues and extends learning from the classroom.</b></p> <ul style="list-style-type: none"> <li>• <i>Staff CPDF.</i></li> <li>• <i>Home learning set through Google Classroom.</i></li> <li>• <i>Provision of access to IT resources for pupils (home learning club).</i></li> </ul>	<p>“Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported.”</p> <p><a href="#">Homework - EEF</a></p> <p>“Supporting pupils to work independently can improve learning outcomes. Ensuring access to technology is key, particularly for disadvantaged pupils.”</p> <p><a href="#">Remote Learning: Rapid Evidence Assessment</a></p> <p><a href="#">Using Digital Technology to Improve Learning</a></p>	1, 2 and 5.
<p><b>Review the school assessment and marking policy to create a more consistent approach across all subjects and ensure the greatest impact on pupil progress.</b></p>	<p>“Providing feedback is a well-evidenced and has a high impact on learning outcomes.” (+5 months)</p> <p><a href="#">Feedback - EEF</a></p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.</p> <p><a href="#">Diagnostic assessment - EEF</a></p>	1 and 2.
<p><b>Improving literacy across the school and embedding a culture of reading in all year groups.</b></p> <ul style="list-style-type: none"> <li>• <i>Staff CPDF.</i></li> <li>• <i>Literacy co-ordinator.</i></li> <li>• <i>Implementation of the Fresh Start programme including specialist staff, training, and curriculum capacity.</i></li> </ul>	<p>“The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year.”</p> <p><a href="#">Reading Comprehension Strategies - EEF</a></p> <p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</p> <p><a href="#">Phonics - EEF</a></p> <p>“Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject.”</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>“Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects.”</p>	1 and 2.

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

Budgeted cost: £133,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>One to one, small group or peer academic tuition, including through the National Tutoring Programme.</b></p> <ul style="list-style-type: none"> <li>• <i>Hard Work Pays Off programme.</i></li> <li>• <i>Maths and phonics interventions.</i></li> <li>• <i>NGRT testing.</i></li> </ul>	<p>“Small group tuition has an average impact of four months’ additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils’ specific needs following diagnostic assessment.”</p> <p><a href="#">Small Group Tuition - EEF</a></p> <p>“Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour’s provision.”</p> <p><a href="#">Extending School Time - EEF</a></p> <p><a href="#">Making a Difference with Effective Tutoring</a></p>	<p>1 and 2.</p>
<p><b>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.</b></p> <ul style="list-style-type: none"> <li>• <i>Investment in SEND including staffing levels, external reviews and CPDF.</i></li> <li>• <i>Teaching assistant deployment and interventions.</i></li> </ul>	<p>“An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils.”</p> <p><a href="#">Special Educational Needs in Mainstream Schools</a></p> <p>Considerations regarding teaching assistant deployment:</p> <p><a href="#">Blatchford, P. and Webster, R. (2018) Classroom contexts for learning at primary and secondary school: Class size, groupings, interactions and special educational needs, British Educational Research Journal, 44(4): 681-703.</a></p>	<p>1, 2, 3, 4 and 5.</p>
<p><b>Purchasing revision materials and use of ‘invest in me’ to support pupils’ ability to work independently.</b></p> <ul style="list-style-type: none"> <li>• <i>Year 11 revision packs including flashcards,</i></li> </ul>	<p>Evidence of need for financial support:</p> <p><a href="#">English Indices of Deprivation</a></p> <p><a href="#">Sandwell – Public Health Profiles</a></p> <p>“It is important to make the purpose of homework clear to pupils.”</p>	<p>1 and 5.</p>

<p><i>revision books and stationery.</i></p> <ul style="list-style-type: none"> <li><i>Weekly focus on study strategies within the SAINT programme.</i></li> </ul>	<p><a href="#">Homework - EEF</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £133,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Embedding good practice as set out in DfE’s guidance on working together to improve school attendance.</b></p> <ul style="list-style-type: none"> <li><i>Rigorous tracking processes.</i></li> <li><i>Attendance officer support.</i></li> <li><i>Employment of family support worker.</i></li> <li><i>Attendance training provided for key pastoral staff.</i></li> <li><i>Attendance rewards</i></li> <li><i>PASS assessment.</i></li> </ul>	<p>“Poor attendance at school is linked to poor academic attainment across all stages.”</p> <p>Evidence informing approaches to improving attendance:</p> <p><a href="#">Working Together to Improve School Attendance</a></p> <p><a href="#">Rapid Evidence Review: Attendance Interventions</a></p> <p><a href="#">Rekha Balu &amp; Stacy B. Ehrlich (2018) Making Sense out of Incentives: A Framework for Considering the Design, Use, and Implementation of Incentives to Improve Attendance, Journal of Education for Pupils Placed at Risk (JESPAR), 23:1-2, 93-106.</a></p>	<p>1, 3, 4 and 5.</p>
<p><b>Communicating with, and supporting, parents and families.</b></p> <ul style="list-style-type: none"> <li><i>A calendar of events to encourage positive dialogue about learning, including parent’s evenings and curriculum information evenings for Year’s 7, 10, 11 and 13.</i></li> <li><i>Offer sustained and intensive support where needed through the work of</i></li> </ul>	<p>“Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.” (+3 months)</p> <p><a href="#">Working with Parents to Support Children’s Learning - EEF</a></p> <p>“Communicate to parents that their involvement and support makes a considerable difference to their child’s performance.”</p> <p><a href="#">How to involve hard-to-reach parents – National College for School Leadership</a></p>	<p>1, 3 and 5.</p>

<p><i>the pastoral team including DSL and family support worker.</i></p>		
<p><b>Support pupils’ social, emotional, and behavioural needs.</b></p> <ul style="list-style-type: none"> <li>• <i>Development of a behaviour curriculum.</i></li> <li>• <i>Increased capacity for targeted interventions including:</i> <ul style="list-style-type: none"> <li>- <i>Investment in alternative provision including key staff.</i></li> <li>- <i>Dedicated behaviour manager and key stage pastoral leaders.</i></li> <li>- <i>Mentoring provision with training identified and provided to increase capacity.</i></li> </ul> </li> <li>• <i>Aspirations and careers support including work with Elevate Education and Aspire to HE. The employment of a leader for CEIAG.</i></li> </ul>	<p>“According to figures from the DfE, disadvantaged pupils are more likely to receive a permanent or fixed period exclusion. Both targeted interventions and universal approaches have positive overall effects.” (+ 4 months)  <a href="#">Improving Behaviour in Schools - EEF</a></p> <p>“Both targeted interventions and universal approaches have positive overall effects”. (+ 4 months)  <a href="#">Behaviour Interventions - EEF</a></p> <p>“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. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.”  <a href="#">Social and Emotional Learning - EEF</a></p> <p>Ensuring that pupils have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.  <a href="#">Aspirations Interventions - EEF</a></p>	<p>3, 4 and 5.</p>
<p><b>Discretionary fund to support issues that present a barrier to accessing education.</b></p> <ul style="list-style-type: none"> <li>• <i>Including financial support for uniform, travel, and extra-curricular activities.</i></li> </ul>	<p>“If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.”  <a href="#">Uniform - EEF</a></p>	<p>3, 4 and 5.</p>

**Total budgeted cost: £333,250**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

#### Outcomes

2024/25

<b>Measure</b>	<b>All Pupils</b>	<b>Dis. Pupils</b>	<b>School Gap</b>	<b>Local Authority Average All</b>	<b>National Average All</b>
<b>Progress 8</b>	N/A	N/A	N/A	N/A	N/A
<b>Attainment 8</b>	41.39	35.96	-5.43 <i>(-10.23 in 2023/24)</i>	41.7	45.9
<b>% 5+ E&amp;M</b>	35.2%	26.5%	-8.7% <i>(-20.5% in 2023/24)</i>	33.5%	45.2%
<b>% 4+ E&amp;M</b>	57.2%	42.6%	-14.6% <i>(-21.0% in 2023/24)</i>	55.2%	64.5%
<b>Ebacc Entry</b>	6.2%	7.4%	-1.4% <i>(-3.4% in 2023/24)</i>	28.7%	40.5%
<b>EBacc APS</b>	3.27	2.88	-0.39 <i>(-0.87 in 2023/24)</i>	3.59	4.08

#### Attendance

2024/2025

<b>Year Group</b>	<b>Attendance*</b>		<b>FFT National Disadvantaged</b>
	<b>Disadvantaged</b>	<b>All</b>	
<b>All</b>	85.1%	88.9%	86.2% (-1.1%)

7	85.8%	89.9%	89.8% (-4.0%)
8	88.0%	91.1%	87.0% (+1.0%)
9	85.8%	88.5%	85.2% (+0.6%)
10	83.6%	88.0%	84.2% (-0.6%)
11	82.7%	83.6%	82.8% (-0.9%)

*\*Data taken from FFT 360 Attendance View – September 2024 to July 2025*

## Analysis

*Against 2023/2024 intended outcomes.*

Aim	Success Criteria	Outcomes																				
Progress and Attainment	<p>1. Disadvantaged pupils have above national average outcomes (for disadvantaged pupils) for Progress 8, Attainment 8 and % English and Maths 5+</p> <p>2. The gap between disadvantaged and non-disadvantaged for Progress 8, Attainment 8 and % English and % Maths 5+ measures will decrease throughout the duration of this strategy statement.</p>	<p>Analysis shows that the gap between disadvantaged and non-disadvantaged pupils has closed in 2024/25 and for the first time in this strategy statement cycle. Although overall performance declined in 2024/25, pupil premium pupils saw an improvement in Attainment 8, which led to the gap closing to 5.43, from 10.23 in the previous academic year.</p> <p>When further analysing the data, attendance continues to have a significant impact on the attainment of disadvantaged pupils.</p>																				
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<p>This analysis reinforces the importance of challenge number 3, demonstrating that the in-school strategies used to address challenge number 1 are impactful, but diminished when pupils are unable to engage in them due to attendance issues.</p>																						

Literacy	<p>1. During Key Stage 3:</p> <p>a. The gap in actual age and reading age as measured through NGRT testing will close.</p> <p>b. The gap between the reading ages of disadvantaged and non-disadvantaged pupils will reduce.</p> <p>2. Lesson observation data and book monitoring will evidence that teachers are able to use a range of strategies to embed the explicit teaching of disciplinary literacy within their subject areas.</p>	<p>1. Pupils in key-stage 3 complete NGRT reading tests termly, with new reading ages relative to student age shared on Arbor for teachers and support staff to use as part of their planning. This has also informed the Fresh Start cohort. Wider analysis of the NGRT results is yet to be completed.</p> <p>Staff are now also trained in ‘a simple view of reading’ with the expectation that they use literacy quadrants to inform lesson planning in key-stage 3,</p> <p>OFSTED: “The school provides expert support for the weakest readers. Because of this, these pupils are making excellent progress in becoming stronger readers. There is also support in place for those who are not yet confident, fluent readers.”</p> <p>2. Lesson observation data shows a range of strategies being used in classrooms, includes some examples of best practice. However, this remains variable with a focus needed on consistency across all subject areas.</p> <p>This will be supported by the work of the literacy lead and as part of the RADY programme, which includes classrooms strategies for disadvantaged learners.</p>
Attendance	<p>1. Disadvantaged pupils have at least national average attendance.</p> <p>2. Disadvantaged pupils have below national average (all</p>	<p>The attendance data presented above shows that improvements have been made in the 2024/2025 academic year. When comparing to local and national data the school has an attendance gap from pupil premium to non-pupil premium pupils overall, but this gap is narrowing with areas (Year 8 and 9) where the school is showing a positive gap to national data. This indicates that the newly implemented attendance strategy is having a positive impact. Further information about this is included below:</p> <p>First day absence procedures have been refined to ensure that we have full, accurate and timely information regarding</p>

	<p>pupils) of persistent absence.</p> <p>3. The gap in absence and persistent absence will decrease between disadvantaged and non-disadvantaged pupils.</p>	<p>which pupils are absent from school and the reasons given. This prioritises vulnerable pupils from both a safeguarding and a pupil premium perspective. If a student is absent for two days, the head of year is asked to contact home to discuss any barriers and to discuss how we can support their return to school. We are actively recruiting an Education Welfare Officer to further develop this support.</p> <p>Pupils who are pupil premium and are at risk of being "persistently absent" have had attendance panel meetings in recent weeks. Pupils who have attendance below 50% have a personal "severely persistently absent plan" drawn up with parents, the student, and a designated member of staff. There is a system for all staff to refer pupils for pastoral interventions as they see necessary, which is triaged and allocated to the relevant staff. The designated safeguarding lead co-ordinates referrals to external agencies for further support when needed. A twelve-week programme of therapeutic boxing is taking place to support students' well-being and attendance. Attendance challenges take place at key points in the year to celebrate those who are always present and those who need motivation to increase their attendance. These actions prioritise pupil premium pupils and aim to remove barriers to attendance in school.</p>																		
<p>Behaviour and Self-Regulation</p>	<p>1. At most, proportionate representation of disadvantaged pupils relative to school demographics for:</p> <p>a. Detentions issued.</p> <p>b. Days in internal exclusion.</p> <p>c. Instances of fixed-term exclusions.</p> <p>2. Develop and maintain a</p>	<p>Behaviour Analysis - Academic Year 2024/2025.</p> <table border="1" data-bbox="619 1263 1396 1406"> <thead> <tr> <th colspan="2">Detentions <i>% of detentions issued</i></th> <th colspan="2">Internal Exclusions <i>% of days issued</i></th> <th colspan="2">FTE's <i>% of days issued</i></th> </tr> <tr> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>56.4%</td> <td>43.6%</td> <td>67.5%</td> <td>32.5%</td> <td>67.7%</td> <td>32.3%</td> </tr> </tbody> </table> <p>The data from the academic year 2024/2025 shows that sanctions at all levels continue to be disproportionately received by disadvantaged pupils. This becomes greater the more severe sanctions are.</p> <p>The school has dedicated significant resources to establishing and embedding a behaviour curriculum. This behaviour curriculum and associated work linked to self-regulation, alongside changes in pastoral support structures are not 'quick fix' strategies and the ongoing impact of these on Pupil Premium pupils will continue to be monitored and evaluated.</p> <p>OFSTED: "The school has high expectations of pupil's behaviour most pupils meet these standards. The new</p>	Detentions <i>% of detentions issued</i>		Internal Exclusions <i>% of days issued</i>		FTE's <i>% of days issued</i>		Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	56.4%	43.6%	67.5%	32.5%	67.7%	32.3%
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	positive school ethos that supports all pupils' behaviour, with a focus on self-regulation.	behaviour curriculum is helping pupils develop a deeper understanding of the impact their choices have on others.”
Engagement and Wellbeing	<p>1. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p> <p>2. Remove barriers to engagement that are derived from financial hardship.</p>	<p>A range of strategies are being used school wide to drive progress in this challenge area. These include the SAINT and RSHE programme, the Archangel Centre, the behaviour curriculum, pastoral restructuring including the appointment of a family support worker, extended mentoring, careers support and counselling.</p> <p>In the 2025/2026 academic year the school is recruiting to increase capacity in pastoral and family support, recognising the ever-increasing demands placed on the school in this area.</p> <p>Alongside this financial assistance has been provided to pupils for items such as bus passes, school uniform and IT provision. Revision resources including flash cards, highlighters and other key equipment have also been purchased, and Year 11 pupils have benefited from breakfast revision throughout the summer examination series.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Raising Attainment of Disadvantaged Youngsters (RADY)	Challenging Education